

Denise F. Brown, M.A. Ph.D.
Assistant Professor
Department of Psychology and Human Services
Co-Curricular Development, Workshop, Research, and Publication
The Power of Voice (The Immersive Voice Experience)
Lincoln University
Faculty Development Grant Summer 2020 (Release Time)
Salary Supplements \$5000
Student Travel \$1000
Total: \$6000

PROJECT DESCRIPTION

This project will involve a co-curricular learning experience for students to learn the application of using their voice as an instrument of advocacy and social justice within the human service model. Students get an opportunity to be exposed to the world of voice command from the leadership of a professional currently working in the field of voice command. Tandra J who does voice overs for various venues will provide, education, purpose, and passion to human service students seeking to gain personal growth in the field of advocacy and social justice as well as learning about the helping profession and social policy. The process of understanding the magnitude and degree of success that workshops can have is the goal of this project. The specific type of workshop explained in this proposal is a three-part workshop on the power of voice. The fusion of voice command and social justice/advocacy would be an enriching experience for our students that are human service majors. Human service is a discipline that involves social services provided through different avenues, of which mostly revolve around human rights, social justice, advocacy, public service, social work, and outreach. This one day a week three-week workshop would be ideal for students who live in Philadelphia or near the city. The workshops will be three hours long adding up to 9 hours of total time students will be invested in the application of voice and human service initiatives.

Workshop Presenter

Tandra J has a relationship with Lincoln previously presenting two workshops on campus supported by the lecture and recital committee. Her wealth of knowledge surpasses the career of

voice overs to providing insight on how the voice can be the weapon of peace justice and self-assurance for Lincoln's human service students and students in general.

PROJECT GOALS AND OBJECTIVES

The Immersive Voice Experience

Presence, Passion, Purpose

Three-Week Workshop

(Mission from Workshop Creator and Leader, Tambra J.)

"For three weeks I would like to take a wondrous journey with an elect body of students to explore the incredible gift of voice. Not merely the sounds that emanate, but the power and impact of this exceptional vehicle. Out of a very small orifice, and incomparable strength emerges- enhanced or diminished by the consciousness and confidence of its' beholder."

Week-1	Week-2	Week-3
Presence	Passion	Purpose
<u>Your presence matters!</u> Introduction of workshop instructor and students- lecture and discussion. Assignments will be provided by Instructor.	<u>Finding your inspired passion.</u> Instructor will review readings and other assignments students complete relative to their passion and being able to express their passion through reflecting.	<u>How to use your voice to represent your passion.</u> Instructor guiding students to examine, who you are, how you represent, impress, and express. What influences have affected you? Monologues will be presented. Papers are due!!!

Films that the students can choose from,

1. **Booker's Place**
2. **25 to life**
3. **When they see us**
4. **The Black Godfather**
5. **The 2 Killings of Sam Cook**
6. **The Khalif Brower Story**
7. **The Structure**

The students will then pick one film and explain how the film moves them to VOICE a perspective.

Write a 2-3 paged paper that explains how their chosen film unearthed their "voice".

Choose a character from the film and identify with and draw from associations, empathy or appeal.

They will then perform the character, creating an additional monologue not found in the film demonstrating the individual presence, passion and purpose found in themselves through the character, this monologue will be performed in the third workshop.

Workshop dates,

July 10th, 2020

- 1) Pre-survey will be given to students to fill out before the workshop begins. First week of workshop introductions and workshop activities will begin.

July 17th, 2020

- 2) Second week of the workshop continuation of workshop goals and activities

July 24th, 2020

- 3) Third and last week of workshop activities and closing student achievements post survey will be given to students to complete.

TEACHING/LEARNING ENHANCEMENT AT LINCOLN UNIVERSITY

In every venture of life vocal commands, gestures, questions, sounds, speeches, and expressions are critical to be the audible representation of humanity. But the power of voice is not just about what one says or what one hears, the power of voice is also about what one feels. Actualizing the power of voice in tangible academic progress begins with the understanding that the voice has enormous power. The process by which learning how to use the voice requires specific and technical strategies that can be brought to students with innovation and immediate progressive

results. The students can then utilize what they have learned in the workshops to enhance their learning experience in their human service program such as presenting ideas, presentations of ideas, application of passion and purpose in the human service field to name a few. Example avenues for which students can utilize the power of the voice are as follows,

1. Organizational collaborations
2. Client care and advocacy
3. Job interviews
4. Work-related meetings
5. Acting, performance
6. journalism

Eligible Students

Students learning to use their voice to promote themselves and to promote the social problems that they will confront either by being an advocate or a policy maker is critical to their success as a human service professional. Human Service majors with a 2.8 or better and have transportation to the workshops will meet the criteria to participate. Other students outside of human service will be invited if the maximum number of students for the workshop has not been met. Students from other majors will need to meet the criteria of being a student who has at least a 2.8 GPA and in a related field such as Mass Communications, Criminal Justice, Sociology and or Psychology.

SUCCESS OF THE PROJECT

The students can get real-life experience working with a voice over professional to utilize their own voices in the human service field. The workshops provide a convenient and student-friendly atmosphere for learning and absorbing which would contribute to the success of the project. The table shows how below,

Co-curricular	Small class size	Time Flexibility
The workshops allow for students to utilize learned concepts from course work in human services to apply to understanding their own voices in preparation for a career in the human service field.	There will be a maximum of 10 students which would allow for Instructor-student quality time.	Conducting the workshops in the summer will allow students to have the necessary time to devote to the workshop without semester academic demands.

DISSEMINATION

Disseminating this summer work will be accomplished by:

- 1) Project outcome to be shared with faculty during faculty meeting
- 2) Research Publication Co-Authored by four authors

BUDGET FOR RELEASE TIME - \$6,000

Budget Item: Travel for 10 students

Total Cost: \$1000

Justification of Expense:

Travel includes transportation (gas or bus fare) to and from the workshop location and lunch

Budget Item: Faculty Salary

Requested Funding:

2 Months \$2,500

Total Salary: \$5,000

Justification of Expense: Faculty will collect data from the workshops as well as develop a research proposal and case study with three other authors for publication

Total Funds Requested: \$6000

The location for the workshop will be free and located in West Philadelphia Third Antioch

Summer Camp. Transportation will include coverage for gas for students with cars to and from

the workshops and or bus fare. Students will already reside in Pennsylvania/Philadelphia and able to travel to the Philadelphia area for the workshops.

Faculty Grant Proposal 2020

Please see also attached documents

Tambra J's Workshop Assignments/Activities

Surveys to be handed out before and after the workshops.

The Immersive Voice Experience- Three-Part Workshop- Pre-Workshop Survey

1. **What is your Major?** _____

2. **What year are you currently?** _____

3. **What is your area of interest in terms of careers?**

4. **What is your understanding of using your voice for advocacy and social justice in your area of interest?** _____

5. **What are your expectations of this workshop?**

The Immersive Voice Experience- Three- Part Workshop- Post-Workshop Survey

1. Have your areas of interest in terms of careers changed or expanded now that you have completed the workshop? _____

2. Do you have a new, better, or clearer understanding of using your voice for advocacy and social justice in your area of interest?

3. Did the three workshops meet your expectations?

4. Did the three workshops exceed your expectations?

5. Did you learn new ideas from the three workshops, if so, what were they?

6. If you could would you participate in this workshop again?



Book Title:
**NEO-COLONIAL REASONS/CAUSES FOR THE
DECLINE OF PAN-AFRICANISM:
A CASE FOR ZIMBABWE**

**Faculty Development Grant Program Proposal 2019-20
Submitted by**

**Gwinyai H. Muzorewa, Ph.D.
Chair and Professor, Department of History, Political
Science, Philosophy and Religion.
The Lincoln University**

Requested Funding
Travel \$450.00
Salaries: \$5000.00
Supplies, Materials, Software: \$500.00
Incentive Award: \$0.00

November 21, 2019

Introduction

Historically, PAN AFRICANISM, whether viewed as a Philosophy or a movement, has empowered people of African descent at various stages of their political struggle for unity, racial identity and freedom, in every corner of the world. Arguably, Pan Africanism gave birth to African nationalism, consequently we cannot discuss the one without including various aspects of the other.

In this project, background research, literature reviews, interviews, and agency data will be utilized to examine the Pan African ideology as well as activities with specific reference to Zimbabwe. Past and current pan African rhetoric will be explained to serve as an updated perspective on experience of people of African descent in different regions of the world. Additionally, this project will outline the usage of newer platforms being used to unify and organize people of African descent and propel notions of Black political independence and economic empowerment. An in depth research study on the experience of Zimbabweans will serve as a case in point, while several other nations and related issues will be explored to further contextualize the topic in current times. The deteriorating political situation in Zimbabwe provides concrete evidence of the decline, but our task here is to identify causes or reasons for such decline.

Goals and Objectives

Approached from an interdisciplinary perspective, this project will stretch across the Media, economic, history, religion, politics and psychology in order to contribute to the insight on, and comprehension of, the liberation of African nations. The work will serve to surface developments and draw links from past movements and rhetoric to those of today.

The goal is to usher in new discourse that will feed Black and African liberation scholarship, activism and leadership paradigms. Based on the outcome of this project, the author intends to write a grant proposal seeking external funding to conduct a research study on the topic that address decline in the 21st Century pan African and African nationalism.

Timeframe

The timeframe ranges from May 2020 to September 2020. The author will collect literature and updated statistics during the first part of the summer. The months of July and August will be spend writing . The manuscript will be edited in September – November and then submitted for possible publication.

Pedagogical Enhancement

The work will be used by the author and other faculty to inform teaching in courses in Comparative African Politics, Black studies, Pan-African Studies, African-

American Studies, Liberation theologies, and other areas of the humanities and social sciences at Lincoln University and other institutions. The finished product could be one of the required textbooks at Lincoln University where Pan Africana Studies is actually a major. This literature would also compliment Dr Muzorewa's previous publication: Ideologies of Black Liberation [2005]

Benefits of Project

Lincoln University students, some of whom are international, studying in the humanities and social science disciplines, will benefit from this study. African political leaders will certainly learn new trends, which could release them from the chains of neo-colonialism. Academicians who study, research and teach in these areas will utilize this research as it will offer new insight into Black liberation and the liberation of all people of African descent on the face of the earth. Activists and organizations that specialize in areas of immigration and migration, culture, diversity, and race relations will be able to use this work to guide their programs and initiatives that serve people of African descent everywhere.

Measuring Success

The success of this work will be measured by whether or not the work is published, whether or not the work is used in the humanities and social science courses, if the work can be used to write a grant proposal for external grant funding, and the feedback from peer reviews.

Sharing the Outcome

This work will be presented at various conferences, Lincoln University Humanities Conference, and other major professional conference. It will then be published in a book that will serve as an interdisciplinary text for various courses in the humanities. Again, it is hoped that emerging African leadership will learn to appreciate the spirit of their founding fathers on Pan Africanism.

Budget

Item	Cost	Justification
Francophone articles will need translators	\$200	The author will need reading and speaking, skills in order to interpret a substantial portion of the literature and information.
Salary	\$5000	The author will spend an extensive amount of the summer collecting information and writing the book chapters and article. The requested amount will provide a salary of \$5000 for the summer

Travel to libraries & International teleconference and telephone service	\$450	The author will need to contact several sources in other countries to gain updated information on the liberation movements and their lasting effects.
Research materials, translation software and subscriptions, publishing, books, journal subscriptions, newspaper subscriptions	\$300	Research materials aid author in the analysis process and building the theoretical foundation. Some of the literature and information are in foreign languages and will need to be translated. Books, journals and newspapers provide historical and up-to-date literature and data that serve as a context for this work.
Incentive award	\$0	The author aims to apply for external grants to conduct a qualitative study in order to explore the continued impact of Pan Africanist movements from the viewpoint of African descendants across the diaspora.
Total	\$5950	



Lincoln University

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Office of Faculty Affairs

1570 Baltimore Pike
Lincoln University, PA 19352-0999

Phone: 484-365-7136

February 3, 2020

Courtney Haywood
902 N. Market Street, Apt. 614
Wilmington, DE 19801

Dear Ms. Haywood:

This correspondence comes to advise you of my approval of the Faculty Development Committee's recommendation that your project entitled *Examination of DFW (Drop, Fail, and Withdraw) Rates of Students Educational Attainment within the Mass Communications Department at Lincoln University* be funded in the amount of **\$1500**.

A progress report should be filed with the Office of Faculty Affairs no later than June 30, 2020, and a copy of your final product must be submitted no later than August 31, 2020. **Failure to submit your reports by the due dates will jeopardize your eligibility to apply for and/or receive any future support from the Faculty Development Fund.** Please also note that Article XVI, Section 16.4(b) of the CBA which states, "The faculty agrees to put forth its best efforts to raise the corresponding matching amount for the program by either (a) writing development grants or (b) by including faculty development activities in other grant proposals," will be taken into consideration when determining the awarding of future support.

Please note that, as required by Section 16.4(a) of the CBA, it is expected that you make a formal presentation on the subject of your research by the end of the following semester.

Should you have any questions or require additional information, please contact Ms. Marion Bernard-Amos at (484) 365-7136 or facultyaffairs@lincoln.edu.

Sincerely,

Patricia Joseph, Ph.D.
Dean of the Faculty

Cc: Office of Faculty Affairs
Official Academic File



Running head: FACULTY DEVELOPMENT GRANT

Name of the Applicant: Courtney N. Haywood

Rank of the Applicant: Lecturer

Proposal Submission Date: March 12, 2020

Expertise Area: Current Doctoral Student in the Higher Education Leadership and Innovation Program at Wilmington University. Former Student Support Services Coordinator at Lincoln University and Current Lecturer at Lincoln University within the Mass Communications Department.

