

Strategic Plan – Initiative Work Plan FY2015

Initiative Name: Applying the Science of Learning to the Learning of Science (SENCER Program)

Date: June 20, 2014

Goal # 2 **Goal Chair: Dr. Nancy Rogers**

Initiative # 2 **Initiative Chairs: Dr. Cat Paterson**

Thesis Statement: Engaged learning courses/environments contribute to student retention and success, enhanced faculty performance, and positive publicity for Indiana State University. Facilitating the creation of additional engaged learning courses/opportunities through the **SENCER** program will, therefore, benefit students, faculty, and the university as a whole.

1. INTRODUCTION/BACKGROUND – WHAT?

SENCER at ISU

Indiana State University has adopted the Science Education for New Civic Engagements and Responsibilities (SENCER) Teaching Model, which fits well with our strengths in experiential learning and community engagement. Our team is working hard to promote the SENCER Teaching Model at ISU and requests the following budget to meet the goal of making our classes more engaging and to provide students with a deeper learning experience across all disciplines using this engaged, interdisciplinary approach.

The SENCER Teaching Model promotes project-based learning and community engagement to involve students in a meaningful education. The budget that we are requesting will provide funding for: **(a)** faculty development workshops; **(b)** class conversion to this interactive and interdisciplinary model that incorporates community engagement; **(c)** the SENCER Student Leadership Team, who will use the skills learned from their diverse majors to bring SENCER alive at ISU; and **(d)** conference participation for SENCER participants (students and faculty) in order to present their findings at conferences, and to gain valuable professional experiences from interacting with other SENCER contributors in other educational institutions. Most of the requested funds will go to **course conversion** and **undergraduate student stipends**.

Previous Achievements of Goal 2 /Initiative 2

Over the past four years, funds for this initiative have enabled us to engage over 75 faculty and staff in professional development activities at ISU. We currently have 35 courses listed as SENCER-approved courses throughout the University. Twenty-eight (28) faculty, staff, and students traveled to the SENCER Summer Institutes in Chicago, Illinois (2009); Asheville, North Carolina (2010);

Strategic Plan – Initiative Work Plan FY2015

Indianapolis, Indiana (2011); and Santa Clara, California (2012 & 2013) to learn about this teaching model and to present the work that ISU has done. In summer 2014, we will have four more faculty and students attending the SENCER Summer Institute at Asheville, North Carolina, where the SENCER group will present two posters and lead a workshop. The conference in Santa Clara will be July 31 - August 4, 2014, and we intend to use funds allocated in FY 2014, as well as additional Strategic Plan funds to cover the cost of travel for participants in the conference.

Over the past year (FY2014), we have provided course development funds for the following new SENCER courses (compared to seven (7) courses in FY2013):

1. **AHS 327** – Applied Health Services
2. **AHS 391** – Applied Health Services
3. **SOWK 130** – Social Work
4. **CIMT 620** – Curriculum, Instruction
5. **ECT 490** – Electronics & Computer Technology
6. **CRIM 100** - Criminology
7. **RCSM 275** - Recreation & Sport Management
8. **RCSM 496** - Recreation & Sport Management
9. **BUS 401** - Business
10. **RCSM 583** - Recreation & Sport Management
11. **AHS 815** - Applied Health Services
12. **AHS 237** - Applied Health Services
13. **SOWK 441** – Social Work
14. **RCSM 342** - Recreation & Sport Management
15. **RCSM 420** - Recreation & Sport Management

We have trained students in the SENCER program and have had them use their skills to advance the SENCER program at ISU: Nicholas Flinner and Shelby Tatman (graduate students), and Sabrina Brown, Scheyanna Mundell, Adri Lehman, Alli Creed, Allison Apke, Joseph Zeedyk, Charisa Scott, and Delicia Frazier (undergraduate students). These and other students have presented at the Washington, D.C. Symposium in April 2010, 2011, 2012, 2013 and 2014 and/or attended the Summer Institutes in Chicago, Asheville, Indianapolis, and Santa Clara in the same years. At the Washington D.C. Symposium in 2011, ISU was awarded the William E. Bennett Award for Extraordinary Contributions to Citizen Science for our work with the SENCER Teaching Model and specifically for the development and implementation of the SENCER Student Leadership Team. Our student leadership team is an innovative advancement and has been suggested as a model for other institutions to emulate. Also, the SENCER program continues to produce news stories that are featured on local television and radio news broadcasts as well as on ISU's web pages. This program has been successful in bringing much positive media attention to the experiential learning and community engagement that our students have completed.

