



Instructionally Related Activities Funds (IRA)  
2011-2012 Academic Year

Budget Request & Program Set-Up

Date: 6/27/11  
To: Budget Office  
From: Mary Devins  
Subject: IRA Proposal #412 Mathematics Seminars

IRA Approved Campus contact: Cindy Wyells  
Faculty Support Coordinator: Nitzia Castaniero

Program Set-Up	
Name of Program (limit to 30 characters)	Mathematics Seminars

IRA Funding Source				
Account	Fund	Dept	Program	Monetary Amount
660003	TK910	750	90354	\$6250

Fiscal Year for Budgeting and Spending:	2011-2012
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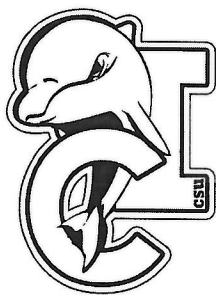
\*\*\* Program codes will become inactive at the end of the Budgeted/Spending Fiscal Year \*\*\*

Mary Devins 6/27/11  
IRA Committee Representative Date

Tracy Cole 7/27/11  
Budget Department Date

Applications for Approval Signed by University President or Representative Provost/Dean.  
Please return copy of completed/signed form to Mary Devins, Academic Affairs.

Budget Office Use					
Program Set-Up:	CFS Chartfield	✓	Notification	✓	Hyperion Set-Up
Budget Set-Up:	Budget Journal Entry		Journal Entry #		Completed Date



<http://www.csuci.edu/ira/index.htm>

**Application**  
**Instructionally Related Activities Funds Request**  
**2011-2012 Academic Year**  
**DEADLINE: Fall and Academic Year 3/31/11**  
**Spring 2012 deadline is 10/31/11**

Applications must first be sent to the appropriate program chair. Chairs will then recommend and route them to the Dean's Office for review and authorization. The Dean's Office will then forward them to the IRA Committee for consideration.

**Activity Title: Mathematics Seminars**

Project Sponsor/Staff: Cindy Wyels, x3260; Support Personnel: Nitzia Castaniero, x8815

Activity/Event Date(s): weekly events throughout F'11 and S'12

Date Funding Needed By: F'11

*\*\*Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2011 and for Spring Requests early January 2012.*

**Please check if any of the following apply to your IRA:**

- |   |   |
|---|---|
| <input type="checkbox"/> Equipment Purchase     | <input type="checkbox"/> Field Trip                             |
| <input checked="" type="checkbox"/> X Event     | <input type="checkbox"/> Participant data collection for public |
| <input type="checkbox"/> IT Requirements        | dissemination, i.e. interviews/surveys that                     |
| <input type="checkbox"/> International Travel   | result is a journal/poster session/newsletter                   |
| <input type="checkbox"/> Space/OPC Requirements | <input type="checkbox"/> Risk Management Consultation           |
| <input type="checkbox"/> Infrastructure/Remodel | <input type="checkbox"/> Late Submission                        |
| <input type="checkbox"/> Other _____            |   |

Previously Funded: YES      Yes, Request # #180, #306

Does your proposal require IRB (Institutional Review Board) approval: No

Assessment submitted for previously Funded Activity: YES

Academic Program or Center Name and Budget Code: Mathematics, 750

Date of Submission: March 20, 2010

Amount Requested: \$6250

(Should match item 2. E. on page 4)

Estimated Number of Students Participating: ~800, counting repeated participation;  
 average attendance ranges from 20 – 30 with highs up to 60

**Application**  
**Instructionally Related Activities Funds Request**  
**2011-2012 Academic Year**

**Conditions and Considerations**

**Equipment Purchase**-If requesting large equipment, Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

**Events**-For a large event, consultation with the events coordinator is recommended.

**Participant Data Collection for Public Dissemination**-If Project Sponsor proposes to conduct research with human participants then it may be subject to IRB (Institutional Review Board for the Protection of Human Subjects) review. It is the Project Sponsor's responsibility to inquire with the IRB prior to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed. Please indicate on the cover page if your project is exempt from IRB review.

**Field Trip**-If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

**IT Requirements**-Requires proof of correspondence and approval from IT Administration

**International Travel**-Requires International Travel application be submitted to Center for International Affairs.

**Risk Management Consultation**-Requires proof of correspondence with Risk Management.

**Space/OPC Requirements, Infrastructure/Remodel**-Requires proof of correspondence with OPC Administration .

**Late Submission** - Requires explanation for emergency funding.

**Fiscal Management:** Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

Application  
Instructionally Related Activities Funds Request  
2011-2012 Academic Year

**Requirements and Signatures**

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

“Mathematics Seminar” consists of a series of invited lectures on contemporary mathematics and applications of mathematics to other areas of study and life. Presenters include CSUCI students and faculty as well as a large number of invited speakers per year. Topics are chosen from mathematics education, mathematics research and interdisciplinary applications of mathematics. Recent presentation topics have included topics as diverse as the use of art projects to further students’ learning of high school algebra, applications of mathematics to exercise science, engineering for the other 90% (that part of the world’s population making less than \$4 per day), two research studies on a) using art, and b) using poetry to enhance students’ learning in mathematics classes, and many others. Seminars are publicized and open to the entire campus and to the local community. Between 20 and 60 students participate in each seminar, which translates to roughly 400 students each semester; faculty and community participants typically attend as well. We request the funds to be able to cover costs (lodging, travel, etc.) and pay honoraria to our invited speakers during AY11-12.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses. Please list all classes that relate to the program proposed.