Prior FD Proposal Outcomes: Awarded Faculty Development Grant, 2017-2018. Mass Communications Department Conference 2018-2019. Development of first LUCOMMUCON, Mass Communications Conference for Lincoln University students held at Lincoln University on March 11th-14th, 2019.

Proposal Submission: Summer 2020

FACULTY DEVELOPMENT GRANT

A.

Title for The Project: Examination of DFW (Drop, Fail, and Withdraw) Rates of Students Educational Attainment within the Mass Communications Department at Lincoln University

Name of Applicant: Courtney N. Haywood

Rank of the Applicant: Lecturer

Department: Mass Communications

Funding Requested:

Travel-\$1,500

Salary-\$5,500

Cost of Supplies-None

Incentive Award-None

Proposal Submission Date: March 12th, 2020

FACULTY DEVELOPMENT GRANT

B.

1. Description of Project:

The state of Pennsylvania is the home of several diverse, affordable, private, and public higher education institutions within the Eastern region. The number of students enrolled or who matriculate towards graduation does not reflect the diversity of the State of Pennsylvania. African American student's educational attainment within the focus of programs and services and analyzing factors that may influence students to persist to graduation has not been accounted for in previous studies, especially within the focus of HBCUs. Pennsylvania houses two of the nation's prominent HBCUs (Historically-Black College and Universities) Cheyney University of Pennsylvania and Lincoln University of Pennsylvania. As Lincoln University of Pennsylvania is the first-degree granting HBCU, with the current motto of "*Learn, Liberate, and Lead,*" the concerns for students today is understanding the barriers and challenges in which students face in persistence towards degree completion within the major of Mass Communications at Lincoln University. With Mass Communications being one of the leading and innovative careers for millennials-How can Lincoln University's Mass Communications Department develop graduation attainment in higher education for future leaders? The project will explore the challenges and barriers that students within the Mass Communications Department at Lincoln University encounter, which may affect their educational outcomes with a direct focus on DFW (Drop, Fail, and Withdraw) rates among courses that have a high impact based off of the data provided by Institutional Effectiveness, Research, and Planning.

2. Measurable Goals and Objectives for the Project:

Goal 1: Analyze what factors impact Mass Communications student's persistence in DFW (Drop, Fail, and Withdraw) rates at Lincoln University. Establish what are the implications, indicators, and how can potential departmental programs be created to support educational attainment of students within the Mass Communications Department at Lincoln University.

Goal 2: Analyzing the role Mass Communications' faculty plays in the student's educational experiences. Establish the trend in courses, course structure, classification of students, and course description in which DFW (Drop, Fail, and Withdraw) rates are high and partner with Student Success, and Academic Affairs to adequately prepare Mass Communications students for attainment in higher education.

Goal 3: Analyzing retention programs such as *The Bridge* at Georgia State University (GSU), *Project BEAM* at West Virginia University (WVU), *Arthur O. Eve* Program at State University of New York, University at Buffalo (S.U.N.Y, University at Buffalo) to implement a potential program structure for students in the Mass Communications Department that will potentially focus on attainment of higher education.

Project Timeframe:

April-May:

-Developing a quantitative research study aimed to understand the impact of student DFW (Drop, Fail, and Withdraw) rates within the Mass Communications Department at Lincoln University and analyze the factors influencing these students to persist to attainment of higher education.

-Establishing potential survey questionnaire tool for the potential research.

-Partner with Institutional Effectiveness, Research, and Planning to gather data for the potential study

FACULTY DEVELOPMENT GRANT

- Visit, and Attend a variety of programs and services offered on campus that are designed for educational attainment at Lincoln University.
- Review the potential courses in which the DFW (Drop, Fail, and Withdraw) rates are high and establish trends in courses, course rigor, and etc.
- Review classroom data from Institutional Effectiveness, Research, and Planning to review DFW (Drop, Fail, and Withdraw) rates based off of major, classification, and course.
- Develop a focus group among Mass Communications students
- Visit and discuss with the coordinators of Georgia State University's *The Bridge*, and State University of New York, University at Buffalo's *Arthur O. Eve Program* to gain potential feedback and/or program outline guidance.
- Developing the questionnaire for participants to be selected for potential research
- Reviewing the data that was collected from the survey
- Conduct focus group meetings to develop data for potential development of program to support graduation attainment rates among Mass Communications students.
- Develop a Faculty/Staff Committee from all to provide assistance with the attainment of higher education in the Mass Communications Department

May-September

- Connecting with various offices such as the Dean of Students, Student Support Services, Class Deans, Male Initiative Team at Lincoln University, Academic Advising, and Admissions to discuss research, survey finding, and to provide external resources for Mass Communications students at Lincoln University.

3. How the project will enhance teaching and research at Lincoln University:

The project will enhance teaching and research at Lincoln University within the Mass Communication Department by establishing a program for students that focuses on persistence in the Mass Communications Department but that will provide mentorship, encouraging involvement, and the focus of attainment in higher education. The program will be piloted for Fall 2020 for all Junior and Senior and will expand to all classifications in Fall 2021.

4. How the success of the project will be measured:

Success will be measured based off from the number of students within the program that have successfully attained their degree in Mass Communications higher at Lincoln University who were referred to the program based off of persistence in Mass Communications along with the DFW (Drop, Fail, and Withdraw) rate of the courses in which they have taken within the department.

5. How, when, where, and with whom the project's outcome will be shared:

The projects outcomes will be shared with the faculty of the Mass Communications Department in August during our first departmental meeting. The potential pilot program that will be developed to assist with the departmental DFW (Drop, Fail, and Withdraw) rates will be presented during the Faculty Conference which takes place in August and/or during the faculty meeting in September 2020. The students will then have an opportunity to learn more about the program once it is presented during the first week of the semester within the Mass Communications' welcome back initiatives. The first cohort will begin Fall 2020.

FACULTY DEVELOPMENT GRANT

C. Budget

Budget Item	Cost	Total Expense	Justification of Expense
Travel		\$1,500	Travel to participate, and attend university programs to gain knowledge on DFW rat within Mass Communication Department throughout the United States, and visit retention programs that have been created to assist students with attainment in higher education.
Salary		\$5,500	The researcher will dedicate the summer to conducting this research. As described in the timeline, preparation is incredibly time consuming. It is for this reason that I am requesting the salary amount.



Darker Skin Complexion Supplemental Melanoma Diagnosis

Faculty Development Funded Project Proposal

for Summer 2020

Submitted by

Vesna Zeljkovic, Ph.D.

Professor

Department of Chemistry and Physics

Lincoln University, PA 19352

BUDGET = \$5,000

Application date: 02/04/2020

1. A concise description of the project

The rapid increases in the incidence of melanoma in the United States, Australia, and Europe over the last decades places melanoma to be considered as an epidemic cancer in these areas of the world. Estimated new cases and deaths from melanoma in the United States were 76,100 and 9,710, respectfully. Many studies have been conducted to evaluate the etiology of melanoma. The major environmental risk factor for melanoma is ultraviolet radiation as well as inheritor factor. Sun exposure as a risk factor for melanoma has been extensively evaluated for decades. Family history of melanoma confers approximately 2-fold increased risk of melanoma.

Many dark skin people are less susceptible to ultraviolet damage thanks to the greater amounts of melanin that darker skin produces. Melanin represents the protective pigment that determines color of skin and eyes and helps to protect the skin against effects of the sun such as skin cancers and premature aging. In African American skin, melanin provides more than four times higher sun protection factor approximately compared to white skin. This causes wide spread wrong believe that non Caucasian population is immune to skin cancer, which delays diagnosis, sometimes until the disease is advanced and potentially fatal. That is one reason people of color are diagnosed with skin cancer at later stages. These delays mean that skin cancers are often advanced and potentially fatal, whereas most skin cancers are curable if caught and treated in a timely manner.

Persons of African American or other heritage with dark skin tones can still develop skin cancer from sun exposure damage, despite the higher melanin concentration in their skin. The cause of some skin cancers can be genetics or other environmental influences and may occur on parts of the body rarely exposed to the sun. This dangerous skin cancer such as the fast-moving acral lentiginous melanoma as well as metastasizing form of squamous cell carcinoma are more common among darker-skinned people. These are some of the reasons that even though skin cancer is much more common among lighter-skinned people, it tends to be more lethal among African American population. The second on the list of the most common skin malignancies, squamous cell carcinoma, is more frequent among African Americans and Asian Indians. Skin cancer represents around 2% of malignancies in African Americans and Asian Indians. Unfortunately, mortality rates remain disproportionately high in darker-skinned people. Latinos, Chinese, and Japanese Asians tend to develop basal cell carcinoma which is the most common skin cancer. The correlation between UV light and basal cell carcinoma in darker skin types explains the relatively higher incidence of this malignancy among darker-skinned populations living in sunnier climates, such as Hispanics residing in New Mexico and Arizona. Study showed that when Hispanic patients develop basal cell carcinomas they are more likely to have multiple lesions either at the time of presentation or in ensuing years.

Squamous cell carcinomas occur in African Americans and native Africans mainly on the legs, followed by the anogenital region (including both the anus and genitals). Skin conditions that result in scarring or chronic inflammation, such as discoid lupus; leprosy; burn scars and non-healing skin ulcerations are the main risk factors, along with radiation therapy and physical or thermal trauma.

Studies show that differing metastasis rates of squamous cell carcinomas are about fifteen times higher in Caucasians than in people with dark skin. The median survival time for African-American with cutaneous lesions was 45 months, compared to 135 months for Caucasians One of the reasons is delayed detection and treatment.

Considering the importance of the melanoma study and early detection considering its high incidence lethal outcome, we plan to develop a dedicated algorithm in MATLAB and C/C++ for the purpose of automatic cutaneous melanoma early detection in all types of skin with both fair and dark complexion. The proposed algorithm will act as visual weight tool and numerical quantifier aimed at dermatologists' assistance in early diagnostics of cutaneous melanoma in all skin complexions with the emphasis on darker skin tones.

2. Measurable goals and objectives for the project

GOAL: Provide an automated approach to assisting surgeons and dermatologists in early cutaneous melanoma detection and its quantification.

OBJECTIVE: Design mathematical model and intelligent software capable of automatically detecting cutaneous cancer melanoma incidence.

3. The timeframe for the project

Phase I:

June 2020 - July 2020 - Research collaboration with Dr. Christopher Druzgalski, Professor at the Electrical Engineering Department, California State University, Long Beach. I will involve and train in the research two Lincoln students during summer and write a research paper on this topic that I intend to publish.

4. How the project will enhance teaching/learning at Lincoln University

This research will involve two Lincoln students and will support our collaborative National Institute Health proposal "Supplemental Melanoma Diagnosis for Darker Skin Complexion Gradients" to be funded as we will present our preliminary results. Engineering Science, Chemistry, Physics and Biology/PreMed major students from the Lincoln University can benefit from this research on whole as they will be exposed to the latest research achievements in this biomedical engineering interdisciplinary field. This will be very advantageous to them as minority students in STEM.

5. The number of people who will benefit, and how

About 5 students pursuing Engineering Science, Chemistry, Physics and Biology/PreMed majors from the Lincoln University will multiply benefit from this project as well as the colleagues from the Chemistry and Physics and Biology Department who will be involved in the research. The students will benefit through educational aspect, being directly involved in the research and by being exposed to other University's faculty members as well as graduate students.

6. How the success of the project will be measured

The success of the project will be measured multiply through:

- a) Successful presentation of the research results,
- b) Continued collaboration with the Electrical Engineering Department, California State University, Long Beach which main goal is collaborative NIH proposal submission based on the above research results.

7. How, when, where, and with whom the project's outcome will be shared

The research results will be presented and discussed at the Chemistry and Physics Departmental meeting and the workshop will be organized for all the Lincoln University students and faculty members. A summary report of the project will be sent to the Chair of Faculty Development Committee.

Budget

The project budget is as follows:

TWO MONTH STIPEND 2 x \$2,500
TOTAL \$5,000



Faculty Development Application
Project Title: Online Math for Liberal
*Arts (**MAT** 106)*

Claude Tameze, Ph.D.
Associate Professor & Chair
Department of Mathematical
Sciences
Lincoln University

Date of
Submission:
November 25,
2019

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1 PROJECT DESCRIPTION

The overall goal of my proposal is to establish a new project to be titled, Lincoln's Online Math for Liberal Arts (**MAT 106**), first ever at Lincoln University, with the aim of sustaining the efforts of the traditional college Algebra instruction. This project creates an alternative to the traditional course instruction and flexibility for students taking Math for Liberal Arts (**MAT 106**). To achieve this goal, I seek funding to develop:

1. Develop an online course curriculum for MAT 106 course working with CETL;
2. Develop an assessment of Student Learning Outcomes (SLOs) and rubrics as required by Middle States best practices;
3. Work with ALEKS Corporation to create objectives based online course instruction and e-textbook

As the Chair of the dept., I created a position of Coordinator of the General Education Mathematics to standardize instructions and assessment as required by Middle States Standard of Students' Learning Outcomes (SLOs) in MAT-106. Thus, this project will be aligned to the same standard of expectations as required by Gen Edu. Mathematics and Middle States.

