
**STOCKTON UNIVERSITY
2020 INITIATIVE PROJECT
ANNUAL REPORT FOR FISCAL YEAR 2017**

PROJECT LEADER(S):	Adalaine Holton
PROJECT TITLE:	<i>Why the Humanities Matter</i> Summer Teacher Institute
DATE:	June 30, 2017
CC:	

Email a copy of this completed form to Peter Baratta in the Office of the Provost at: peter.baratta@stockton.edu

*The boxes below expand as needed to accommodate your summary notes.
You may also submit appendices or attachments, if needed.*

Please provide a summary of the project and your experience.

Project Summary

In December 2014, the Why the Humanities (WHM) Summer Institute Project, led by Adalaine Holton (LITT), received a 2-year 2020 grant distributed over 3 fiscal years: 2015, 2016, and 2017. The WHM Summer Institute is a humanities content-driven professional development institute designed for New Jersey middle school and high school teachers as well as Stockton's Master of Arts in American Studies students. The 2020 grant period ended in July 2016 at the conclusion of the 2016 summer institute. The project was then on a brief hiatus from July 2016 until December 2016 when we were honored to receive permanent funding from the Office of the President. This annual report provides an overview of all WHM Institute project activities conducted during fiscal year 2017, including those funded by the Office of the President from January 2017 to June 2017.

While the WHM Summer Institute project was initially conceived as a means to recruit local teachers for the Master of Arts in American Studies program, it has developed into a broader collaboration between Stockton's School of Arts and Humanities and community partners. Now that the project has a permanent funding source, the WHM Institute Director and collaborating faculty will continue to expand the Institute into a robust partnership between Stockton, local middle and high schools, and South Jersey museums and historical sites. The project will also expand its mission to provide content-driven workshops for Stockton Teacher Education students. These partnerships and project activities will enhance Stockton's reputation for excellence in the humanities and highlight its long-standing commitments to liberal arts learning and community engagement.

Currently, there is a shortage of content-driven humanities professional development opportunities in New Jersey. Content-driven professional development workshops for middle and high school teachers tend to focus on STEM areas, with few opportunities in the humanities. In 2015, the New Jersey Council for the Humanities discontinued its own stellar summer teacher institutes, leaving Stockton's WHM Summer Institute the only humanities summer teacher institute held in New Jersey.

Project Activities for Fiscal Year 2017

July 2016 WHM Summer Institute “Reading American Literature and Material Culture”

The second Why the Humanities Matter Summer Teacher Institute was held July 11-13, 2016. The Institute theme was “Reading American Literature and Material Culture,” and session topics included “American Artifacts,” “Three Centuries of South Jersey Literature,” and “Tradition, Identity, and Place in Native American Indian Literature and Culture.” We also took a field trip to Batsto Village for a hands-on workshop and panel discussion on local history featuring local authors and historians. Collaborative afternoon workshops held each day drew connections between content from the morning sessions and the Common Core State Standards. In these workshops, teachers worked together to develop ideas for lesson plans and classroom activities. Participants received four fully developed lesson plans complementing the WHM session topics, along with carefully curated lists of text and multimedia resources for classroom use. WHM 2016 collaborating faculty included Cynthia King (LITT), Thomas Kinsella (LITT), Deborah Gussman (LITT), and Adalaine Holton (LITT). 20 participants enrolled in the 2016 institute, including local K-12 teachers, Stockton MAAS students, Stockton Teacher Education students majoring in LITT and HIST, a curator at a local museum, and a community college professor.

July 2017 WHM Summer Institute “Social Justice and the Humanities”

The third annual WHM Summer Institute will take place July 10-13, 2017. This year, we chose a theme suggested by past WHM Institute participants: “Social Justice and the Humanities,” a timely topic given the ban on immigration from Muslim-majority countries, deportation of undocumented immigrants, and proliferation of hate crimes and police shootings of unarmed African Americans. This year, we decided to include a session on creative writing in lieu of a field trip.

Session topics include:

- Contesting the American Dream through the Humanities: Race, Privilege, and Inequality, Christina Jackson (SOCY)
- “The Words Are Purposes, The Words Are Maps:” Poetry & Feminism as Tools for Social Change, Emily Van Duyn (GENS)
- Islamophobia and the U.S. Racial Landscape, Nazia Kazi (ANTH)
- Creative Approaches to Social Justice, Nathan Long (LITT)

WHM Institute Website: The project leader, Adalaine Holton, has developed a website featuring instructional materials and resources related to WHM Institute session topics past and present, thereby expanding the educational impact of this program well beyond direct participants.