Students taking MATH 499 are the primary beneficiaries of these funds. However, other students with an interest in mathematics and in the applications of mathematics to other fields (e.g. to other sciences, including social sciences) also attend as interest dictates. In addition, students in MATH 492, MATH 497, UNIV 498, and LS 492 attend some seminars and use the seminar for the capstone presentations.

3. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note a report will be due at the end of the semester.**

Mathematics Seminar uses attendance at seminars and student evaluations for MATH 499, MATH 492, MATH 497, and UNIV 498, and for LS 492 as appropriate to determine whether the program has attained its educational goals. An ongoing CI Learn discussion board site is also used to receive student feedback on various presenters’ topics and delivery. Finally, we use the feedback obtained from distinguished presenters to assess whether we have been good hosts.

4. **Activity Budget.** Please enclose a complete detailed budget of the entire Activity **bold** specific items of requested IRA funding. (Page 4)

We use a range of speakers: some travel from out-of-state or out-of-country, others arrive from universities and companies within driving distance, and some are part of the CI community. We request these funds to cover the travel costs of those driving from within Southern California, some part of the travel costs of speakers arriving from farther away, and honoraria for our distinguished speakers. Note that tenure-track and tenured faculty speaking in seminar do not receive honoraria.

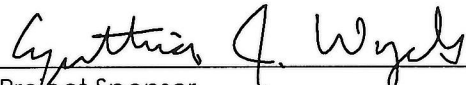
**TOTAL = \$6250 for speakers' honoraria and related costs (travel/lodging/etc) – estimate 20 - 25 funded speakers during AY10-11. (Estimated total number of speakers is 40.)**

5. **Sources of Activity Support.** Please list the other sources of funding, and additional support for the activity.


Some speakers donate their time and effort to the advantage of our students. CI faculty carry out the behind-the-scenes work of making the arrangements necessary to provide for a good experience for our distinguished visitors. CI faculty often buy speakers' dinners out of their own pockets, and do the same to provide refreshments for all seminar attendees. Students sometimes volunteer to provide refreshments. Other institutions and associations (e.g. UCSB, CLU, the Southern California-Nevada Section of the Mathematical Association of America) engage in cost-sharing (particularly travel costs) when we share speakers who make one trip to Southern California to speak at multiple events.

7. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations detailed on page 2.

Signatures and Dates

 March 14, 2011  
Project Sponsor Date

 March 14, 2011  
Program Chair/Director Date

 3/22/11  
Dean of the Faculty Date

## ACTIVITY BUDGET FOR 2011-2012

Instructional Related Activities  
**Report Form**

SPONSOR	DEPARTMENT
IRA	History and Psychology

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Speakers for HIST/PSYC 436 Courses	Fall 2009

**PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.**

1. THE ACTIVITY WAS TO HAVE SPEAKERS FOR THE HIST-PSYC 436 EAST WARRIORS CULTURE COURSE. THESE SPEAKERS CAME TO CAMPUS AND SPOKE ABOUT AND DEMONSTRATED SPECIFIC STYLES OF ASIAN MOVEMENT ARTS (YOGA AND MARTIAL ARTS).
2. THE ACTIVITIES SERVED TO SHOW HOW THE HISTORICAL ARTS ARE CONCEPTUALIZED AND PRACTICED IN THE MODERN WORLD. THE DEMONSTRATIONS GAVE STUDENTS A DEPER UNDERSTANDING OF THE PHYSICALITY INVOLVED WITH THESE ARTS.
3. WE LEARNED WHICH SPEAKERS/DEMONSTRATORS WERE SUCCESSFUL AND WHICH WERE NOT. WE ALSO LEARNED THAT WE SHOULD NOT LET THE DEMONSTRATIONS GO OMN FOR TOO LONG. STUDENT REPORT THAT THE PRESENTATIONS/DEMONSTRATIONS GIVEN BY THE SPEAKERS WERE A REALLY INTERESTING ASPECT OF THE CLASS AND THAT THEY LEARNED A LOT FORM THEM.