As the faculty and staff bring this model to campus, the student SENCER team puts the energy into the campus effort to incorporate this project-based learning around civic issues. Our current student workers provide the student leadership that is needed to engage the rest of the student community

Strategic Plan – Initiative Work Plan FY2015

in SENCER classes. We intend to expand student involvement in SENCER through funding a series of projects with clear end products that will facilitate the expansion of SENCER across campus.

2. PROPOSAL/PURPOSE/JUSTIFICATION – WHY?

The long-term goal of all of these efforts is to make SENCER classes more accessible to students across campus, to study the impact of these courses, and to encourage more faculty members to take on this teaching model in their own courses. We are at the phase where we are collecting hard data from the assessment of our current courses to help convince faculty of the efficacy of these courses. We have conducted more Student Assessment of Learning Gains surveys than most other SENCER programs in the United States (according to Dr. Stephen Carroll, the person who published that assessment tool). We have already started to gather information from Institutional Reporting on student retention numbers for students who take these classes and we will continue to collect 991 numbers of students that take these courses. These efforts contribute to the benchmarks of Goal 2 to increase the participation in experiential learning through integration of experiential learning and community engagement into foundational studies and majors courses throughout the university. **During the 2014-15 AY we will place particular emphasis on refocusing SENCER on STEM disciplines.**

3. DISCUSSION OF PAST YEARS RESULTS – BENCHMARK SUCCESSES

ACCOMPLISHMENTS

During the academic year 2013-14, the SENCER project initiative achieved the following goals:

1. Increased faculty awareness of the SENCER model and its benefits, and boosted faculty participation in SENCER-related projects and activities

- Contacted a number of ISU faculty explaining the process of incorporating civic engagement projects in classroom and offering an organized process to assist them SENCERizing their courses
- Updated and maintained the ISU SENCER webpage. The student leadership team is also in the process of editing video from class projects in order to upload them in our web page in the near future

2. Increased student involvement in SENCER-related projects and activities

- Sent students, members of the SENCER student leadership team, to civic engagement conferences (e.g. IMPACT conference in Valparaiso in February 2014)
- Developed a series of student projects (SENCERizing BlackBoard page, civic engagement rubric, etc.) to promote and evaluate SENCER courses and activities
- Initiated a social media approach to disseminating information about SENCER to students and faculty

3. Increased the number of SENCER courses offered at Indiana State University

Strategic Plan – Initiative Work Plan FY2015

- Offered stipends for conversion of courses to the SENCER model. This year, we had 18 stipends to offer for course conversion, and 16 faculty have committed to adopting the SENCER model thus far (we hope to award the remaining stipends for conversion efforts over the summer):

AHS 327 (Dr. Berlin) - Fall 2013

AHS 391 (Dr. Borrero) - Fall 2013

SOWK 130 (Miss Lugar) - Spring 2014

CIMT 620 (Dr. Boileau) – Spring 2014

ECT 490 (Mr. Wuerzberger) - Spring 2014

CRIM 100 (Mr. Burns) - Spring 2014

RCSM 275 (Dr. Rogers) – Spring 2014

RCSM 496 (Dr. Strigas) – Spring 2014

BUS 401 (Dr. Chandra) – Spring 2014

RCSM 583 (Dr. Schaumleffel) – Spring 2014

AHS 815 (Dr. Hutchins) – Spring 2014

AHS 237 (Dr. Walker) – Spring 2014

SOWK 441 (Dr. Impink) – Spring 2014

RCSM 342 (Dr. Witkemper) – Spring 2014

Also:

RCSM 420 (Dr. Shomali) – Summer 2014

HRD 355 (Dr. Eversole) – Fall 2015

4. Developed assessment procedures in evaluating outcomes of SENCER-related activities

- Created a system of review whereby SENCER courses at ISU can be reviewed to evaluate the extent to which they address the SENCER ideals (basic, emerging, transformative). The student leadership team developed a conversion process that all faculty have to undergo in order to SENCERize their courses. Course conversion has been streamlined with the development of a SENCER BlackBoard page, which allows for faculty to identify steps for SENCERizing courses, resources for restructuring courses, and a place to submit evidence of SENCERization of courses

5. Shared our work, best practices and accomplishments with the SENCER community (e.g., SENCER Regional Centers of Innovation) and other stakeholders (local community, civic leaders, ISU alumni, etc.)

- SENCER did not hold its annual Washington D.C symposium this past March; they postponed that meeting for September 2014. Our leadership team has been accepted to present its work at the 2014 SENCER Summer Institute, and we are preparing a couple of presentations for the SENCER Annual Washington D.C. symposium this coming September.

6. Developed and trained a SENCER Leadership Team that safeguarded the sustainability and continuation of the SENCER program for the years to come

Strategic Plan – Initiative Work Plan FY2015

- The SENCER student leadership team was an exceptional one this past year. They helped in carrying out all major functions of the SENCER project. The team did excellent work on the rubric and had many positive interactions with faculty this past year. We have really ramped up the rigor of becoming a SENCER class, with the Student Leadership Team working hard to evaluate syllabi through the SENCER rubric. In addition, they worked to update and improve the Rubric (to version 3.0). The Student Leadership Team was recognized for its exceptional performance from the Center of Community Engagement
- 7. Placed a great effort to connect our SENCERized courses with the OPEN EDUCATIONAL RESOURCES initiative**
- Our goal is to promote the use of Open Educational Resources for a greater number of SENCERized courses in the near future.
- 8. SENCER is part of the Curricular Engagement Inventory**
- SENCER is now part of the Curricular Engagement Inventory, which was prepared and administered by the Center for Community Engagement. Being part of this inventory allows us to continually assess who is implementing SENCER courses at ISU and to track how many hours of community engagement and how many research projects are being conducted in SENCER courses

OBJECTIVES/ ACTIONS NOT ACHIEVED

- 1. Pursue research interests and disseminate research outcomes connected to SENCER's goals**
- This year, the focus of our attention was to develop the student leadership team and attract more faculty to convert their courses to the SENCER model. As a result, we had limited time in pursuing a research agenda related to civic engagement. This goal will be incorporated in our goals for the academic year 2014-15.
- 2. Pursue external funding/grants from the National Center for Science and Civic Engagement (NCSCE) for SENCER- related projects**
- Although Dr. Strigas traveled to N.J. to pursue external funding through the SENCER-ISE awards program (the program supported partnerships between higher education and informal science education professionals around compelling civic issues), the SENCER director informed Dr. Strigas that the project was not going to fund a second round of grant proposals.

Strategic Plan – Initiative Work Plan FY2015

ASSESSMENT EVIDENCE:

Data on Student Success Rate

CLASS	Students in one (1) or more FALL/SPRING SENCER Courses				
	SUCCESS				
	Hdcnt	EnrNextYr	Graduated	Number	Percent
Freshmen	407	319	0	319	78.4%
Sophomores	237	206	0	206	86.9%
Juniors	183	158	11	169	92.3%
Seniors	245	84	138	222	90.6%
Total	1072	767	149	916	85.4%

CLASS	Students in zero (0) FALL/SPRING SENCER Courses				
	SUCCESS				
	Hdcnt	EnrNextYr	Graduated	Number	Percent
Freshmen	3134	2012	3	2015	64.3%
Sophomores	1642	1341	1	1342	81.7%
Juniors	1444	1197	52	1249	86.5%
Seniors	2219	766	1164	1924	86.7%
Total	8439	5316	1220	6530	77.4%