<https://blogs.stockton.edu/humanities>.

Partnership with South Jersey Center for History and Culture

The WHM Institute is developing a partnership with the South Jersey Culture and History Center to provide professional development workshops and instructional resources to coordinate with the SJCHC’s publications on local history and culture. Our goal is to more widely disseminate the important work of Stockton’s SJCHC and to promote the teaching of local history in regional public schools. Planning is underway for a panel discussion and professional development workshop focusing on the SJCHC publication *Garment Workers*, a collection of local oral histories of women working in the garment industry in South Jersey during the WWII era, conducted by Stockton’s SCOSA program. Tentatively planned for March 2018 (to coincide with Women’s History Month), this event will provide historical and cultural context and pedagogical strategies for using the text in the classroom. Audience members will receive copies of *Garment Workers* and an excellent set of lesson plans created by local high school history teacher and Stockton MAAS and HIST alum Shawn Riggins. The targeted audience will be local teachers, HIST and LITT undergraduates in the TEDU program, and other EDUC students.

Stockton student involvement in the WHM Institute

- MAAS graduate assistant Shawn Riggins helped to develop the WHM Website, compile assessment data, and write lesson plans to coordinate with SJCHC publications *Garment Workers and Early Recollections and Life of Dr. James Still* in preparation for future events. (Fall 2016)
- MAAS graduate assistant Stephen Reynolds helped to write lesson plans, press releases, and conduct research for the 2017 WHM Institute. (Spring 2017)

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

Project outcomes as outlined in 2020 proposal

- 1) Enrich liberal arts learning in area high schools and middle schools by:
 - a) Deepening teachers' knowledge of particular content areas in English Language Arts and Social Studies.
 - b) Encouraging interdisciplinary learning, teaching, and collaboration among high school and middle school teachers.
 - c) Providing teachers with carefully chosen primary and secondary texts and other resources to use in the classroom.
 - d) Providing teachers with concrete ways to use Institute content to teach the Common Core State Standards.
- 2) Promote Stockton values in the community (e.g. interdisciplinary understanding, collaborative learning, critical thinking).
- 3) Promote Stockton's reputation in the humanities and in the liberal arts more broadly.
- 4) Attract more area teachers to Stockton's graduate programs and more referrals for their students to Stockton's undergraduate programs in the liberal arts.
- 5) Highlight Stockton's investment in both liberal arts learning and K-12 instruction through presentations at area high schools and/or middle schools during district professional development meetings and at regional conferences.

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

Analysis of 2016 Institute Assessment Data

18 of the 20 Institute participants completed two surveys about the Institute: one created by SRI & ETTC and one created by the WHM Institute director. Survey questions were aligned with Project Outcomes 1-4 listed above. The combined average of all scores on the SRI & ETTC survey for the 2016 Institute was **4.91/5**, the same as the combined average for the 2015 Institute. The combined average on the WHM Institute-designed survey for the 2016 Institute was **4.80/5**, very close to the 2015 combined average of **4.87/5**. Raw survey data is provided in the appendix. Survey results are examined in more detail below.

- 1) **Overall Excellence**: The assessment scores in overall excellence for the 2016 Institute topped the already strong scores from 2015 in almost all areas. Participants reported that the institute was excellent overall (4.94/5, up from 4.88/5 in 2015), that the institute's content and presentation was excellent (5/5, up from 4.94/5 in 2015), and that they would recommend this institute to colleagues

(5/5, up from 4.94/5 in 2015). They also reported that the presentation was consistent with the workshop description and stated objectives (4.94/5, down from 5/5 in 2015). (Project Outcomes: 1a-d, 2, 3, and 4)

