

Instructionally Related Activities Funds Request Spring 2019

▼ Submitter

Submitter Name

Nancy Jean Pement

Submitter Email

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▼ 1. Basic Details

Activity Title

Graduate Speakers Series: Master's in Education and Master's in Higher Education Leadership Programs

Activity/Event Date

Spring and Summer 2019 Semesters

Date Funding Needed By

January 2019

Previously Funded?



No



Yes

Additional Proposers

This proposal aims to meet the guest speaker needs of several instructors within the School of Education Masters in Education and Masters in Higher Education. Instructors who may benefit from this funding application include: Drs. Jeanne Grier, Chuck Weiss, Kaia Tollefson, Tiina Itkonen, Michelle Dean and Nancy-Jean Pément.

Academic Program(s)/Center Name(s)

School of Education

Estimated total Course Fee revenue

\$0

Amount Requested from IRA

\$4,800

Estimated Number of Students Participating

possibly 100-200 students, faculty and community members.

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

A recent external review of graduate programs in the School of Education emphasized the need to affirm and to develop our community partnerships. In response, the School of Education has launched several efforts to improve linkages with alumni, and to advance and support a graduate culture both within the School and on campus writ large.

To this end, the Dean of the School of Education has embarked on a new scheme committed to nurturing connections with our alumni as important leaders and practitioner representatives of our graduate programs. In response to the express commitments, embodied in the Mission of the School of Education, to develop professionals in preschool, elementary, secondary and tertiary education, this project aims to encourage the promotion of our alumni who possess valuable expertise, knowledge and skills worthy of being shared with emergent cohorts across all graduate programs in education.

This proposal includes three components each of which, we believe, will enrichen the lives of graduate students in education, undergraduates who are thinking about careers in education and the campus overall.

First, this proposal is seeking monies to support a speaker in education series that focuses on salient and emergent issues in P-12 education and in higher education. It is anticipated that the proposed speaker series will also contribute to the enhancement of a graduate culture on our campus. To support the speakers in education series, we are requesting honoraria for 5 speakers at \$400 each, for a total of \$2000.

Second, this proposal seeks funding for honoraria to pay alumni from the School of Education who return to campus to speak with both undergraduate students who may be thinking about careers in education, as well as graduate students in our programs who are working toward completion of their degrees. We know that invited guest speakers serve as important relationship builders between the broader community, the graduate programs offered at CSUCI and in mentoring future graduates and alumni. Furthermore, guest speakers contribute to active and engaged learning experiences in the classroom, especially when the speaker is a near peer of the students in class. For this component of the program, we are requesting fiscal support for 11 guest speakers/alumni across four courses at \$200 each, totaling \$2200.

Third, we are requesting funding for external speakers who are invited ad hoc as planning for Spring and Summer 2019 courses crystallize thus allowing for some planning flexibility. We are requesting funding for up to three speakers at \$200 each for a possible total of \$600 to be determined in Spring or Summer 2019 semesters.

As a final consideration, since graduate students pay student fees just as undergraduate students do, oftentimes the demands of their professional lives and the nature of their after-hours studies mean that they typically cannot and do not take advantage of other campus events. Yet, our graduate student pay student fees in support of such activities.

Receipt of Institutional-related Activities (IRA) funding will go a long way to meet the recommendations of our recent external program reviewers. Moreover, these monies will directly support the Dean's priorities of fostering greater linkages with our graduate student alumni by inviting them to return to campus to share their professional expertise and experiences, and with members of the community who have an interest in our work. Furthermore, this funding is crucial to support the proposed speakers in education series aimed at enhancing a graduate culture on campus.

▼ 3. Learning Outcomes and Relation of 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.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how

Learning Outcomes and Relation of IRA to Course Offerings

Currently, the School of Education offers a Master's in Education (with specializations in P-12 Leadership, Disability Studies, and Curriculum & Instruction) and a Master's in Higher Education Leadership. In our recent Program Review, reviewers acknowledged that Masters' Programs in Education require additional support in order to grow. Program reviewers stated that for Master's Programs to be more supportive of CSUCI's mission, the University must commit to building a culture of graduate education—in other words, to make graduate education a more central part of the University's vision. A stronger focus on graduate education would also likely raise the profile and prestige of the University.