2 MEASURABLE GOALS AND OBJECTIVES

To realize the main goal of the project and the Institutional Learning Outcome 7 (ILO7: Scientific and Quantitative Reasoning). Quantitative reasoning represents the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and the measurable objectives are set as follows:

1. Develop an online course curriculum for MAT 106 course: Instruction materials will be created for a 15-week course by engaging students in activities which will enhance SLOs as follows:
 - CSLO #1 Apply a variety of quantitative critical thinking skills and set theory to problem solving in multiple contexts.
 - CSLO #2 Apply an understanding of percent and interest theory to solve problems involving consumer finance.
 - CSLO #3 Describe various measures and concepts of statistics and probability and apply them to analyze data and solve problems.

2. Develop an assessment of Student Learning Outcomes (SLOs) and rubrics as required by Middle States best practices;
3. Create objectives based online course instruction and e-textbook

The online course curriculum and assessment rubrics will be presented to department for approval by the end of Fall 2020.

3 PROJECT TIME TIMELINE

Summer 2020: June and July 2020

4 PROJECT ENHANCEMENT OF TEACHING AND LEARNING AT LU

This project will enhance the Institutional Learning Outcomes, Financial & Quantitative Literacy (ILO7): Financial literacy represents ideas, concepts, knowledge and skills that enable students to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, and citizens of a global workforce and society. Quantitative Literacy (QL) represents the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. Students will implement and apply financial decision-making skills to become knowledgeable consumers, savers, investors, users of credit, money managers, and citizens. Student will be able to create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

5 BENEFITS OF THE PROJECT TO LU

The department serves about 200 students each year in MAT-106, thus, these students will be able to:

1. Enroll in a flexible and adoptive based learning online MAT-106.
2. Access an online e-textbook with course resources
3. Access an online learning support platform
4. Take to course any time, which will improve the passing and graduation rate

6 MEASURE OF SUCCESS OF THE PROJECT

The success of this project will be measured through accomplishment of objectives as follows:

1. Offering an online pilot in MAT-106 beginning in summer 2021
2. Obtain approval from the dept. for online MAT -106.

3. Increase SLOs as compared to the actual based line data
4. Increase passing rate as compared to the actual based line data

7 SHARING THE PROJECT OUTCOMES

The project outcomes will be shared through Lincoln's website using ALEKS or myopenmath.com as the platform.

8 PROJECT BUDGET

The project budget is as follows:

1. TWO MONTH STIPEND	\$6,000
2. EQUIPMENT - SURFACE PRO	\$ 1000
TOTAL	\$7,000.



Faculty Development Project Application

Funding Summer 2020 Research

Title of project: Bilirubin levels and risk for inflammatory bowel disease

Applicant information:

Carla J. Gallagher, Ph.D.
Assistant Professor
Department of Chemistry

Total amount of funding requested by category:

\$7000.00 requested total

(\$7000 category b – salary supplement for 2 summer months)

Date of application: Submitted November 18, 2019 for Summer 2020 Funding

1. A concise description of the project

Inflammatory bowel disease (IBD) describes a class of diseases that cause inflammation of the colon and the small intestine (and sometimes also inflammation of other digestive organs including the stomach, esophagus, and mouth). The most common types of IBD include Crohn's Disease (CD) and ulcerative colitis (UC). The chronic inflammation associated with IBD results in increased oxidative stress that damages the environment of the colon. Bilirubin is an antioxidant that is found naturally inside the body, and therefore it reduces oxidative stress. Low levels of serum bilirubin have been associated with increased risk for Crohn's disease. The overall aim of this study is to examine whether total serum bilirubin levels are associated with risk for ulcerative colitis since it is similar to Crohn's disease in many ways (both IBD). UGT1A1 is the enzyme that metabolizes bilirubin, so variations in the level of this enzyme may contribute to the differences that have been observed in bilirubin levels and risk for UC and CD. The specific aim of this year's funding is to use bioinformatics and statistical analysis to test for differences in UGT gene expression levels and determine if that correlates with changes in bilirubin levels. In addition to the gene expression, UGT1A1 will be genotyped. There is a known polymorphism in UGT1A1 (*28 polymorphism) that has been shown to result in reduced transcriptional efficiency and enzyme activity, which could lead to reduced bilirubin metabolism and excretion and altered risk for UC and CD.

Data that Dr. Gallagher collected with prior faculty development funds supported the hypothesis that bilirubin levels are associated with IBD. This research has resulted in one publication and three presentations at national scientific meetings by Dr. Gallagher and her students, and two nationally funded grants from the NSF (*grants, presentations, and publications resulting from prior faculty development funds are on the final page of this application*). The project this year will elucidate the scientific reason behind these findings by examining the level of the gene required for bilirubin metabolism in these patients' tissues. Some of this data was collected in the lab with the prior faculty development funds, and data will now be analyzed to determine if there is a significant difference in bilirubin levels due to UGT gene expression. UGT1A1 *28 polymorphism is a microsatellite and will be genotyped by capillary electrophoresis to determine if it alters bilirubin levels and CD/UC risk.

2. Measurable goals and objectives for the project

The goal of this project is to determine whether total serum bilirubin levels are associated with risk for UC, using data that Dr. Carla Gallagher has stored in her databases, available at Lincoln. A specific goal with the funds this year is to examine UGT1A1*28 genotype and gene expression levels of the enzyme that metabolizes bilirubin (UGT1A1) in these patients to elucidate the scientific reason behind the findings that bilirubin levels are associated with both types of IBD (CD and UC). Gene Expression Assays (for UGT1A1) will be run using real time PCR. UGT1A1*28 will be genotyped by capillary electrophoresis. Logistic regression analysis will be performed on each quartile of total serum bilirubin compared to the last quartile (highest bilirubin levels) to calculate the risk for developing UC with lower total serum bilirubin. Adjustments for known IBD risk factors will be conducted using logistic regression.

3. The timeframe for the project

All data has been collected and is stored in Dr. Gallagher's databases, so the timeframe for the project is 2 months. In that time Dr. Gallagher will perform analysis on the data to determine whether total serum bilirubin levels are associated with risk for UC (using logistic regression methods described above to adjust for other known risk factors), and if genotype or gene expression values of UGT1A1 explain the outcome. 6,649 patients from PSU and 1,996 patients from VCU will be analyzed and multiple analysis methods will be undertaken (stratification, adjusting, logistic regression). Dr. Gallagher will write another manuscript at the end of the funding period discussing the role of UGT1A1 *28 genotype and UGT1A1 gene expression levels and risk for UC/CD.

4. How the project will enhance teaching and research at Lincoln University

This project will enhance teaching and research at Lincoln University by incorporating more hands-on research into chemistry classrooms. Dr. Gallagher has been preparing grant applications with Dr. Hull, Dr. Chikwem, and Dr. Miller in order to bring more research into the classroom at Lincoln University. The aim of those grants is to give students more hands-on research experience; (not just pre-determined laboratory exercises, but instead research questions in which the students contribute answers to the greater scientific community). Dr. Gallagher will use this study on bilirubin and IBD as an example of a research question that the students in her biochemistry classes could answer over the course of a semester. Dr. Gallagher will incorporate these new research methods into her classroom teaching this fall and beyond. In addition, the results from this summer project will be incorporated into the larger external grant applications.

18 Lincoln students have been involved in Dr. Gallagher's research during the past five years since Dr. Gallagher joined the Lincoln faculty. Lincoln students have contributed to the collection and the generation of data in Dr. Gallagher's laboratory and these students would benefit from the analysis of this data through culmination and publication of the work. Dr. Gallagher's research students travelled to ABRCMs national meeting to present this research in Nov. 2019, and students will continue to benefit by gaining research and presentation experience in the future. In addition to Dr. Gallagher's 18 research students directly benefitting, all of the students in biochemistry (CHE 303/304) will also benefit when Dr. Gallagher incorporates this research into her teaching as described above.

This project will also benefit other Lincoln faculty since Dr. Gallagher will share her databases with other faculty interested in analyzing the data for other outcomes. For example, Dr. Hull and Dr. Gallagher have collaborated in publications in the past using these databases.

5. How the success of the project will be measured

The success of this project can be viewed in the tables and publications that Dr. Gallagher will produce as a result of these analyses. The tables will show whether total serum bilirubin levels are associated with risk for UC and if UGT1A1 gene expression or UGT1A1*28 genotype contributes to these results.

6. How, when, where, and with whom the project's outcome will be shared

Dr. Gallagher will give a seminar at Lincoln to discuss the results of this study, and she will also submit a project report to the Vice President of Academic Affairs and to CETL in order to post on the website (as she has done with past faculty development funds). In addition, she will prepare a manuscript with the results of this analysis at the end of the summer in order to share the results with the greater scientific community.

Budget for Summer 2020 Funding

\$7000 is requested for this project. All \$7000 are requested for Category B:

Category B:

\$7000 is requested for two summer months of salary for Dr. Gallagher (\$3500/month) in order to conduct the analysis of the data (that she has already collected) and to write a manuscript on her findings. Dr. Gallagher has experience in epidemiology and biochemistry, both required to conduct the study, and she has published 33 manuscripts in related fields.

Table 1:

Faculty Development Committee (FDC) Proposal
(To be used only by the Applicant)

Name of Applicant: Carla J. Gallagher, Ph.D.

Rank of Applicant: Assistant Professor

Proposal Submission Date: November 18, 2019 (for Summer 2020 funding)

Expertise Area: Biochemistry, Epidemiology, Genetics

Prior FD Proposal Outcomes: The work completed with prior FD awards was used to analyze data to use in publications, presentations, and grant applications. This resulted in 2 NSF grants, 1 publication, and 3 presentations at national meetings (see below):

Outcomes with prior faculty development funds:

Grant Funding from National Science Foundation (NSF):

1. Targeted Infusion Project (HBCU-UP) 1912104.
“HBCU Undergraduate Bioinformatics Program at Lincoln University.”
Role: Dr. Gallagher: Principal Investigator
\$400,000 (07/01/19 – 06/30/22)

2. TIP Planning Grant (1818693). “Planning Grant for TIP to Implement a HBCU Undergraduate Bioinformatics Program at Lincoln University.”
Role: Dr. Gallagher: Principal Investigator
\$179,846 (6/15/18-1/31/20) – original \$149,996 plus 2 supplements.

Presentation at the ABRCMS biomedical research conference (The first 3 authors are Dr. Gallagher’s research students who presented their findings at this national meeting):

Josephine Nimely, Cedar Davidson, Chioma Orizu, **Carla J. Gallagher**, Ravi Durvasula, Whelton Miller. Repurposing Antimalarial Drugs and Derivatives as Autophagy Inhibitors. ABRCMS annual biomedical research conference. Anaheim, CA. November 2019.

Presentation at the ACM conference on Bioinformatics:

Carla J. Gallagher, Kathleen M. Schieffer, Gregory S. Yochum, Walter A. Koltun. Use of the Informatics for Integrating Biology and the Bedside (i2b2) population to test serum bilirubin levels and risk for inflammatory bowel diseases and the involvement of uridine glucuronosyltransferase genes. ACM conference on Bioinformatics, Computational Biology and Health Informatics. Washington, D.C. August 2018.

Presentation at the American Society of Human Genetics Annual meeting:

Gallagher CJ, Schieffer KM, Bruffy SM, Rauscher R, Koltun WA, Yochum GS. Reduced total serum bilirubin levels are associated with ulcerative colitis. American Society of Human Genetics, Oct 18, 2017.

Publication:

Schieffer KM, Bruffy SM, Rauscher R, Koltun WA, Yochum GS, **Gallagher CJ**. Reduced total serum bilirubin levels are associated with ulcerative colitis. *PLOS ONE*. 2017 Jun 8; 12(6).

Proposal Submission Term:

Summer 2020



APPLICANT PROPOSAL INFORMATION

Faculty Development Committee (FDC) Proposal (To be used only by the Applicant)

Name of the Applicant: Abbès Maazaoui

Rank of the Applicant: Professor

Proposal Submission Date: March 10, 2020

Expertise Area: French, Literature, Linguistics, Interdisciplinary Studies

Prior FD Proposal Outcomes: 100% Completed
Publication available in print and online:
<https://www.lincoln.edu/lhj>

Proposal Submission Term:

1. Summer 2020



Application

Faculty Development Summer Project Funding for Summer 2020

Title of Project

Editing a Peer-Reviewed Publication on “*Travel Narratives and Real-Life Fiction*”

Applicant’s Name:	Abbes Maazaoui
Applicant’s Rank:	Professor
Applicant’s Department:	Languages and Literature
Proposal Submission Date:	March 10, 2020
Amount of Funding Requested:	\$7,000.00
Areas of Expertise:	French and Francophone literature, Linguistics, Interdisciplinary studies
Prior FD Proposal Outcomes:	100% Completed (with the publication of <i>Perspective on Violence, Human Cruelty, and Messy Morality</i> in December 2019. A copy was sent to all concerned. See Appendix below).
Proposal Submission Term:	Summer 2020

APPLICATION FOR FUNDING

Summer 2020 Project

I. A Concise Description of the Project

The summer project is to edit, produce and publish Volume 8 of the annual peer-reviewed publication, *The Lincoln Humanities Journal* (ISSN 2474-7726). This special issue of the *LHJ* will be a collection of essays devoted to analyzing the topic of **Travel Narratives and Real-Life Fiction**. Contributors are invited to examine (a) the evolving forms of life-writings (biographies, autobiographies, memoirs, diaries, blogs, etc.) as they pertain to travel; (b) the intersection of fictional and factual travel narratives; and (c) the emotional, economic, socio-political, environmental, physiological, and literary aspects of travel. Based on the number of inquiries, there is evidence that this project will generate a strong interest. Please see below *Appendices # 1 (Call for Articles) & 2 (Evidence of interest in the project)*.