- 2) Faculty Session Leaders: Assessment scores in this area were very high, with just a slight drop from last year's scores. Participants reported that faculty session leaders were organized and well prepared (4.94/5, down from 5/5 in 2015), easy to understand (4.94/5, down from 5/5), and able to answer questions clearly (4.94/5, down from 5/5). Afternoon pedagogy workshops, they reported, facilitated productive collaboration among participants (4.72/5, down from 4.81/5). (Project Outcomes 1a-d)
- 3) Institute Content: Participants reported the Institute information valuable (4.94/5, the same as in 2016) and relevant to their teaching areas and interests (4.61/5, down from 4.8/5). Institute sessions deepened their knowledge of American Studies, the interdisciplinary study of American culture (4.83/5, down from 4.88/5). (Project Outcomes 1a-d).
- 4) Impact: Project leaders were especially pleased to see that participants left the institute feeling inspired and reinvigorated (4.94/5, same as in 2015) and that they plan to use and share what they learned (4.94/5, up from 4.67/5). Participants reported that they learned interdisciplinary teaching strategies (4.72/5, down from 4.88/5). They found Institute materials useful—lesson plans, primary and secondary texts, and other teaching resources (4.72/5, down from 4.81/5). (Project Outcomes 1a-d, 2, 3, 4)

Conclusions and Action Steps

Assessment data indicates that in the first two years of the program, we offered a summer institute that teachers and other participants agreed was excellent, valuable, relevant, inspiring, and meaningful. Despite introducing a new theme and a new set of faculty instructors in the second year, our assessment scores remained high.

One of my goals each year as Institute Director is to use knowledge gained from participant feedback to help new contributing faculty design effective and engaging sessions. For instance, participants have reported that hands-on activities and discussions of text resources are some of the most useful segments of the workshops, so I have recommended that new faculty session leaders include ample time for these types of activities as they prepare for their sessions. Participants have also requested that Institute resources be made available through Google Docs, which I am in the process of doing this year.

Expanding WHM Impact Beyond the Summer Institute

Option to earn Stockton graduate credit: The MAAS program has offered a 3-credit graduate course "Teaching American Studies" associated with the WHM Institute for the past three years. Five institute participants completed the course in 2015 and three completed it in 2016. Only one student registered for the course in 2017 and, unfortunately, the course was cancelled. The likely reason for lower enrollment this year was the late advertisement of the 2017 WHM Institute and MAAS course due to delays produced by the program hiatus in Fall 2016. The MAAS program is considering the possibility of offering a more capacious, online experiential learning course in place of "Teaching American Studies" in Summer 2018. This course could be taken by participants in the WHM Institute as well as MAAS students engaged in other experiential learning projects. Our hope is that a more broadly conceived summer course might enroll more students.

Outreach to local high school students: While it was not one of the original project goals, we believe that by inviting local high school teachers—especially those who participate in the WHM Institute—to bring their students to ARHU-sponsored events on Stockton’s campus, the WHM Institute can extend its impact throughout the school year. Because these high school field trips are arranged only for ARHU events held in large rooms where empty seats are expected, no one from the Stockton community is displaced. While there are some minor coordination efforts involved on my part, this outreach effort has no financial cost to Stockton and little cost to the school districts. The benefits are numerous:

- 1) It is an opportunity for Stockton to showcase its top-notch artistic and scholarly presentations and performances in the arts and humanities to the broader community, thereby affirming the its commitment to access and lifelong learning.
- 2) Visiting high school students are exposed to presentations and performances in the arts and humanities to which they may not otherwise have access.
- 3) Visiting high school students are left with a more positive attitude about the arts and humanities in general and Stockton’s investment in the arts and humanities in particular.
- 4) In addition to attending an ARHU event, visiting high school students also take a campus tour and eat lunch in the Campus Center with undergraduates, thereby getting a taste of life as a Stockton student.
- 5) ARHU presentations and performances contribute to the professional development of the visiting high school teachers, exposing them to new resources, approaches, and contexts they can incorporate into their curriculum.
- 6) After learning more about Stockton’s strengths in the arts and humanities, local high school teachers may be more likely to recommend Stockton to high school students looking to major in the arts or humanities.

In October, 2016, Mainland High School English teacher Karen Williams, a graduate of Stockton’s LITT and MAAS programs and WHM Institute collaborator, brought her high school students to Stockton to attend an event sponsored by the Literature and American Studies programs: an interactive presentation given by Dr. Namorah Gayle Byrd titled “The Native American Oral Tradition: America’s First Literature.” Dr. Byrd, of Chitimacha-Cherokee and African American heritage, is an English professor at Rowan University, Gloucester County and a professional storyteller. This event intersected with Professor Deborah Gussman’s WHM 2016 Institute session on Native American literature and culture. Ms. Williams reported that her students left the event impressed with Stockton and inspired to learn more about Native American culture and storytelling.