CLASS	All FALL 2012 Degree-seeking undergraduate students				
	SUCCESS				
	Hdcnt	EnrNextYr	Graduated	Number	Percent
Freshmen	3541	2331	3	2334	65.9%
Sophomores	1879	1547	1	1548	82.4%
Juniors	1627	1355	63	169	87.2%

Strategic Plan – Initiative Work Plan FY2015

Seniors	2464	850	1302	222	87.1%
Total	9511	6083	1369	916	78.3%

RETENTION RATES – Undergraduate Students

The results from the Student Success charts clearly support that students registering in SENCER courses demonstrated **higher rates of retention**. These rates are impressive for **Freshmen** students: from those taking a SENCERized course in their freshman year, 78.4% **(+14.1%)** returned to ISU for their sophomore year. Freshmen with no SENCER course experiences demonstrated a much lower retention rate: only 64.3% of these students returned to ISU for their sophomore year. It is quite probable that registering for SENCERized courses is a strong indicator of a positive class experience, and influences students' decision to return for their sophomore year in ISU.

The same pattern is observed for sophomores, juniors and seniors. Students registering in SENCERized courses **demonstrated higher retention rates** than students with no SENCER class experience:

- (a) 86.9% vs. 81.7% **(+5.2%)** for sophomores
- (b) 92.3% vs. 86.5% **(+5.8%)** for juniors
- (c) 90.6% vs. 86.7% **(+3.9%)** for seniors

Data also indicates that the ISU- SENCER team needs to focus in SENCERizing more Foundational Studies courses, especially those courses that students take during their first two semesters in Indiana State University. SENCER experiences during the senior year, although significant **(+3.9%)**, do not have the same impact in student retention as those in the early years of the students' academic life.

GRANT IMPLEMENTATION

In addition to the accomplishments detailed above, we have also secured grant funding through a nation SENCER Implementation Award (a sub-award from an NSF grant), which was used to extend our efforts at ISU and to connect to other institutions of higher education in the area. Contacts have already been made with faculty at Ivy Tech in order to create cross-institution collaboration on course-based community engagement projects to address significant community needs.

4. WORK PLAN, NEXT FISCAL YEAR – ACTION STEPS – PROCESS – HOW?

OBJECTIVES

- 1. Increase faculty awareness of the SENCER model and its benefits, and boost faculty participation in SENCER-related projects and activities**
 - Send faculty to SENCER conferences (the SENCER Summer Institute, the SENCER D.C Symposium)

Strategic Plan – Initiative Work Plan FY2015

- Update and maintain the ISU SENCER webpage, which will include sample SENCER course syllabi and best practices for *SENCERizing* courses
- Implement the marketing campaign regarding SENCER

2. Increase student involvement in SENCER-related projects and activities

- Send students to SENCER conferences (the SENCER Summer Institute, the SENCER D.C. Symposium)
- Develop a series of student projects to promote and evaluate SENCER courses and activities
- Implement a social media approach to disseminating information about SENCER to students and faculty

3. Increase the number of SENCER courses offered at Indiana State University

- Offer stipends for conversion of courses to the SENCER model. **Priority will be given to courses from Biology, Chemistry and Physical, Earth and Environmental Sciences, Economic, and Mathematics and Computer Science.**

4. Pursue external funding/grants from the National Center for Science and Civic Engagement (NCSC) for SENCER- related projects

5. Develop assessment procedures in evaluating outcomes of SENCER-related activities

- Continue to develop and improve the existing system of review whereby SENCER courses at ISU can be reviewed to evaluate the extent to which they address the SENCER ideals (basic, emerging, transformative).

6. Share our work, best practices and accomplishments with the SENCER community (e.g., SENCER Regional Centers of Innovation) and other stakeholders (local community, civic leaders, ISU alumni, etc.)

7. Pursue research interests and disseminate research outcomes connected to SENCER's goals

Strategic Plan – Initiative Work Plan FY2015

- Implement a research agenda around the SENCER Teaching Model and pursue the opportunity for ISU faculty to become visiting scholars with SENCER
- Publish the outcomes of our research endeavors to SENCER-related journals, and other discipline-specific research outlets.