II. Measurable Goals and Objectives for the Project

1. Continue the now-established legacy of the *Lincoln Humanities Journal*, by publishing Volume 8 in December 2020
2. Publish a peer-reviewed product of the highest academic quality by insuring the integrity of the blind review process
3. Promote interdisciplinary studies by providing an intellectual platform for national and international scholars to exchange ideas and perspectives
4. Enhance the University's reputation as a contributor to academic scholarship and intellectual engagement

III. Tie-in with University or Departmental ILOs

It is my belief that this project contributes to the narrative of Lincoln's distinguished heritage and enriches the scholarship not only at Lincoln University, but also on an international/global scale. Specifically, this project fits into at least two University ILOs:

1. **ILO # 6 Legacy:** A legacy is a bridge between the past, the present and the future. It requires a continuous process of adding building blocks to the existing foundation. This project is about strengthening Lincoln's recent past by producing/adding quality published works to its overall achievements.
2. **ILO # 5: Critical Thinking.** The project involves research and reflection about society and calls on scholars around the world to participate, discuss and propose solutions to a contemporary environmental, societal, philosophical and political problem.

IV. The timeframe for the project

Most of the uninterrupted editorial work and research will be conducted during the summer and specifically, from June 15-August 15, 2020. It goes without saying that a lot of work for the journal is being done and much more will be completed beyond the summer, and even December, which is the projected date of publication. The following markers, which overlap for obvious reasons, are indicative of the real time needed to execute the project:

1. **Fall 2019-Spring 2020:** Solicit and obtain an adequate number of submissions (15-30)
2. **June-July 2020** -Review the articles for adherence to the required submission and formatting guidelines
3. **June-September 2020-** Submit the articles for double blind peer-review, using a select group of reviewers in the field from various universities in the United States and abroad
4. **July-October 2020:** Work with the writers to make the necessary edits
5. **June-October 2020:** Write an introduction for the volume (5-10 pages)
6. **November 2020:** Work with local artists to prepare a cover for the journal
7. **November-December 2020:** Prepare the manuscript for publication, work with the publisher and review proofs
8. **January-February 2020:** Announce and share the results with colleagues at an officially scheduled department meeting, and via *Lincoln Bulletin* and *Student Wire*

9. **January-March 2020:** Distribute and market the journal to libraries and universities in Delaware, Pennsylvania, New Jersey and Maryland

V. How the project will enhance teaching and research at Lincoln University

This project contributes to enhancing teaching and learning at Lincoln. Some colleagues have modeled their seminar and special topics courses on the theme of the journal, thus providing students with an opportunity to not only engage in serious research, but also write with the intent to get published. Other benefits include (a) the opportunity for both the students who plan to apply for graduate schools and the faculty on track for tenure and/or promotion to enhance their resume; (b) the positive reputational effect for the university as a result of hosting a solid peer-reviewed journal. Finally, by showcasing faculty-student scholarly collaboration, the project will fulfill one of the University's key strategic goals.

VI. How the success of the project will be determined

The success of the project will be measured by the following:

- Publication of the Journal by December 2020 on the specified topic.

VII. How, when and where the project's outcome will be shared

1. A completion report will be sent to the Office of Academic Affairs, the Chair of the Faculty Development Committee, and to the Assistant Provost upon completion
2. A summary report will be submitted to the Director of the Center for Teaching and Learning (CETL) for posting on the Center's website
3. Four copies will be donated to the library
4. Copies will be sent to all the authors by December 2020-January 2021
5. Copies will be sent to Lincoln President, Vice President, Deans and Chairs
6. The publication will be announced in *The Lincoln Bulletin* and *Student Wire* to share with students, faculty and staff in January-February 2021
7. Copies will also be sent to various individuals, in and outside the campus as well as to nearby colleges and universities, and to the Library of Congress

VIII. Eligibility for prior FD recipients

All the projects I have submitted for funding over the years have been successfully implemented. I have received three awards within the last three years:

- a. Summer 2019: Publication of "Ab/uses of Power and Violence: Villains, Bullies and Tyrants," under the modified title: *Perspectives on Violence, Human Cruelty, and Messy Morality*. Please see Appendices # 3, 4, 5, & 6 below. The edited volume is available online at: <https://www.lincoln.edu/lhj>
- b. Summer 2018: Publication of *Alternative Realities: Myths, Lies, Truths, and Half-Truths*. Please see Appendices # 3, 4, 5, & 6 below. The edited volume is available online at: <https://www.lincoln.edu/lhj>
- c. Release Time for Spring 2017: Coordinating the 5th Humanities & Social Sciences Conference on *Making Strangers: Outsiders, Aliens and Foreigners*. The conference was successfully held, with a record number of participants. A completion report was sent to the VPAA, Chair FD, and direct of CETL. Please see Appendices # 6, 7, 8, 9, & 10 below.

It is noteworthy that Lincoln University financially benefits from all these projects (hundreds of dollars of sale).

IX. Budget Page, detailing the funding requested, with justifications

<i>Item</i>	<i>Description / Justification</i>	<i>Dollar Amount</i>
Salary Supplement for Project Requiring Summer Work	While the project requires at least 7 months (June – December) to complete (writing, editing, reviewing, etc.), the FD Guidelines limit the grant to 2 months; in this case, June 15-August 15 .	2 months x \$3,500
Total		\$7,000

X. Appendices Containing Confirming Documents

1. Call for Articles (Summer 2020 project) Page 5
2. Evidence of interest in Summer 2020 project (Samples of emails in response to the 2020 Call for Articles) Page 6
3. **Evidence of Successful Completion of Summer 2019 Project** (Cover of the *Journal* and Table of Contents). A hardcopy of the *Journal* is sent to the current FD Chair, the CETL Director and the Provost/Dean of Faculty. The online version is available at: <https://www.lincoln.edu/lhj> Page 8
4. Final Report (Summer 2019 Project) to VP, FD Chair, Assistant Prov., CETL Director Page 10
5. Summary report to CETL (Summer 2019 Project) Page 11
6. Formal PowerPoint Presentation to Department faculty Page 12
7. **Evidence of Successful Completion of Summer 2018 Project** (Cover of the *Journal* and Table of Contents). A hardcopy of the *Journal* was sent to the current FD Chair. The online version is available at: <https://www.lincoln.edu/sites/default/files/pdf/cahss/Lincoln-Humanities-Journal-Vol-6-2018.pdf> Page 13
8. Final Report (Summer 2018 Project) to VP, FD, Assistant Prov., CETL Page 16
9. Summary report to CETL (Summer 2018 Project) Page 17
10. **Evidence of Successful Completion of Release 2017 Project (Spring 2017 Release)** Page 18
11. Final Report of Spring 2017 Course Release as sent to VP, FD Chair -April 2017 Page 21
12. Summary report to CETL (Spring 2017 release)- April 2017 Page 22

Appendix # 1: Call for Articles (Summer 2020)

Call for Articles

The Lincoln Humanities Journal Volume 8, Fall 2020

The Lincoln Humanities Journal (ISSN 2474-7726) is requesting article submissions for its 8th special issue, to be published in December 2020, on the topic of **Travel Narratives and Real-Life Fiction**. Contributors are invited to examine specifically (a) the evolving forms of life-writings (biographies, autobiographies, memoirs, diaries, blogs, etc.) as they pertain to travel; (b) the intersection of fictional and factual travel narratives; and (c) the emotional, economic, socio-political, environmental, physiological, and literary aspects of travel (in reality and in fiction; by land, sea and air; on earth and in outer space). We welcome approaches across a broad range of disciplines such as literature, history, political science, anthropology, religion, popular culture, philosophy, visual arts, and social media. Topics may include but are not limited to:

- The concept of travel: historical and philosophical perspectives
- Travel writing, Life-writing as genre
- Biofiction, biography, autobiography
- Travel journalism
- Travel in film, theater, literature, and television
- The Internet of places: Pictures and videos of other places, cultures, etc.
- Modern tourism
- Adventure and exploration
- Travel for business, pleasure, family reunion, aid work
- Travel for education (study abroad, etc.)
- Pilgrimage & religious travel
- Modes of transportation
- Environmental impact of travel
- Travel to the moon and beyond; The sci-fi connection and influence
- Tourism in international relations (migration, spying, etc.)
- Temporary living and/or working abroad (mission, etc.)

Important Dates & Deadlines

- Deadline for Full Article Submissions: June 15, 2020
- Acceptance Notification: 60 days after submission
- Projected Date of Publication: December 2020

Submission Guidelines

1. Include an abstract of 200-400 words (in MS Word)
2. Include a biographical note of 50-250 words (in MS Word)
3. The article should be 4000-6000 words, including the abstract, the footnotes and the works cited
4. Include the following statement in the cover e-mail: *"I solemnly confirm that the attached manuscript has never been published elsewhere, under this, or another title."*
5. Include name, professional affiliation, phone number, and email address in the cover e-mail.

Formatting Guidelines

6. Manuscripts should conform to MLA-style guidelines as detailed in recent editions of *MLA Style Manual and Guide to Scholarly Publishing*. For an MLA Style Works Cited format overview, please check the following web resource: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html
7. Use font Georgia # 12. The entire article, including the abstract and the indented quotations, should be double-spaced, and in MS Word.
8. The final submission must comply with other formatting guidelines, to be communicated upon notification of acceptance.

Submission & Review Process

1. Manuscripts should be sent to the editor, Abbes Maazaoui (maazaoui@lincoln.edu)
2. Articles undergo a double blind review and their publication depends on the peer-review process.

Appendix # 2: Evidence of interest in the project
(Sample of emails in response to the 2020 Call for Articles)

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Some contributors have already submitted their papers for consideration:

From: Fella Benabed <benabed.fella@gmail.com>
Sent: Saturday, January 4, 2020 2:45 PM
To: Maazaoui, Abbas
Subject: Submission to Lincoln Humanities Journal

Dear Editor,
Please find attached my submission to the next issue of the *Lincoln Humanities Journal* on "Travel Narratives and Real-Life Fiction"
I solemnly confirm that the attached manuscript has never been published elsewhere, under this, or another title.
Fella Benabed
Badji Mokhtar Annaba University, Algeria
00213552100895
Benabed.fella@gmail.com

Other contributors have expressed their interest in submitting papers for consideration

From: Mina Apic <mina.apic@gmail.com>
Sent: Monday, February 3, 2020 11:23 AM
To: Maazaoui, Abbas
Subject: Re: Publication Update // The Lincoln Humanities Journal

Dear Professor Maazaoui,

I have received the copy of Volume 7 of The Lincoln Humanities Journal you sent me. Thank you very much. I would be happy to contribute to your journal in the future.

Best regards

On Mon, Dec 16, 2019 at 12:59 PM Mina Apic <mina.apic@gmail.com> wrote:
Dear Professor Maazaoui

From: Biliiana Vassileva <bilidanse@gmail.com>
Sent: Wednesday, March 4, 2020 6:48 AM
To: Maazaoui, Abbas
Subject: Re: Invitation to Submit for Lincoln Humanities Journal (on "Travel Narratives and Real-Life Fiction")

Dear colleague, thank you for this call for paper contributions. As I appreciate very much our first collaboration, I will definitely submit a proposal for the new issue, best regards, Biliana

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From: Olfa Gandouz <email.olfagandouz@gmail.com>

Sent: Sunday, March 8, 2020 10:40 AM

To: Maazaoui, Abbes

Subject: Publication

Dear Dr Abbes,

I hope this email finds you well!

I am writing to show my deep interest in publishing a paper within your journal.

I meant to kindly ask whether there are specific themes, concepts or issues to be addressed.

Are we free to choose any topic for the 2020 issue?.

Looking forward to hearing from you.

Sincerely yours,

Olfa Gandouz.

PhD in American Literature.

The university of Tunisia.

From: Samira Etouil <etouilsamira@yahoo.fr>

Sent: Tuesday, March 3, 2020 1:19 PM

To: Maazaoui, Abbes

Subject: Re : Invitation to Submit for Lincoln Humanities Journal (on "Trav

Bonjour cher collègue,

Bien le merci pour avoir pensé à moi. Je me ferai un plaisir de soumettre un article à propos du voyage et de ses récits.

J'ai pris note des échéances.

Portez-vous bien et à bientôt !