**Fall 2009 Regular Academic Session Survey**  
**Fall 2009-1 2009**

**California State University-CI**  
**Channel Islands**

**Course:** PSY 436 01 - PSY & HIST OF EAST ASIAN

**Academic Program:** Psychology

**Responsible Faculty:** Kevin Volkan

**Resp. Rec'vd / Expected:** 16 / 36

SRT		Volkan, Kevin							
		Responses					Individual		
		[SA]	[A]	[D]	[SD]	N/A	S.D.	N	Mean
Q1	I understood the learning outcomes expected from the course.	10	4	2	0	0	.71	16	3.5
Q2	To me, the course content seemed well organized.	10	5	0	1	0	.79	16	3.5
Q3	To me, class sessions seemed well organized.	10	3	1	2	0	1.04	16	3.3
Q4	The time I spent in class sessions furthered my understanding of the course material.	11	5	0	0	0	.46	16	3.7
Q5	Examples and illustrations provided in this course aided my understanding.	12	4	0	0	0	.43	16	3.8
Q6	The course provided some general concepts that helped me see connections among specific topics.	11	4	1	0	0	.60	16	3.6
Q7	The course was a valuable learning experience for me.	9	6	0	1	0	.79	16	3.4
Q8	The assignments in this course aided my learning.	8	4	1	2	1	1.05	15	3.2
Q9	I was able to effectively use instructor feedback to increase my learning.	7	4	3	0	2	.80	14	3.3
Q10	I learned ways of reasoning that I could apply to other disciplines.	8	5	3	0	0	.77	16	3.3
Q11	My learning experience increased my appreciation for the subject covered.	9	5	2	0	0	.70	16	3.4
Q12	I gained awareness of the relevance and importance of the course material.	9	6	1	0	0	.61	16	3.5
Q13	The course made a relevant contribution to my overall education.	8	5	3	0	0	.77	16	3.3
Q14	I felt I was evaluated fairly in this class.	10	4	2	0	0	.71	16	3.5
Q15	I felt I was treated with respect in this class.	12	3	1	0	0	.58	16	3.7
Q16	The class atmosphere supported my learning.	9	5	1	0	1	.62	15	3.5
Q17	I felt encouraged to contribute civil dialogue to this class.	10	2	2	0	2	.73	14	3.6
Q18	When I sought outside help from the instructor (such as by phone, e-mail or office visit), I received it.	8	3	0	1	4	.87	12	3.5
Q19	I felt welcome to seek help and advice from the instructor.	10	3	1	0	2	.61	14	3.6
Q20	The help I received from the instructor was useful to my learning.	9	3	0	0	4	.43	12	3.8

**Responses:** [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1

**Q21 - What changes would you make in your own approach in order to improve your learning?**

**Faculty:** Volkan, Kevin

**Response Rate:** 43.75% (7 of 16)

- have more demonstrations. allow revisions in online exams.
- include in class assignments with student participation and or quizzes to help understanding and comprehension for exams
- Clearer syllabus
- More Historical aspects, less focus on stylistic aspects of martial arts



Less readings or rather relevant readings

More directed lectures with less tangents

- None.
- I would read the readings more thoroughly, keeping up with them each week.
- none
- Spend more time on the readings - I didn't spread them out enough.

**Q22 - What aspects of the course would you advise your instructor to retain?**

**Faculty: Volkan, Kevin**

**Response Rate: 50.00% (8 of 16)**

- grade more heavily on attendance/participation. having a roll sheet for demonstrations seemed to have worked. I wish you had more demonstrations. online exams.
- Kevin is very passionate about what he teaches and that is refreshing
- I really like the outside demonstrations that present to our class. They provide real-life examples of the material we are learning as well as a much-needed change from the typical classroom interaction.
- This was a class i would recommend to anyone. Period. No matter what field they were studying in.
- Everything was helpful.
- Some of the demonstrations were very interesting (Yoga, JKD, Sensei Otake) but I didn't care for the Hapkido/Taekwondo one. The PowerPoints were helpful and I enjoyed the talks by Dr. Corbett very much.
- The online open note test were very beneficial since some of the names are kind of hard to remember of the top of your head. Also the demonstrations were interesting and really backed up the material learned in class.
- The demonstrations were great and some of the readings were great. Overall - great class!

**Q23 - What suggestions would you provide to your instructor for revisions that would produce a better learning experience for you?**

**Faculty: Volkan, Kevin**

**Response Rate: 50.00% (8 of 16)**

- i was confused on what the assignments were in the class, i.e. reaction papers. There was no rubric as to what was expected for reaction papers, or how many reaction papers were needed.
- The class as a whole was very unorganized. Instead of being taught the History and Psychology of the East Asian Warriro, rather I feel as if spent the last several weeks observing Kevin's hobby. While it was interesting at first to noticed stylistic differences in various martial arts, I became confused as to why it was the entire focus of the class. The only value I gained from this class was from a guest lecturer discussing Bruce Lee.
- I would like to see the lengths of the demonstrations shortened to an hour or less. I have found that if the demonstrations last more than an hour, I lose interest and am often uncomfortable (i.e. sitting on the gym floor or hard concrete during the presentations).
- i like the online tests. The timer threw me off which probably hindered my grade. overall it was very convient.
- No suggestions.
- The readings were too many and very difficult to comprehend. The films didn't really enhance my understanding of the material, especially since we didn't discuss them afterward. Although I studied, attended every class session, and completed a majority of the readings, I found myself getting VERY poor grades on the tests (and I'm a 4.0 student); I think this was because some of the questions were confusing and made me second-guess myself. The "reviews" before the tests were not helpful at all.
- none

- Some of the readings were too long or unnecessary - and some of the movies should not have taken a class period. I liked how we were able to stream hara kiri on the computer.