8. Develop and train a SENCER Leadership Team that will safeguard the sustainability and continuation of the SENCER program for the years to come

- Buyout teaching time for one faculty members (Dr. Ethan Strigas) to allow him time to administer the SENCER program, and continue working closely with the student leadership team.

9. Be involved with the annual Curricular Engagement Inventory

- We also see the opportunity to work closely with the Center for Community Engagement, especially after the Center's decision to include SENCER in its annual Curricular Engagement Inventory. That inventory will help us to track existing SENCER courses/outcomes and to identify the instructors and the courses that have a great potential to be converted to SENCER courses.

5. REPORTING AND DELIVERABLE SCHEDULE – WHEN?

Fall Semester 2014 – Deliverables

- **FALL 2014:** Work on and deliver two (2) presentations at the **SENCER Summer Institute (SSI)** in Asheville, North Carolina (July 30 - August 4, 2014).
- **FALL 2014:** Complete the transition from Rubric 2.6 to **Rubric 3.0** by August 20, 2014. The latest version of the Rubric takes under consideration comments and suggestions from faculty involved in the SENCER project and is driven by the existing Student Leadership Team.
- **FALL 2014:** Dr. Strigas develops a list of all student projects for the academic year 2014-15, as well as the guidelines and deliverables for the projects.
- **FALL 2014:** Meeting of faculty, staff and students involved with the SENCER program at ISU.
- **FALL 2014:** Update the list of existing SENCER courses
- **FALL 2014:** Initiate the process of creating an advisory group for the SENCER project
- **FALL 2014:** Continue to teach multiple SENCER courses at ISU

Strategic Plan – Initiative Work Plan FY2015

- **FALL 2014:** Identify topics of research interest - related to the SENCER model and practices - for faculty and students
- **OCTOBER 2014:** Update the SENCER website and increase functionality for its users
- **FALL 2014:** Students start working on short-term SENCER-related projects and activities
- **OCTOBER 2014:** Identify interested faculty members and give the first subawards that will assist those faculty to convert existing courses using the SENCER model.
- **NOVEMBER 2014:** Deliver the first round of faculty development workshops
- **NOVEMBER 2014:** Start developing assessment procedures (faculty portfolio sample) in evaluating outcomes of SENCER-related activities
- **DECEMBER 2014:** Review of *Student Assessment of Learning Goals* (SALGs) for all SENCER-designated courses in ISU

Spring Semester 2015 – Deliverables

- **JANUARY 2014:** Continue data collection and analysis of student outcomes (SALGs) through our SENCER classes
- The advisory group has been formed and meetings start taking place
- Continue to assess faculty portfolios for SENCER courses
- Students continue working on SENCER-related projects and activities
- Award the rest of the subawards to assist faculty to convert existing courses using the SENCER model.
- Continue delivering faculty development workshops
- Start working on research projects related to the SENCER model and its practices
- **APRIL 2015:** Attend the SENCER Symposium in Washington, D.C with students to have them report out on their research in their SENCER classes
- Assist with the annual Curricular Engagement Inventory

Summer 2015 – Deliverables

- **JULY - AUGUST 2014:** Work on and deliver multiple presentations at the **SENCER Summer Institute** (SSI)
- The advisory group takes over the administration of the SENCER Project

Strategic Plan – Initiative Work Plan FY2015

6. BUDGET – HOW MUCH, A GENERAL DISCUSSION OF FUNDS USE?

This initiative makes a request for **\$77,600** from the ISU strategic plan for the FY 2015. The majority of the budget (**53%**) is for course conversion (faculty stipends and benefits). Program development and administration expenses (student/faculty training and course assessment are included) account for **14%** of the budget proposal. Student stipends for the SENCER Student Leadership Team account for **15%** of the budget request; those funds provide students with leadership skills, experiential learning within their major, and an opportunity to improve education at their own institution. Travel expenses in FY 2014 have been reduced, and account for only **14%** of the total budget. Finally, for supplies and other promotional material, the request account for only **4%** of the budget.