Thus, for Spring and Summer 2019, the following courses will be offered as part of our graduate offerings. To the extent possible, professors have been surveyed and have identified, at a preliminary level, opportunities where guest speakers, both alumni and external community members, might contribute to, and expand the classroom discourse. Please note that since not all course planning is complete at this stage (i.e., some instructors will be teaching a course for the first time), that there may be ad hoc invitations for guest speakers as we approach the final planning for the course. What follows is a list of courses where instructors have indicated a desire to invite guest speakers to the course they will be teaching in Spring or Summer 2019.

A- Graduate Speaker Series

Objectives:

- To contribute to the advancement of a graduate culture at the School of Education and on campus overall by hosting events that are of direct interest to our graduate students and to our alumni.
- To build linkages between graduate programs in the School of Education and with those undergraduates who have an interest in our work.
- To provide extra-curricular programming more aligned to the needs and interests of graduate students and targeted towards their unique availability to attend events on campus.
- To further affirm our relationships with members of the broader educational community including, local, regional, state and national partnerships consistent with the recommendations of our Program Review and with the Mission of the School of Education.

Five invited speakers at \$400 each for a total of \$2000.

B- Graduate Courses Offered in Spring and Summer 2019

EDPL 623 Understanding and Influencing Organizations

Learning Outcomes:

- Assess the organizational structure for assets, capacity for systemic change, and level of coherence.
- Match assets and needs with appropriate strategies and interventions.
- Set goals for sustaining organizational capacity.
- Assess, analyze, design, align, implement, monitor and continuously improve operational and school level policy structures that support the school learning goals.
- Analyze and align legal requirements with school operations and governance systems.
- Develop, align, implement and monitor organizational and programmatic evaluation systems that support equitable student academic, civic, and social-emotional outcomes.

To meet course objectives, a five-member panel of alumni will be assembled to talk about their experiences with the culminating experience and their emergent opportunities in new educational leadership positions upon graduating.

Seeking funding to support the invitation of five of our alumni back to campus as part of a guest lecturer panel. Five speakers at \$200 honoraria each for a total of \$1000.

EDPL 632 Professional Development/ Fieldwork II in Higher Education

Learning Outcomes:

- Consider the implications of culturally-relevant leadership practice for social justice and civic courage by creating inclusive learning communities.

- Enacting critical and emancipatory pedagogies.
- Consider thoughtfully and critically how students experience and perform their leadership and advocacy roles, and the implications for both personal and professional identity and growth.
- Enhance commitment and critique of social problems as they relate to sustained marginalization throughout the educational endeavor.
- Articulate a vision for, and enact a practice of culturally-relevant leadership, social justice and emancipatory pedagogy in professional work in higher education and in other affiliated agencies and organizations.

External guest speakers will draw from the community as service providers and leaders in educational endeavours, which may include alumni, to address the lived experiences of special populations who may be under-represented in university enrollment among others. By exploring the unique lived experiences of under-represented students in higher education, we aim to broaden understanding and knowledge of diversity and marginalization.

Seeking monies to pay for 2 external guest speakers to attend class at \$200 each = Total: \$400.

EDPL 627 The American College Student

Learning Outcomes:

- Describe the past and current demographic characteristics of the college-going student population and note emerging trends in these data.
- Discuss and explain historical and contemporary theories of college student development.
- Assess strengths and applications of student development theories relative to student age, gender, ethnicity, race, culture, sexual identity and expression, abilities, spirituality, national origin, socioeconomic status, and resident/commuter status to support student learning and development.
- Apply student development theory to create educational programs.
- Explain the impact of college environments on student success.
- Analyze how differences of race, nationality, socioeconomic class, gender, age, sexual orientation, disability, or religious beliefs can influence development during the college years.