Samira Etouil

Le mar., mars 3, 2020 à 15:30, Maazaoui, Abbes
<maazaoui@lincoln.edu> a écrit :

Appendix # 3: Evidence of Completion of Summer 2019 Project
Cover of the Journal & Table of Contents

- See the link to full document: <https://www.lincoln.edu/lhj>

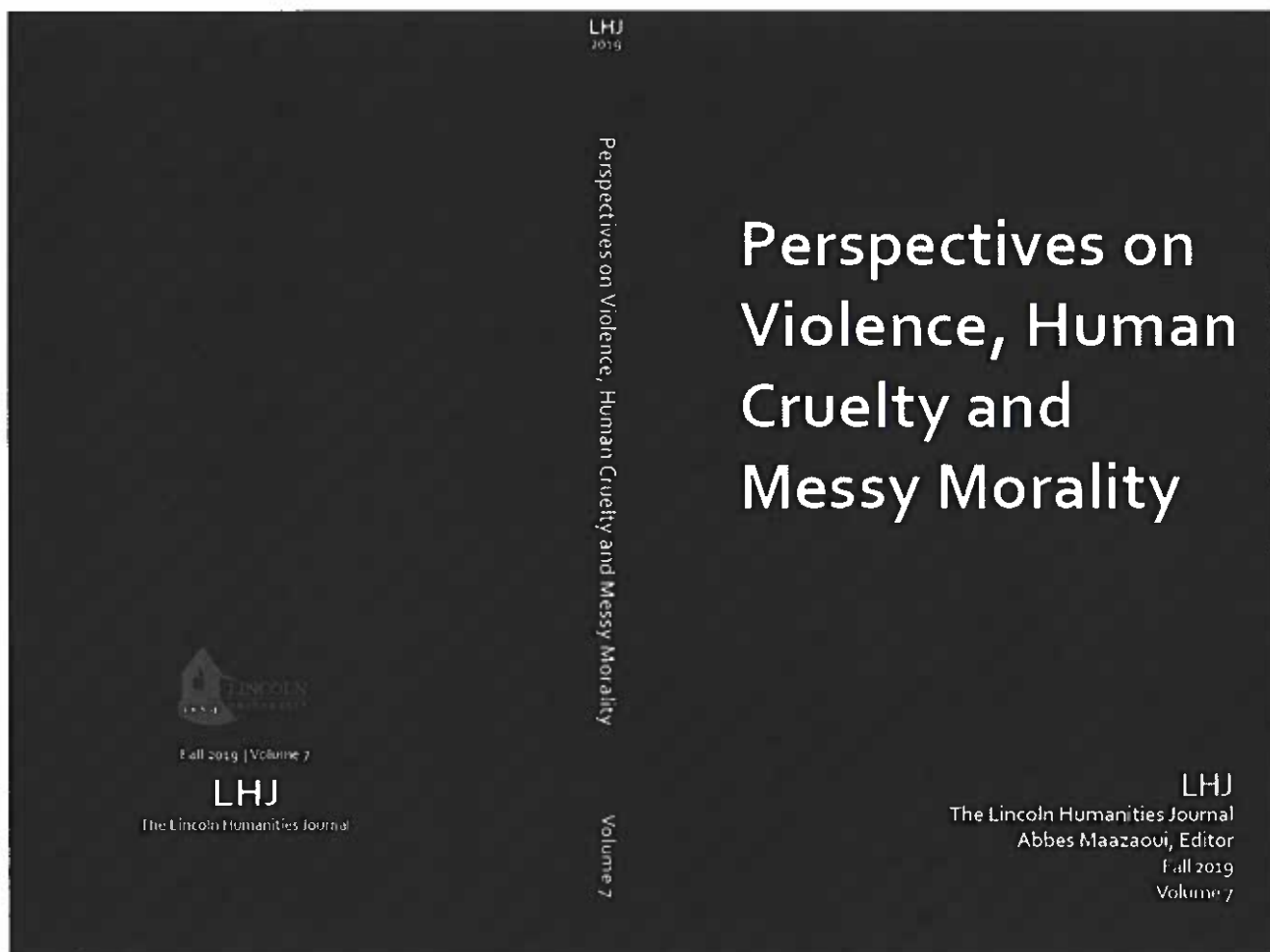


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Appendix # 4: Final Report (Summer 2019 Project)
Sent by mail to VP, FD Chair, and Associate VP & CETL
Director (with a copy of the *Journal*)

FACULTY DEVELOPMENT GRANT FINAL REPORT

TO: Dr. Joseph, Dean & Acting Provost, Academic Affairs

CC: Mr. Roundtree, Assistant Provost and Director of CETL
Dr. Emmanuel A. Ihejirika, Associate Professor & FDC Chair
Professor Gaither-Hardy, Assistant Professor & former FDC Chair

FROM: Abbes Maazaoui, Professor, Languages & Literature

DATE: January 20, 2020

SUBJECT: Final Report / Summer 2019 Faculty Development Grant

Dear Dr. Joseph,

I hereby submit my final report on my 2019 Summer Faculty Development Grant project titled *Editing a Peer-Reviewed Publication on "Alternative Realities: Myths, Lies, Truths, and Half-Truths."*

I am pleased to report that the project has been fully carried out as planned. It was published in December as a special issue of *The Lincoln Humanities Journal* (ISSN 2474-7726). It was released to the public, under a modified title: *Perspectives on Violence, Human Cruelty, and Messy Morality*. The initial title was modified in order to reflect better the general content of the selected contributions.

A copy of the final product is included with this report. A total of nineteen (19) articles were submitted for consideration. After undergoing double blind peer review, ten (10) articles, from European and North American universities, were selected for publication. As indicated in the grant project, I wrote a general introduction on the central theme of the volume: the dark side of human nature, moral inversion, and the struggle with evil forces from within.

As stipulated by the CBA, the grant contract, and the grant project:

1. A copy of this report is sent to the director of CETL (Center for Excellence in Teaching & Learning)
2. A copy of this report is sent to the Chairs (former and current) of the Faculty Development Committee.
3. I will be making a presentation on the project to faculty and students on January 28, 2020.
4. The volume is being advertised and made available to the campus community as well as to the Lincoln Library.
5. Copies are also being sent to various individuals, in and outside the campus as well as to nearby colleges and universities, and to the Library of Congress.

If you need any additional information, please do not hesitate to contact me.

Thank you.

Encl. *The Lincoln Humanities Journal*, Vol 7, 2019.

**Appendix # 5: Summary Report to CETL
Faculty Development Summer 2019 Project**

Summary Report to CETL on Faculty Development Grant Project Summer 2019 Project

Abbes Maazaoui / Languages & Literature; Interdisciplinary Studies

What was the focus of your Faculty Development grant project?

The 2019 summer project was to edit, produce and publish Volume 7 of *The Lincoln Humanities Journal* (ISSN 2474-7726). The volume is a special issue devoted to analyzing the topic of evil and cruelty in reality and in fiction. It examines the omnipresence of evil; the role of moral inversion in dehumanizing others and committing or tolerating atrocious acts; the power of emotions in all decision making about what is good and what is evil; and human aptitude for evil doing. The collection also discusses political scholars, psychologists and neuroscientists' proposed solutions to this ever-present problem: the indomitable presence of evil in contemporary societies. The book is titled *Perspectives on Violence, Human Cruelty, and Messy Morality* (instead of the original proposed title "Ab/uses of Power and Violence: Villains, Bullies and Tyrants")

Why the project was important to you: what led you to propose it?

This topic appealed to me because of its critical importance in today's society. The rise of violence, bullying, tyrannical regimes and extreme-right rhetoric all over the world has made the issue of human cruelty a hot topic. Its critical impact on world peace, the environment, women struggle, and the poor is being felt across the globe.

What did you learn from doing it?

Two lessons:

- a. The first is about writing. As the chief editor, one of my key roles is to provide extensive editing to publishable scholarly work. It became clear very quickly that the writing process is an endless work of writing and rewriting. Looking for perfection in editing is an endless losing game.
- b. The second is about the topic itself. In studying the dark side of human nature, there is the risk of becoming disillusioned and skeptical about everything. What one studies affects the way one lives. There is a psychological price.

Where will the project go from here?

With the publication of the *Journal*, the project officially and successfully ends.

How has this project informed your teaching: what did you learn about the topic or about yourself as a teacher that has made a difference? What is the "takeaway" for the other instructors?

I continue to appreciate allowing students to write multiple drafts. The best way to learn about a topic is to write about it. Writing as a means of learning is a powerful pedagogical tool that can strongly enhance teaching.

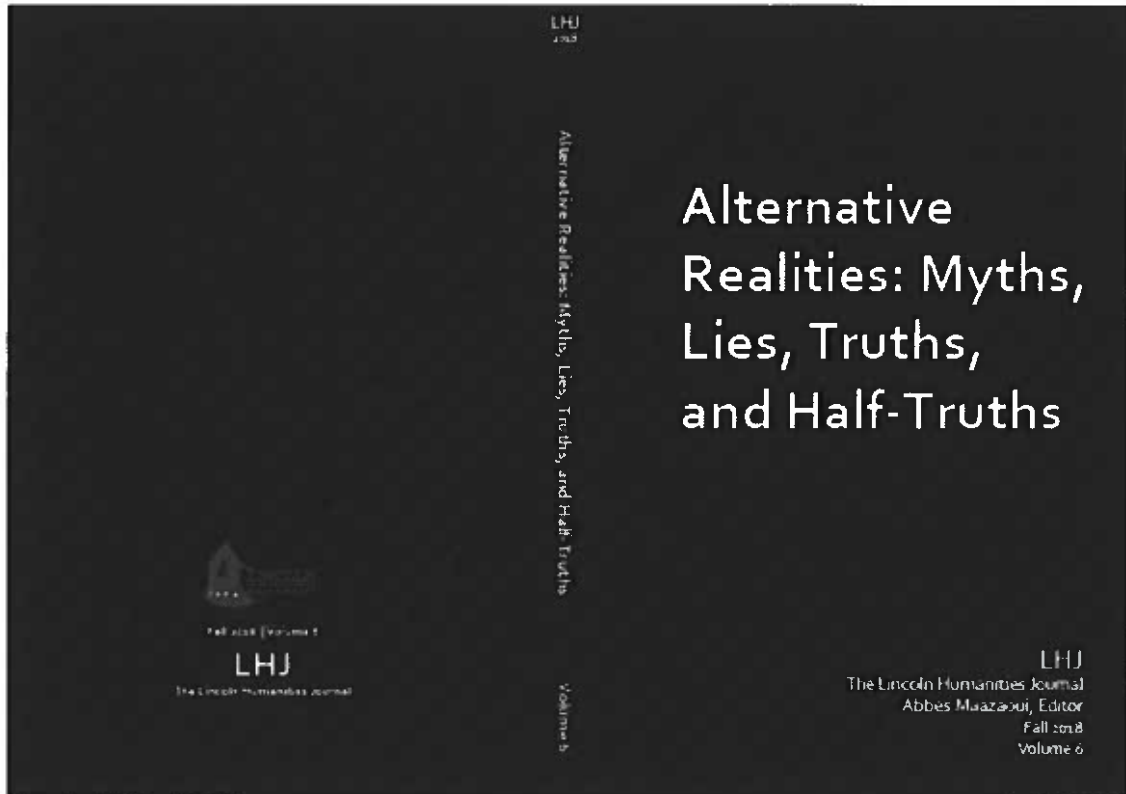
**Appendix # 6: Formal PowerPoint Presentation
to the Languages Department Faculty
Summer 2019 Project
(January 28, 2020)**



Editing a Peer-Reviewed Publication on
Ab/uses of Power and Violence: Villains, Bullies and Tyrants
*Perspectives on Violence, Human Cruelty, and Messy
Morality*

Abbes Maazaoui
Lincoln University
Tuesday, January 28, 2020

Appendix # 7: Evidence of Completion of Summer 2018 Project
Cover of the Journal, Table of Contents & Feedback



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**Appendix # 8: Final Report (Summer 2018 Project)
to VP, FD Chair, and Associate VP & CETL
Director (with a copy of the *Journal*)**

REPORT

To: Dr. Patricia Pierce Ramsey, Provost and VP, Academic Affairs
Date: January 14, 2019
Subject: Final Report / Summer 2018 Faculty Development Grant

Dear Dr. Ramsey,

I hereby submit my final report on my 2018 Summer Faculty Development Grant project titled *Editing a Peer-Reviewed Publication on "Alternative Realities: Myths, Lies, Truths, and Half-Truths."*

I am pleased to report that the project has been fully carried out as planned. It was published in December as a special issue of *The Lincoln Humanities Journal* (ISSN 2474-7726), and released to the public, under the proposed title, *Alternative Realities: Myths, Lies, Truths, and Half-Truths*.

The final work is included with this report. A total of twenty-three articles were submitted for consideration. After undergoing double blind peer review, fifteen articles were selected for publication, two of which were written by Lincoln's professors, while the thirteen others were from African, European and North American universities. As indicated in the grant project, I wrote a general introduction on the central theme of the volume, and specifically the complex interrelations between deception and truth.

To fulfill the requirements that were stipulated by the CBA and the grant contract,

1. A copy of this report is sent to the Directors (former and current) of CETL and the Chairs (former and current) of the Faculty Development Committee.
2. I made a presentation on the project to faculty and students on November 27, 2018.
3. The volume has been advertised and made available to the campus community as well as to the Lincoln Library.
4. Copies were also sent to various individuals, in and outside the campus as well as to nearby colleges and universities, and to the Library of Congress.

If you need any additional information, please do not hesitate to contact me.

Thank you.

Abbes Maazaoui
Professor, Languages & Literature

cc.

- Professor Gaither-Hardy, Chair, Faculty Development Committee
 - Dr. Zeljkovic, Former Chair, Faculty Development Committee
 - Mr. Roundtree, Assistant Provost and Director of CETL (Center for Excellence in Teaching & Learning)
 - Dr. Hull, Former Director of CETL
-

**Appendix # 9: Summary Report to CETL
Faculty Development Summer 2018 Project**

Summary Report to CETL on Faculty Development Grant Project Summer 2018 Project

Abbes Maazaoui / Languages & Literature; Interdisciplinary Studies

What was the focus of your Faculty Development grant project?

The summer project was to edit, produce and publish Volume 6 of *The Lincoln Humanities Journal* (ISSN 2474-7726). The volume is a special issue devoted to analyzing the topic of deception in contemporary societies and in fiction. It examines the fragile nature of truth, the predominance of deception, the dialectics of truths and lies, and the self-deceived/deceiving human brain. It also discusses literary scholars, psychologists and neuroscientists' proposed solutions to this ever-present problem: the indomitable role of deception in contemporary societies. The book is titled *Alternative Realities: Myths, Lies, Truths, and Half-Truths*.

Why the project was important to you: what led you to propose it?

This topic appealed to me because of its critical importance in today's society. The advent of social media in particular has made the issue of deception rise to a level that has never been seen before. Its critical impact on important issues such as immigration, election fraud, environment, women struggle, and bullying is being felt across the globe.

What did you learn from doing it?