7. STAKEHOLDERS AND MANAGEMENT PLAN – WHO?

Dr. Cat Paterson is the Chair of Goal 2 Initiative 2. She is based in the Center for Community Engagement.

Dr. Speer & Dr. Tina Kruger as past initiative chairs and current initiative advisors.

The SENCER Student Leadership Team will have two students continuing from last year: Allison Apke & Shelby Tatman. We will search for four new student members on the Student Leadership Team with skills in public relations, survey development, and assessment.

Liz Metzger (Office of Sponsored Programs) and Heather Miklozek (Center for Community Engagement) remain engaged with the SENCER program and bring their skills and expertise from their offices to advance SENCER at ISU.

8. OUTCOME ASSESSMENT & FUTURE TESTING

We are studying the effect of SENCER classes through an innovative assessment tool called the Student Assessment of Learning Gains (SALG). Each SENCER class completes this extra assessment survey of the students' gains and understanding of larger issues such as critical thinking and importance of civic issues. This work is building to the point where we will better understand how our students learn and what engages them in their education, which will result in student retention and success (see benchmarks under **Goal 1** as well). We also are looking at long-term data from the Student Instruction Report (SIR) scores from the past 10 years to examine classes before and after the SENCER model was implemented at ISU. We will know that we are succeeding if we see an increase in SIR scores in SENCER classes and if we see positive responses regarding critical thinking, knowledge of how science is done, interest in science, and interest in the science of civic issues from the SALG assessment.

Strategic Plan – Initiative Work Plan FY2015

Furthermore, we are working to continue developing clear guidelines for the process of SENCERizing courses and for reviewing faculty portfolios for courses with a SENCER designation on a regular basis. The guidelines will serve to streamline the process of converting courses to the SENCER model, thus enabling increasing numbers of faculty to participate in SENCER. The portfolio review tool will include outcomes of syllabus review via Rubric 3.0, comparison of baseline and follow-up SALGs, samples of student work, and interviews with faculty and students engaged in the courses. The portfolio review tool will facilitate the identification of areas for enhancing adoption of SENCER ideals, allow for the continued implementation of the SENCER model in courses once converted, provide for identification of courses that incorporated SENCER ideals to greater and lesser degrees (i.e., basic, emerging, transformative), and facilitate identification and recognition of faculty who are actively and continually engaged in SENCER. Outcomes of the review tool will, ideally, include consistently strong performance among faculty receiving a stipend to convert a course(s) to the SENCER model, increase student and faculty satisfaction and performance, enhance student retention, and facilitate community engagement.

9. LINE ITEM BUDGET DISCUSSION THAT TRACKS BUDGET TEMPLATES

Faculty stipends (course conversion) – 18 @ \$2,000 each	\$36,000
Fringe benefits for stipends – 12% of \$36,000	\$4,320
Initiative Chair stipend – 1 @ \$4,500 each	\$4,500
Fringe benefits for Chair stipend – 12% of \$4,500	\$540
Travel	
SENCER Summer institute 2015 (2 faculty, 2 students)	\$5,000
DC Symposium (1 faculty, 2 students)	\$4,500
Travel to request for grant money	\$1,500
Student projects – 40 @ \$300 each	\$12,000
Faculty buyout (2 semester @ \$3,000 each)	\$6,000

Strategic Plan – Initiative Work Plan FY2015

Supplies and materials	<u>\$3,000</u>
Total	\$77,360

In addition, we would like to request a carry over for all remaining funds in FY2014 in order to cover the SENCER Summer Institute 2014 expenses, and the remaining portion of the co-directors' stipends (2 x \$1500). Both directors received a portion of their stipend (\$3000 each) in August 2013.

Budget Narrative for Goal 2 - Initiative 2

FACULTY STIPENDS & FRINGE BENEFITS- Course conversion using SENCER ideals (\$42,560):

In this year's budget (FY2014), funds is requested to be awarded to **eighteen (18)** faculty members as subawards at **\$2,000 each** (total of \$36,000) to develop new SENCER courses.