Ongoing professional development during the academic year: In our application for continued funding submitted in Summer 2016, we indicated that we hoped to expand the impact of the WHM Institute by delivering content-driven humanities professional development workshops at local high schools or on the Stockton campus during the school year. Due to our funding hiatus during Fall 2016 and uncertainty about the future of the project, we had to postpone these plans for 2016-2017. Now that we have permanent funding, we plan to follow through on this goal in 2017-2018. We will hold a workshop focused on the SJCHC publication *Garment Workers* in Spring 2018 and we hope to give workshops at an area high school as well, possibly Atlantic City or Mainland.

Atlantic City Campus: Jointly with the MAAS, HIST, and LITT programs, I submitted a proposal to the Provost’s Office requesting that the Why the Humanities Matter Summer Institute for Teachers move to the Atlantic City campus once facilities are available. The proposal was received favorably and we expect to host our first WHM Institute at the new AC Campus in July 2019. We expect that the beachfront location and residential housing option will help us attract more participants, particularly those from outside Atlantic County. We also hope that the new location will help us to better meet the needs of teachers within Atlantic City.

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Please list any follow-up actions (publications, presentation venues, etc.)
Project goals for the 2017-2018 Year: 1) Global Awareness theme for the 2018 WHM Summer Institute 2) Invite high school teachers and students to campus to attend at least one ARHU-sponsored event and take a campus tour. 3) <i>Garment Workers</i> professional development workshop and panel discussion at Stockton in Spring 2018. 4) Provide at least one professional development workshop at local high school.

Are you recommending the continuation of this project? If so, please answer the following:
<ul style="list-style-type: none">• What are the next action steps you foresee or recommend?• What are the anticipated budget requirements going forward?• Please identify the program, department, or division to which the continuation proposal should be forwarded. <p><i>[Note: any continuation proposal will need to be reviewed, approved and incorporated into the appropriate budget process.]</i></p>
We are delighted that this project received continued funding from the Office of the President in December 2016. We have no additional budget requests.

Award spending is detailed in the two attached budget reports:

- 1) 2020 Initiative
- 2) Office of President Funding

FINANCES: Based on your proposal, please outline below how the award has been spent.		
	Amount	Notes/Comments
Beginning Budget Balance as of:	\$	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	

Total Salary and Fringe Expenditures	\$	
Non-Salary Expenditures (<i>supplies, travel, etc.</i>)		
•	\$	
•	\$	
•	\$	
•	\$	
Total Non-Salary Expenditures	\$	
Total Salary + Non-Salary Expenditures	\$	
Ending Budget Balance as of:	\$	

Do you have remaining expenditures for this fiscal year? If so, please itemize them with expected amounts and timing for payment. (Note: unused funds do not transfer over to the next fiscal year.)

Item	Expected Amount	Expected Timing for Payment
Total remaining expenditures ►		

Are you seeking 2020 funding for next fiscal year? (Note: 2020 projects have a two-year funding limit)

X	No – I am not seeking 2020 funds for next fiscal year.
	Yes – my original budget (already approved) includes funds for next fiscal year.
	Yes – although my original budget did not include funds for next fiscal year, I am now requesting such funds because of the following reasons (please use the box below to explain):

Appendix

Assessment Data:

WHM Summer Institute for Teachers, July 2016

SRI & ETTC Workshop Evaluation Form – Average Scores

Evaluation Question	Average Response (1-5)
1. Instructor's presentation was consistent with workshop description and objectives.	4.94
2. Instructor was organized and well prepared.	4.94
3. Instructor was easy to understand.	4.94
4. The Materials/Handouts were useful.	4.88
5. Instructor was able to answer questions clearly.	4.94
6. Information provided was valuable.	4.94
7. I plan to use and share what I learned.	4.94
8. I will make changes in my instructional practices and activities based on what I have learned from this workshop.	4.72
9. Overall, the Workshop was... (1: Poor, 5: Excellent)	4.94
10. Overall, the Workshop content and presentation was: (1: Poor, 5: Excellent)	5
Average of all scores	4.91

WHM Institute - Designed Workshop Evaluation Form - Average Scores

Evaluation Question	Average Response (1-5)
1. The institute topics were relevant to my teaching areas and/or interests.	4.61
2. The afternoon workshops facilitated productive collaboration among participants.	4.72
3. This institute deepened my understanding of the field of American Studies.	4.83
4. I learned interdisciplinary teaching strategies.	4.72
5. I will leave this institute feeling inspired and/or reinvigorated.	4.94
6. I would recommend this institute to colleagues.	5
Average of all scores	4.80