The writing process is an endless work of writing and rewriting. I worked with the writers and did extensive editing along with my editorial board. As the chief editor, I had to do the first and third reviews, so that I would not over-burden the reviewers, who were asked to do the second reviews. Some articles needed 3-4 revisions before they were accepted. This experience confirmed a very important pedagogical principle: students should always be allowed to re-write their essays and benefit from the instructor's feedback. Most of the learning occurs at that stage, not during the first draft, but in subsequent ones.

Where will the project go from here?

With the publication of the *Journal*, the project officially and successfully ends.

How has this project informed your teaching: what did you learn about the topic or about yourself as a teacher that has made a difference? What is the "takeaway" for the other instructors?

I can even be more patient than I thought I could. Some contributors, in particular those whose English is their second language, needed to submit 3-4 times. If professional scholars appreciate this type of adjustment, students should too, or they should be taught to appreciate such practice. While I do require multiple drafts in certain courses (mostly upper-level writing emphasis courses), I now feel more amenable to generalizing the process to most of my all classes regardless of student level.

**Appendix # 10: Evidence of Completion of Release 2017 Project
(Spring 2017 Release)
Feedback & Program**

- **See the link to full program:**
<http://www.lincoln.edu/sites/default/files/pdf/cahss/Conference-Program-Making-Strangers.pdf>
- **Example of participants' feedback: Sample 'Thank You' Messages, Conference / Making Strangers / Lincoln University, April 1, 2017**

From: Marguerite Bordry <marguerite.bordry@gmail.com>
Sent: Thursday, April 6, 2017 5:22 PM
To: Maazaoui, Abbes
Subject: RE: Thank you - Conference / Making Strangers / Lincoln University, April 1, 2017

Dear Professor Maazaoui,

I must truly thank you for the wonderful moments I spent at Lincoln University. The conference was very interesting, and the debates fascinating.

Thank you for being so helpful and welcoming, before and during the conference. It has been a wonderful experience for me!

Best regards,
 Marguerite Bordry
 Université Paris-Sorbonne, France

From: Amanda McMenamin <amcmemin@wilson.edu>
Sent: Thursday, April 6, 2017 4:39 PM
To: Maazaoui, Abbes
Subject: RE: Thank you - Conference / Making Strangers / Lincoln University, April 1, 2017

Dear Abbes:

I just want to thank you so much for including me in this year's conference. It is one of the best conference experiences that I've had. I love small conferences, but this conference was intimate and yet so international and large in its scope. I found everything immensely engaging! I also thoroughly enjoyed my time on Lincoln's campus. I am originally from Chester County, and it was so nice to meet you and several of your colleagues. Thank you again for a wonderful experience!

Warm regards,
 Amanda

Amanda Eaton McMenamin, Ph.D.
 Assistant Professor of Spanish
 Division of Global Studies & Citizenship
 Director, Wilson Scholars Program

From: Asylum Archive <asylumarchive@gmail.com>
Sent: Thursday, April 6, 2017 4:48 PM
To: Maazaoui, Abbes
Subject: Re: Thank you - Conference / Making Strangers / Lincoln University, April 1, 2017

Dear Abbes

Thank you for your email.

It was an absolute pleasure to present the work Via Skype. Thank you for that opportunity.
Best of luck with your work.

I hope that I will be able to meet you, sometime, in person.

Best wishes,

Vukasin
Dublin Institute of Technology, Ireland
www.asylumarchive.com

From: Button, Marilyn
Sent: Thursday, April 6, 2017 9:00 AM
To: Deas, Mahpiua; Amadio, David; Donohue, William; lucomposition@yahoo.com; Gamie, Samaa; Poza, Maria; Maazaoui, Abbes; Siddique, Kaukab S; Gates, Nwenna, Gulla, Vito
Cc: Smith, Diane L
Subject: Fw: Creative Writing major

Good morning, Colleagues,

Congratulations to Drs. Maazaoui and Poza for a wonderful conference over the weekend. It went off seamlessly, and the guests were varied and interesting. It was great to have so many of our students present. In case you hadn't heard this anecdote, one professor from Howard indicated that none of his students would have been able to do what our students did. Thank you so much, Drs. Poza and Maazaoui. We look forward to the annual publication that comes from this event.

Marilyn
Marilyn D. Button, Ph.D.
Prof of English and Chair

From: Ramdas, Ganga P.
Sent: Tuesday, April 04, 2017 11:34 AM
To: Maazaoui, Abbes
Cc: Flint, Dana; Kwame, Saffro; Poza, Maria; Button, Marilyn; VanDover, J Kenneth; McCullough, Stephen; Poe, Daryl; Joseph, Patricia; Perchec, Delphine; Laveda, Adriana; Carroll, Tondalaya; Ihejirika, Emmanuel; Edwards, Kennie; Richards, Oswald; Dadson, William; Asadi, Mehran; Millette, Robert; Joseph, Patricia; Ramsey, Patricia; Gaither-Hardy, Denise; George, Carol-Ann K; Green, Richard; Ramdas, Ganga P.
Subject: WEAPONS OF MASS EDUCATION re Conference April 1, 2017

WEAPONS OF MASS EDUCATION
Event: Humanities and Social Science Conference
"Making Strangers: Outsiders, Aliens and Foreigners"

I would like to congratulate the Humanities and Social Sciences Faculty for sponsoring an inclusive conference. I just wished more students were there in the classrooms to share the profound thoughts and expressions by our presenters. In the future, such memorable events should be video-taped for other students who could not make it to the event.

For my session that I chaired 'Border Crossing' I would like to share a sampler that students missed.
April 1, 2017 10.30 a.m.

....
Ganga Ramdas

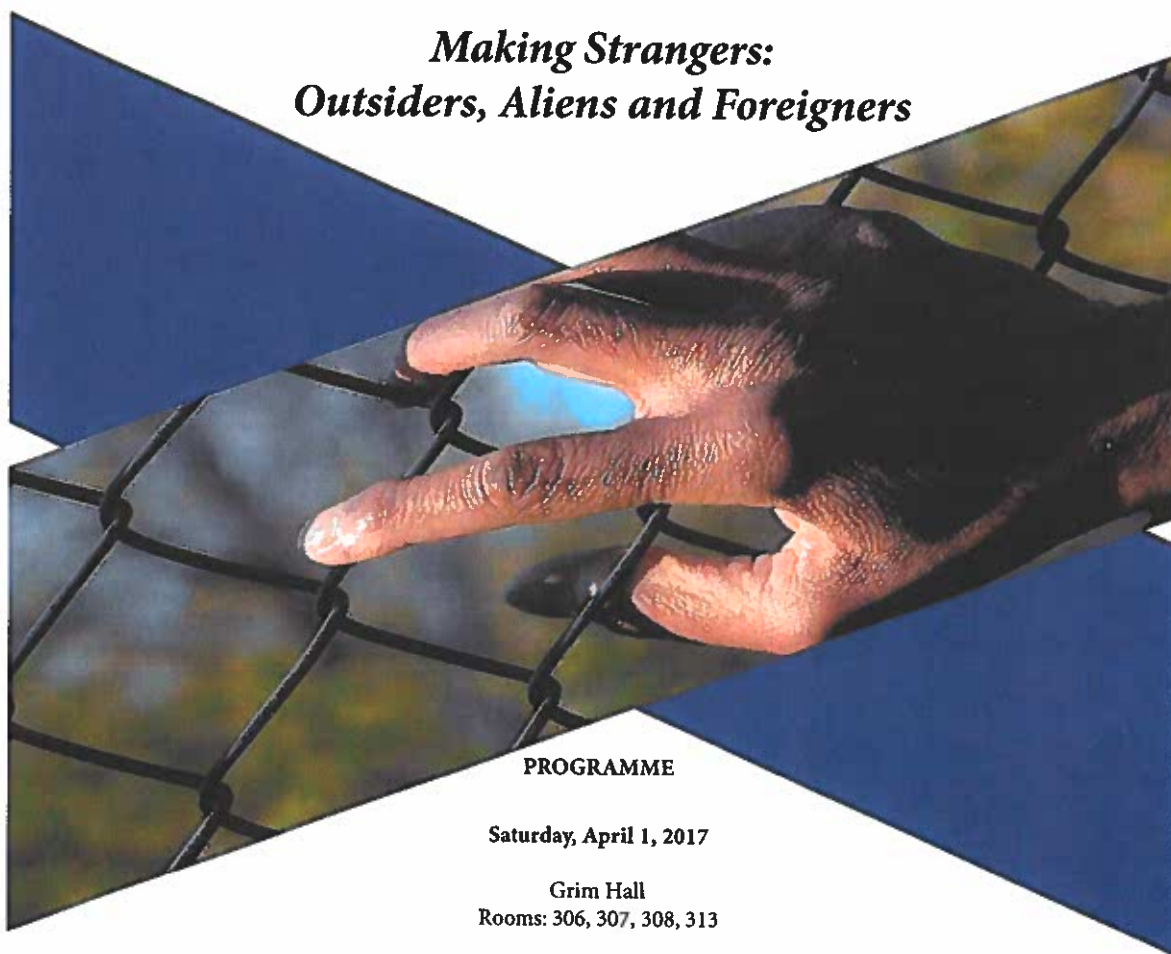
ps: Please share with students, we need to encourage them to attend these sorts of events



5th Annual

Humanities and Social Sciences Conference

***Making Strangers:
Outsiders, Aliens and Foreigners***



PROGRAMME

Saturday, April 1, 2017

**Grim Hall
Rooms: 306, 307, 308, 313**

College of Arts, Humanities and Social Sciences

Lincoln University, PA

**Appendix # 11: Final Report of Spring 2017 Course Release
as sent to VP, FD Chair
-April 2017**

Final Report on Faculty Development Grant Project *Spring 2017 Course Release Time*

Abbes Maazaoui
Languages & Literature

April 18, 2017

I hereby submit my final report on the Faculty Development Grant of one course release time for my project entitled *Coordinating the 5th Humanities & Social Sciences Conference on 'Making Strangers: Outsiders, Aliens and Foreigners'*. A copy of the Conference Program is attached for your information.

I am pleased to report that the conference successfully took place as planned, on April 1, 2017, and that the project was de facto completed. Fifty-five people presented, in addition to dozens of friends and family members who came to provide support and encouragement to participants. Twelve countries and eight States were represented in this truly international event on Lincoln campus.

The Conference major goals have been reached:

- Promote Lincoln student-faculty scholarly collaboration and provide an opportunity to present for both the students and the faculty:
 - 12 students and 17 faculty members presented their research and/or chaired sessions.
- Promote Lincoln as a place that attracts scholars from around the world:
 - Scholars traveled from as far as South Africa and Australia to join us. Others hailed from Nigeria, Serbia, France, Ireland, the Netherlands, the Czech Republic, the United Kingdom, and Canada.
 - Locally, presenters came from West Chester University, Temple University, the University of Pennsylvania, Howard University, as well as many others schools
- Provide a platform for lively scholarship and open discussion of critical contemporary issues.
 - The conference topic on *Strangers, Outsiders, Aliens and Foreigners* was very timely. Many panelists based their examples on current events, while others used fiction, or a combination of both, to investigate today's critical issues.

Sample copies of thank you messages are attached. They strongly confirm the positive reputational impact of the event on Lincoln University.

As recommended by the grant contract and the CBA, I have shared this information as follows:

- (a) I have shared this information at the March faculty meeting (March 21). The conference program has also been advertised to all campus community, on Lincoln University's Homepage.
- (b) I am copying the Director of CETL on this report. A special report on the benefit of the grant on teaching will also be sent to CETL director.
- (c) I am also copying the chair of the Faculty Development Committee on this report.

If you need any additional information, please do not hesitate to contact me.

Summary Report to CETL on Faculty Development Grant Projects

Name and discipline

Abbes Maazaoui

Languages & Literature

What was the focus of your Faculty Development grant project?

The Faculty Development Grant consisted of one course release time for my project entitled *Coordinating the 5th Humanities & Social Sciences Conference on 'Making Strangers: Outsiders, Aliens and Foreigners'*.

Why the project was important to you: what led you to propose it?

This topic appealed to me because of its critical importance in today's society and particularly during the presidential elections in the US. Its impact has been felt across the globe; it will certainly have unforeseen consequences.

What did you learn from doing it?

Expect the unforeseen and prepare for it. The more problems one can anticipate, the less impact these problems will have should they happen. Organizing an international conference is fraught with obstacles: visa issues, transportation problems, illnesses, accidents, etc. And all of these did occur this year. I was ready to help as I set up back up technological solutions with all concerned (including skype, etc.)

Where will the project go from here?

Some of the papers will probably be submitted for publication in the *Lincoln Humanities Journal*. But that is another project.

How has this project informed your teaching: what did you learn about the topic or about yourself as a teacher that has made a difference? What is the "takeaway" for the other instructors?

I supervised 4 independent studies and encouraged (required) students to present at the conference as part of their project. Beyond the regular rewriting of multiple drafts, we spend a week for rehearsal, and I could see the progress and the confidence students were exhibiting as the week went by. It was a very rewarding experience for me. In fact, it was also the biggest lesson I learned as a teacher from this particular collaboration with students, despite my initial apprehension with regards to requiring students to rehearse at least 3 times in public prior to conference day. By the way, three out of four students have applied for graduate school and they are very proud to be able to add a research component to their resume.

A.