INITIATIVE CHAIR STIPEND & BENEFITS (\$5,040):

Dr. Paterson assumed leadership of SENCER at the start of the Fall 2014 term. In FY2015, there is a request for **\$5,040** (1@\$4,500 plus \$ 540 for fringe benefits) in summer salary for Dr. Paterson. The amount requested equals the compensation for one (1) summer course plus fringe benefits.

TRAVEL EXPENSES (\$11,000):

The **SENCER Summer Institute (SSI)** is the main event that is sponsored each year by the National SENCER organization to share knowledge about the SENCER program and for institutions to report out on their efforts in their own institutions. We have been participating for four years (Chicago 2009, Asheville 2010, Indianapolis 2011, Santa Clara California 2012, and we will be sending a team again to Santa Clara California in August 2013 on last fiscal year's funds). In FY2015, there is request for **\$5,000** to pay for a 4-member team to attend the SENCER Summer Institute (SSI) in 2015. ISU has been prominent in these conferences since we started to attend, and we have received national recognition for the work that we have completed using the SENCER Teaching Model. This venue is the highlight of the year and gives us an opportunity to report out on our good work. This is also a venue, where our students can present their work at a national conference.

In FY 2015, there is a request for **\$4,500**, which will specifically be used for our SENCER Leadership Team students - and students taking SENCER classes - to present at the Annual D.C. symposium in June 2015.

There are a notable issue that need to be highlighted here: In FY2015, there is a travel expense request of **\$1500** in order to fund a trip to Washington D.C to seek for external grants. The goal for

Strategic Plan – Initiative Work Plan FY2015

the academic year 2014-15 is to pursue funding through the SENCER-ISE awards program (the program supports partnerships between higher education and informal science education professionals around compelling civic issues) for the amount of \$50,000, payable over a three-year period.

STUDENT STIPENDS FOR SENCER – RELATED PROJECTS & ACTIVITIES (\$12,000):

Indiana State University was nationally recognized for its SENCER Student Leadership Team in 2009. In the last four years, we have been able to build an admirable SENCER Student Leadership Team with various skills and abilities as a result of students' diverse training in their perspective majors. Besides the science-focused students, ISU SENCER has also hired/worked with students majoring in public relations, political science, psychology, recreation and sport management and construction management. This is another great example of experiential learning, where students work on important projects and get real world experience using the skills they develop in their majors. Requested funds in this category are to be spent for student stipends in order to (a) help the ISU SENCER program run, and (b) provide that resume-building experience to those SENCER-affiliated students. Throughout the academic year 2014-15, we are planning of funding forty (40) short-term projects paying a stipend of \$300 at the completion of the project. Project guidelines and deadlines will be communicated in advance, and students may decide to work in teams or individually towards the completion of each project. There will be restrictions on the amount of projects each student can be involved within a 30-day period.

SUPPLIES & MATERIALS (\$3,000):

In FY 2015, there is a request for \$3,000 to be used for supplies and materials. The majority of the funds will be used to enhance the quality of our SENCER faculty development workshops, while a very small amount of these funds will be used to develop promotional material. Promotional material will serve our communication efforts to publicize our SENCER-related activities and achievements to both the ISU and the National SENCER organization communities.

FACULTY RELEASE TIME (\$6,000):

A program with the scope, significance, and magnitude of SENCER needs attention and support all-year round. In FY2015, there is a request for faculty release time for the SENCER program coordinator. Dr. Strigas will be given a 3-hour release time from teaching for Fall 2014 and Spring 2015 (total of 6 hours/ 2 courses @\$3,000 per course). This money will be allocated to hire adjunct instructors to cover Dr. Strigas' teaching responsibilities in his academic departments. SENCER coordinator will be responsible, among other, for developing SENCER training material, deliver faculty development workshops, coordinate the efforts of the ISU Student Leadership Team, supervise the completion of student projects, assist faculty with course conversion to the SENCER model of

Strategic Plan – Initiative Work Plan FY2015

instruction, evaluate faculty teaching portfolios, perform research activities and course assessments, pursue external funding, develop strategic management plans, and communicate with regional and the national SENCER centers.