Seeking monies to pay for 2 external guest alumni speakers (for example, a student mother and a student representing indigenous or first peoples communities—either undergraduate or graduate student), each representing a segment of the university student population who might share their experiences as colleges students. Once again, by focusing on the experiences of under-represented students (such as mothers and indigenous peoples), we may enhance understanding of diversity and of the unique needs and interests of historically marginalized segments of the student population.

Honoraria request at \$200 for 2 speakers for a total of \$400.

EDUC 615 Principles of Educational Research

Learning Outcomes:

- Demonstrate knowledge of the rationale, problems, and ethical considerations of disciplined inquiry and applied research in education.
- Read, analyze, and synthesize educational research literature from a variety of sources.
- Demonstrate knowledge of the specific methodologies used in educational research.
- Define a problem, identify multiple, relevant empirical sources, and formulate an inquiry question and ways in which to address it (action plan, inquiry and/or synthesis of current knowledge).

Invited guest speakers will discuss and train students in the use of extant databases in support of thesis research.

Seeking monies to pay for 2 external guest speakers to attend class at \$200 each = Total: \$400.

C- Ad Hoc Funding for Guest Speakers

Since planning for the guest speakers in advance is not always feasible, we are requesting an additional \$600 for an additional three guest speakers across courses taught in Spring and Summer 2019 among the courses listed above. These courses could include the following:

Spring 2019

- EDCI 655 Advanced Classroom Management, Assessment and Accountability
- EDPL 620 Leadership

Summer 2019

- EDPL 633 Social, Political, Economic and Legal Context of Schooling
- EDPL 628 Organization and Administration of Student Affairs

A collective fund will allow for some flexibility in the planning and delivery of courses in education graduate programs.

▼ 4. Activity Assessment

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

Description of Assessment Process

Assessment data will be sought and collected from the following:

- Feedback will be solicited in class through the Student Evaluation of Instructionally-Related Activity event evaluation, questionnaire and/or in assigned tasks such as course reflections.
- Student ratings of teaching feedback.
- Individual speaker evaluations will be compiled and aggregated to be used for program evaluation purposes as suggested by the external review committee report.

▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you **MUST** use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[PémentIRA-regular-budget.xlsx](#)

▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

Copy of Center for International Affairs Proposal

Course Syllabus

Certification

☐ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▼ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

School of Education: Guest parking permits are provided gratis through Parking Services.

▼ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

The speaker series will be advertised through the School of Education website, more broadly across campus using established communication strategies, and via the Credential Office database for alumni among others. Guest speakers to class, where feasible, are listed as part of the original course syllabi. Alternatively, guest speakers are added to the course syllabi on an ad hoc basis. Of course, those undergraduate or graduate students with an interest in the course topics as well as faculty from the School of Education are always invited to join with the class to hear the guest speakers.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

n/a

▼ 9. Sustainability

If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.

Sustainability

It is anticipated that a School of Education speaker series is crucial to affirm the commitments embodied in the Mission of the University, the Mission of the SoE, as well as in nurturing a graduate culture on campus. Moreover, the presence of guest speakers in our courses will be considered a crucial component of any syllabus since the benefit to our students is immense. As such, funding for outside speakers, and especially in the promotion of our alumni, will serve to meet our express commitments to student development, professionalism and leadership, as well as our commitment to the broader communities with an interest in our work. Long-term funding for alumni and external speakers will be reviewed through our strategic planning and budgetary processes as our academic programs evolve.

▼ 10. Approval and Acknowledgement

Program Chair/Director

Grier, Jeanne M

Dean

Sevier, Brian

Conditions and Considerations

- ☒ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☐ **Field Trip:** Sponsor must comply with all policies found at:
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☐ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☐ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

▼ Chair Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

I FULLY support this proposal. It is well done and fully fits within the mission and program goals of our stateside graduate programs in the School of Education.

 Jeanne Grier Oct 1 2018

▼ Dean Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

I support this proposal completely and it comes at a time when we are considering ways to expand our (SoE) connections with the community and our offerings for graduate and the graduate culture at CI. IN addition, this proposal would provide a nice segue/foundation for truly establishing a speaker series here at CI.