**LINCOLN UNIVERSITY
FACULTY DEVELOPMENT GRANT
2019-2020**

PROJECT TITLE:

Learn, Liberate and Lead: Lincoln University Agent of Black Advancement and leadership

By

**Dr. Chieke E. Ihejirika, Professor of Political Science and Coordinator of the Political Science
Program Department of History, Political Science, Philosophy and Religion
Pan Africana Studies**

Funding Requested: Summer 2020	
Salaries June & July 2020	\$7,000.00
TOTAL	\$7,000.00

8. Learn, Liberate and Lead: Lincoln University Agent of true Black Liberation

1. ABSTRACT/DESCRIPTION OF THE PROJECT:

The university is a place where innovative ideas are hatched for the advancement of society. Lincoln University, an institution that played more than its fair role in the liberation of Black America during the first one hundred years of its founding cannot escape its destiny, which is to be the primary agent of Black liberation. After five hundred years of enslavement in America, and over one hundred and fifty years since the end of slavery, it is time we took decisive steps to overcome our people's despondency and dependency in America. There is a desperate need for strategic thinking for the black community.

I strongly believe that the university and the professorate are obligated to initiate and nurture ideas that could fundamentally change the societies of which they are part. This is why community service is required of faculty for promotion and tenure. As the first HBCU, and one that had already played a substantive role in Black liberation, as exemplified by Justice Thurgood Marshall, Lincoln University must take a lead the formulation and implementation of new strategies for the permanent liberation of Blacks in America and around the world.

After several years of pondering and articulating different solutions to the Black problems in America, this project is an attempt to produce a working document delineating novel solutions to the sociopolitical and economic problems facing Black America and the entire Black race.

The timing could not be better given the new Lincoln University's motto of learn, liberate and lead. This project is an exercise in producing the necessary plan to effectively liberate and lead Black America to her proper destiny in the comity of nations. This proposal is addressing the political and economic impediments facing black America; and articulating the solutions to the seemingly perennial black problems in America and in the world. To advance the Lincoln Legacy of producing leaders, this project is the first step towards the establishment of the Center for Black Liberation CBL here at Lincoln University, as well as the delineation of the frameworks for proposed African American Think Tank AATT; and an African America Development Funds AADF.

In sum this project aligns perfectly with the five strategic themes of the university namely: 1. Advancing students' success by building school industry relationships to ensure meaningful student's services to the black community upon their graduation. 2. Putting real to our theme of education for freedom. 3. Developing public-private partnership to enhance the growth of the university. 4. Enhancing institutional research to increase the relevance of Lincoln University to the Black community. 5. Engaging the Lincoln alumni and other Black leaders in telling the story and embracing the destiny of Lincoln University as the sui generis in Black liberation.

2. MEASURABLE GOALS AND OBJECTIVES:

This project will produce tangible products and documents as well as involve practical and well documented exchanges among several stake holders in the process of launching a Center for Black Liberation here at Lincoln University.

3. TIE-IN WITH UNIVERSITY OR DEPARTMENTAL ILO'S:

This project is completely aligned with ILO 6: Lincoln Legacy. After many years of deep contemplation and study about the relevance of this august institution, especially to the community for which it was established, I have decided to employ our resources and facilities to propagate and champion the cause of black liberation under the auspices of Lincoln University.

4. TIMEFRAME/DURATION OF THE PROJECT:

The research and writing of this article will cover the months of June and July 2020. I shall complete this project by the end of July 2020. I shall use the summer period for this study. Hence, I request for a salary for the months of June and July 2020. Needless to say that this is a very valuable and relevant project, which not only highlights the high quality of scholarship and research in our university, but also demonstrates the special position of Lincoln University as a place to expose the politics and economics of Black America and the entire black race.

5. PROJECT ENHANCEMENT OF TEACHING AND LEARNING AT LINCOLN UNIVERSITY:

This is a research in African American political realities. Obviously, our students are being exposed to multiple political development theories and praxis. In the study of politics which is the study of power in all its ramifications and contexts, this research undoubtedly helps to enrich the content, as well as, improve teaching and learning at Lincoln University. Scholarship improves teaching.

6. WHO BENEFITS FORM THE PROJECT:

STUDENTS' BENEFITS: This project will enhance the contents for my American National The success of this project will culminate in the launching of the Lincoln University Center for Black Advancement. The proposal will be presented to the Legislative Black Caucus in the state of Pennsylvania for study and possible implementation.

A. Government (POL 101); African American Politics (POL 205); Political Theories I (POL. 300) and II (POL. 301) and Comparative African Politics (POL304) classes. Most particularly, this is the kind of project that will give our students exposure to the practical link between political studies and practical strategies to change the lives of people in society.

B. INSTITUTIONAL BENEFITS: This project will also help enhance the pedigree of Lincoln University in line with its venerable legacy of producing world-class leaders and scholars with global perspectives.

7. HOW TO MEASURE THE SUCCESS OF THE PROJECT:

I shall produce a trifold on various aspects of leadership for the Center for Black Advancement and Leadership at Lincoln University.

8. SHARING THE OUTCOME:

The outcome of this project will be shared in department and/or university wide lectures and seminars. The Department of History, Political Science, Philosophy, Religion and Pan Africana Studies has brown bag lecture series where colleagues share their research and this will feature there.

C BUDGET:

Following the procedure and guideline set by the committee for the current Faculty Development Grant Program, I hereby request for the following:

TWO MONTHS SALARIES (JUNE and July 2020)	\$7,000.00
	\$7,000.00

SUBMITTED BY:

Dr. Chieke E. Ihejirika, Professor and Coordinator the Political Science Program
Department of History and Political Science, Philosophy, Religion and Pan-Africana Studies
November 25, 2019.

Title: MATLAB Projects for Numerical Analysis

Faculty development grant proposal

By

Dr. Penglong Xu

Assistant Professor

Department of Mathematical Sciences

Lincoln University

Funding Requested: Summer 2020

Salaries June & July 2020: \$6,000

Supplies: \$1,000

TOTAL \$7,000

1. Concise description of the project

My summer research project is to develop a resource work book for Numerical Analysis by using MATLAB software. The projects seek to develop professionally through the mathematics coding on efficient computational procedures and analyze the shifting from traditional classroom to digital and inquiry based learning. Department is developing a plan to offer a master's program in data science. Core requirement for the study of data science is a strong background in mathematics, computation and other analytical STEM fields. After the completion of this project, it will be a good fit for that program and the resource will be useful to our math major students. In the recent years, much of the focus is shifted to big data analysis and machine learning in business, education, scientific research, engineering, statistics, etc. Therefore, it is needed to develop this project to encourage students to successfully complete their undergraduate degree and assist them fully prepared for advanced studies and professional employment.

2. Measurable goals and objectives for the project

The goal of this project is training students especially majoring in applied math concentration how to use computer language MATLAB to collect, organize and analyze data. They will have the ability to transform scientific, computational and engineering data into Mathematics modeling. This project is also appropriateness the current strategic of the university and the department that include: Student Success, Academic Excellence and Research and Scholarship. Students will be successes in their study field that not only teach the state of the art knowledge but also provides wide technical skills. Our department developed articulation agreement registers the understanding between Lincoln University's Department of Mathematical Sciences (LDMS) and Princeton University (PU) to collectively establish and deliver a path to a graduate degree via a Bachelor's degree in Mathematics at Lincoln University and a subsequent Ph.D. in a related field at Princeton University. This program allows Lincoln graduates a smooth transition to a graduate program, contributing to the award of bachelor's degrees in Mathematics from Lincoln University & doctorate degrees in Applied and Computational Mathematics or Astrophysics at Princeton University. In the graduated school, students need work on their courses, research and thesis using

this high-level software MATLAB, a special goal is to prepare our students when they are on the path to their graduate school.

Tentative table of content is given bellow:

1. Scientific Computing
 - a. Approximations in Scientific Computation
 - b. Computer Arithmetic
 2. Systems of Linear Equations
 - a. Linear Systems
 - b. Norms and Condition Numbers
 - c. Solving Linear Systems
 - d. Iterative Method for Linear Systems
 3. Nonlinear Equations
 - a. Nonlinear Equations
 - b. Nonlinear Equations in One Dimension
 4. Interpolation
 - a. Interpolation
 - b. Polynomial Interpolation
 - c. Piecewise Interpolation
- 3. Tie in with University or Departmental ILOs**

My project falls under Lincoln University ILO's 2, 5 and 7 as well as Mathematical Sciences Program SLO's 1 and 4.

ILO 2- Technology & Information Literacy: My research project is to use official computer language MATLAB for the students. It was designed to group large amounts of data in arrays and to perform mathematical operations on this data as individual arrays rather than as groups of data. This makes it very easy for our students to apply complicated operations and data analysis to the data. Students will use this techniques in many fields including mathematics, probability models, machine learning, computer programming and data engineering with the goal of extracting useful knowledge from the data.

ILO 5- Critical Thinking: This project will be taught in a studio format that emphasizes active learning and critical thinking. Students will be able to design and formulate algorithms to test or challenge hypotheses from mathematics

modelling. The project will require students critical thinking to interpret the data and make conclusions about the results.

ILO 7- Scientific & Quantitative Literacy: The students will be able to use appropriate mathematical or statistical reasoning and technology to solve applied mathematics problems. For students to complete independent research projects and master scientific and quantitative reasoning, it requires them to be engaged in applying quantitative analysis to calculate numerical answers to mathematical problems and interpret the relevance of those values. Furthermore, I will use this qualitative research as well as the quantitative data produced for these projects as teaching material for advanced mathematics course.

4. The timeframe for the project

The project will be done during the summer 2020, so the timeframe for the project is 2 months.

Month of June 2020: Work on the first two chapters Scientific Computing and Systems of Linear Equations

Month of July 2020: Work on the last two chapters Nonlinear Equations and Interpolation

End of August 2020: Prepare the draft of the numerical analysis work book, announce and share the results with colleagues at an officially scheduled department meeting.

5. How the project will enhance teaching and research at Lincoln University

This project will enhance teaching and research at Lincoln University by increasing more technique learning and applying into mathematic classrooms. Department had developed articulation agreement between Lincoln University and Princeton University, it is very important to prepare students for a graduate program in Applied Mathematics and Computational Mathematics at Princeton. In order to providing our students with an opportunity to not only complete their undergraduate degree but also engage in research experience, this project will be used by students for practical learning in numerical methods for scientific and engineering, numerical solution of linear and nonlinear equations and interpolation.

6. How the success of the project will be measured

The success of this project will be measured by, (A) using in advanced mathematic courses (such as Linear Algebra, Numerical Methods and Topics in Mathematics), (B) increasing students passing and graduation rate, (C) assisting student's smooth transition to graduate schools.

7. How, when, where, and with whom the project's outcome will be shared

The outcome of this project will be shared in the department seminars or meetings. A summary report will be submitted to the Vice President of Academic Affairs and to the Center for Teaching and Learning (CETL) for posting on its website. In addition, I will prepare to attend SIAM conference on Applied Mathematics Education to share the results.

Budget:

The project budget is as follows:

1. Two months of salary: Stipend (\$3000/month)	\$6,000
2. Supplies: MATLAB Data Analysis Software and Books	\$1,000
Total:	\$7,000



Title: Community engagement via podcasting and educational outreach
Name: James C. Wadley, Ph.D
Rank and Position: Professor and Chair
Department: Counseling and Human Services
Funding Requested: \$7500.00 grant for summer engagement and educational outreach
Date: March 18, 2020

I. Concise Description of the Project

In conjunction with the University of Nebraska Press, Public Health Management Corporation, and Obie Media, LLC, I am seeking a faculty development support grant from Lincoln University in the amount of \$7000.00 to create a podcast series devoted to the relational and sexual expression of persons of African descent. The podcast series will involve me as the host, constituents from the greater Philadelphia area, scholars and clinicians (via call-in) as guests who will share their research, clinical best practices, and strategies for community engagement/wellness. The necessity of this podcast emerges from the growing rates of sexually transmitted infection rates, unplanned pregnancies, incidents of sexual coercion, and poor health decision making strategies in some African American communities (Adimora & Schoenbach, 2020; Leichliter, Dittus, Copen, & Aral, 2020). Moreover, some couples and families lack an ability to negotiate what they want in their relationships which enables a relational severance (i.e., divorce) rate higher for Blacks than other racial groups (Raley & Sweeney, 2020).

Each podcast episode will offer a relational health (e.g., counselor, therapist, public health official, educator, community leader, etc.) professional an opportunity to discuss his/her/their work (research, clinical best practice, or pedagogy) that specifically targets sexual health disparities or other systemic challenge experienced by members of Black communities. Podcasts will address misinformation about sexuality and sexual expression; be attentive and inclusive to the challenges of Black LGBTQAI; and allow Lincoln University to be at the forefront for educating communities who lack resources to be in formal educational spaces (i.e., college) to learn about medically accurate sexual health related issues.

With the marketing and promotional help of the University of Nebraska Press and Public Health Management Corporation, it is expected that each podcast will be able to reach thousands across the United States by being posted on each entity's website as well as through various social media platforms. After researching several production studios in the area, Obie Media, LLC (based in Philadelphia) offers the least expensive and best quality podcast hosting.

II. Measureable goals and objectives of the project

By September 15, 2020, a total of six 30-minute podcasts will be produced, edited, and published. The guest for each podcast episode has not been selected yet because of funding. The production of the podcasts will be with Obie Media, LLC. Located at 421 N. 7th Street, Suite #304, Philadelphia, PA 19123.

III. Timeframe for the project

The timeframe for the project will be from May 15 until September 15, 2020.

IV. How the project will enhance teaching and research at Lincoln University

The creation of each podcast episode will be able to add a greater depth and breadth to teaching in the Counseling and Human Services Department. Once the podcasts are completed and published, the link from each episode can/will be distributed to colleagues in my department to use in the Bachelor of Human Services as well as the Master of Arts in Human Services programs. The content of each episode can be applied to lectures, class discussions, and course assignments related to addressing sexual, relational, and mental health issues in the field of human services.

V. Measurement of success of the project

The first measurement of success of the project is the production and editing of the entire podcast series (six episodes). The second measurement of success would be the publication and distribution of the podcast series. The final measurement of success (post September 15, 2020) is the utilization of the series throughout courses in the department.

VI. How, when, where, and with whom the project's outcome will be shared.

The outcome of the project will be shared with members of the Counseling and Human Services Department, SACE, and the Lincoln University community. The publication of all six episodes will be completed by September 15, 2020 and can be shared by the October 8, 2020 SACE faculty meeting with UC colleagues. Once the series is completed, I will invite the Associate Dean, Dr. Oswald Richards, to consider posting the links to the SACE website.

VII. Budget

Studio rental, podcast production, editing, and publication link cost for the series	\$6400.00
\$100 gift certificate/honorarium for guests on the show	\$600.00

Anything over \$7000.00, I will cover any unanticipated expenses.

VIII. Eligibility for Prior FD Recipients

I received a Faculty Development Grant in 2017 to produce a documentary. My documentary, *Raw to Reel: Drugs, Race, and Sex in Trenton, New Jersey* was presented to my SACE colleagues (including Dr. Patricia Lewis West who was Chair of the Faculty Development Committee) at UC in 2017 (see Appendix); the 2018 Caribbean Studies Association Conference, Northeast Treatment Center (Philadelphia); and STOP, Inc (drug and alcohol treatment facility in Philadelphia, PA). Here is link for the trailer: <https://www.youtube.com/watch?v=ICjfUjRxNeo>

Here is the link for film, *Raw to Reel: Drugs, Race, and Sex in Trenton, New Jersey*
<https://www.youtube.com/watch?v=soRH-1UbbpM&list=PL1guhek3j1WwuXBIGcFT5yvJuP3JpHGUA>

Here is the program for the Caribbean Studies Conference in Santa Marta (page 40 & 46):
http://caribbeanstudiesassociation.org/docs/2019_CSA_Conference_Program_Booklet_web.pdf

Appendix

Lewis-West, Patricia

Fri 10/27/2017 8:07 PM

Inbox

To:

Wadley, James;

Fantastic, right on target. I will be very interested in viewing the entire film.

Patricia Lewis-West

Mark as unread

Joseph, Patricia

Fri 10/27/2017 4:23 PM

Inbox

...the trailer is fantastic!!! I can't wait to see the film in its entirety. This kind of material is immediately useful in classrooms in most disciplines. The idea that it's written and produced by "one of our own" should be impressive for students.

Thanks for sharing.

Dr. Joseph

References

Adimora, A. A., & Schoenbach, V. J. (2020). Contextual factors and the black-white disparity in heterosexual HIV transmission. *Epidemiology, 13*(6), 707-712.

Leichliter, J. S., Dittus, P. J., Copen, C. E., & Aral, S. O. (2020). Trends in factors indicating increased risk for STI among key subpopulations in the United States, 2002–2015. *Sexually Transmitted Infections, 96*(2), 121-123.

Raley, R. K., & Sweeney, M. M. (2020). Divorce, repartnering, and stepfamilies: A decade in review. *Journal of Marriage and Family, 82*(1), 81-99.

most as they will eventually no longer be required to take a no-credit bearing course, will not fall behind their peers in choosing and starting their program of study, and will not suffer from an undue financial burden.

In addition, streamlining our developmental writing students into freshman composition courses introduces them early on to the rigors of Lincoln's academic culture and eliminates the stigma associated with remediation of basic writers. Furthermore, the WRC role at Lincoln university will be strengthened in serving our students' needs and in enriching the culture of writing and reading at Lincoln University.

In streamlining our developmental writing students into freshman composition courses, the Lincoln faculty will also benefit as financial resources directed to developmental writing courses will be freed up to serve the faculty and open up full-time faculty positions and support the WRC role in this newly implemented WRC model.

6. How the success of the project will be measured

This project will be a success when the Writing and Reading Center and Composition directors examine the Composition/WRC streamlining models and then choose the best suited model for review and implementation by the department of Languages and Literature faculty, the dean, VPAA, and faculty body for approval (if needed). Also, the success of the project will be measured when the fall 2020 pilot for the ENG 099/101 Integrated Composition Course is approved and implemented to lay the groundwork for the future elimination of all developmental writing courses at Lincoln University and to solidify the WRC support and tutorial services developmental students need to succeed in freshman composition courses.

7. How, when, where, and with whom the project's outcome will be shared

The project's outcome will be shared with the Composition director initially. The chosen WRC Streamlining model will be shared with the Department of Languages and Literatures' faculty, the dean, VPAA, or faculty (if needed) to get the approval necessary for the fall 2020 pilot study in which the elimination of developmental writing courses will be piloted.

8. A budget page, detailing the funding requested, with justifications

Summer Salary Stipend: \$4000.00

To allow for the time to research the Composition programs and Writing and Reading Center models that have successfully streamlined developmental students into freshman composition classes and eliminated the need for developmental writing.

As necessary, attach appendices containing conference brochures, workshop programs, software specifications, etc. (*not required on all applications*).

composition course and utilize the WRC as the additional tutorial and instructional support they need based on the best suited WRC model for Lincoln.

In eliminating developmental writing courses and utilizing the WRC as the resource to provide the students with the tutorial and instructional support they need, we serve our Lincoln students as they no longer need to take no-credit bearing courses and will no longer face any delays in choosing and starting their program of study. In addition, Lincoln University will be able to channel the resources spent on developmental writing classes into providing the tutorial support students need to succeed in their freshman composition classes.

3. The timeframe for the project

The research on composition programs and WRC role will be completed before the end of spring 2020.

4. How the project will enhance teaching/learning at Lincoln University

The Lincoln University WRC is currently tutoring LU students in writing and reading in all subject areas and in all majors. In addition, research demonstrating the success of the Writing Center in increasing retention and graduation rates of non-traditional student populations has made it an indispensable resource in all institutions of higher education as an integral component of the student-support system that includes faculty, advising, and support centers.

The data collected from our ENG 099 classes for its past years of operation has demonstrated the presence of a moderate, at times strong, positive correlation between students' grades and WRC attendance. Thus, the more students attended the WRC sessions, the more their final grades increased. This demonstrates the vital WRC role in preparing our developmental writing students to undertake the rigors of Lincoln's academic culture and in eliminating the need for no-credit bearing developmental writing courses that will delay students' ability to choose or start their program of study and place an unneeded strain on their financial resources. These goals can be achieved after examining the published WRC streamlining models implemented at other institutions and after piloting the best suited model at Lincoln University.

This project speaks directly to teaching and learning at Lincoln University. Accordingly, the university administration, after utilizing the research collected in this study, the results of the fall 2020 pilot, and faculty input, will be able to channel the financial resources directed towards the more than 20 sections of developmental writing classes offered every year into a well-structured freshman composition course that all our incoming freshman are able to take and into the WRC resources. Lincoln university can also direct these resources into full-time, tenure-track composition faculty positions to reduce the increased dependency on part-time faculty at Lincoln University.

5. The number of people who will benefit, and how

Lincoln University students will benefit from the research collected and the pilot study that will ensue as the goal is to examine the elimination of developmental writing courses at LU. The Lincoln students who would have been placed in a developmental writing course will benefit the

Application: Faculty Development Project Funding

Please address all of the following:

1. A concise description of the project

The Writing and Reading Center first opened its doors to students in fall 2015. This academic year marks its fifth year of operation. The WRC's role has been instrumental in the operations of the current developmental writing program as the WRC provides ENG 099 students with the tutorial support they need whether in the form of one-on-one tutoring sessions, in-class visits and workshop facilitation, or weekly workshops for students in topics of grammar, style, genres, documentation, etc.

However, the composition program has been tasked with restructuring the composition courses and curriculum and to re-examine the WRC role in streamlining developmental writing students. Traditionally at Lincoln University, developmental writing students, who were placed in ENG 099 based on their Accuplacer scores, have been required to use the WRC services and were deemed underprepared to take credit-bearing freshman composition classes. Students, thus, end up taking a no-credit bearing developmental course which puts a strain on their financial resources and delays their graduation and their ability to take their major-courses.

Thus, the purpose of the project is to research other comparable institution's composition programs that have eliminated their developmental writing courses and have utilized the Writing Center as a central resource to provide the additional instructional support their students need. By choosing from other Writing Center models that have been implemented at other universities that have streamlined developmental writing students into freshman composition classes and by piloting the chosen Composition/ WRC model to measure its success at Lincoln, the Lincoln University can eliminate the need for developmental writing classes entirely, place ENG 099 students in freshman composition classes, while providing these students with the needed tutorial and instructional support they need through the most suited WRC model for our Lincoln students.

2. Measurable goals and objectives for the project

This project has three main goals: 1) Research scholarship on composition programs that have successfully eliminated their developmental writing classes and have utilized the WRC as a central component of their student streamlining model. 2) Research and propose possible Writing Center models to implement at Lincoln when planning the ENG 099/101 Integrated course (which will eliminate the need for developmental composition courses at Lincoln and place all incoming freshmen into credit-bearing composition courses). 3) The Lincoln University Composition and WRC director will examine the researched WRC models to choose one that best suits Lincoln students, resources, and academic culture and plan a pilot study for fall 2020. In the planned pilot study, some developmental writing classes will be offered as integrated ENG 099/101 classes in which developmental writing students will take the credit-bearing freshman

Title of Project

Researching and Implementing WRC Model(s) in Streamlining Developmental Writing Students into Freshman Composition Courses at Lincoln University

Applicant's Name

SamaaaGamie

Applicant's Rank

Associate Professor of English

Director of the Writing and Reading Center

Applicant's Department

Languages and Literatures

Date of Submission

11/25/2019

Amount of Funding Requested

\$4,000

Budget

Two months of summer salary.....\$7,000 (\$3,500/month)

Assessment

Project evaluation may have different forms:

1. Online instructional material examined by members Committee members;
2. Use of the appropriate methods for assessing student learning based upon the ILO's, the PSLO's, and course objectives.
 - Conventional testing and online testing with secured passwords or monitored by a site coordinator
 - Project preparation, class presentations, and papers.

They are projects that resulted from earlier faculty development grants awarded to me. By visiting the above sites the Committee members can get more accurate impression about the amount of work needed to complete the proposed project and goals it seeks to achieve.

III. Benefits

Online course material accompanied with numerous interfaces greatly facilitates access to vast array of information. Students enrolled in my hybrid courses with are no longer limited by constraints resulting from the nature or availability of traditional learning tools and conditions of the academic environment here at Lincoln. Through the internet they have access to the online instructional material, databases, and other research-related material at any moment. Multimedia objects on the pages will augment classroom lectures and will add the new quality to the learning experience.

As my experience has already shown, this form of interactive environment offers many distinct pedagogical advantages: different learning style and personalized learning environment allow students to learn at varying paces. It also enhances experiential and active learning, and accelerates the acquisition of knowledge. With interactive online, the learning is definitely more student-based. Instead of information being fed to them, students can control its flow and scope. They can establish their own pace of discovery, undertake problem solving and, after communicating information, get feedback on their work.

I believe I can rightly say that today there is no any other program at Lincoln University that nearly matches the level of technology integration of the Criminal Justice Program, as well as size and diversity of its internet based content. Judging by the number of e-mail inquiries, these qualities have greatly contributed to the visibility of the Program in cyber space. At the same time the overall internet presence of Lincoln University has significantly increased, because all outside visitors are routed to access the Program information through the University home page.

Finally, the work on this project has proven to be very beneficial to expanding my expertise in this field. It has been long accepted truth that the quality of academic programs depends greatly on the quality of its faculty and the quality of the academic support infrastructure. Therefore, it is important for faculty members to stay on the "cutting edge" of knowledge in their academic disciplines and being knowledgeable of developing trends in educational methodologies. I believe that my work on similar projects have very much contributed to my ability to competently assume and maintain the academic responsibilities arising from the use of new technology. As I have done in the past, I plan to share my knowledge and experience in every possible way that may help other faculty members interested in learning. This may include brown-bag workshop and assisting one-on-one faculty members in developing online course delivery content.

Targeted Goal

The goal my proposal seeks to achieve is technology integration into the instructional process. It seeks to expand technology component of the Criminal Justice curriculum. It is my firm belief that by including current technologies in my courses I can significantly contribute to empowering my students with the knowledge and understanding of appropriate and productive use of technology. Enhanced technology component of criminal justice courses forces my students to acquire certain minimum of computer literacy and effectively use the internet as a source of information. The ultimate goal is to develop lifelong learners who are capable of cutting a path even through information jungle. I expect my project to be technologically innovative and enriching experience for criminal justice majors and other students interested in study of law and society. My goal is to continue to work in the same direction. Therefore, I would very much appreciate much needed support from the Faculty Development Committee.

I. Introduction

I am proposing to completely overhaul the online instructional material for the course CRJ 347 Human Rights Issues in Criminal Justice. Originally, I developed the online textbook for the course in 1998, for which I received the Faculty Development Grant. My intention is to revise the text and make it reflect all significant changes that have made the American legal and human rights horizon very much different from the time when this project was initiated. The material had and will continue to have all necessary components of the textbook online. The project will include content module (to be revised completely), appropriate multimedia components and extensive set of the internet based course tools. The size of the content module is projected at approximately 250 pages. I was already awarded multiple faculty development grants from 1998 through 2015 for this type of work. All my projects resulted in production of ample online course material. They have been successfully integrated into real classroom environment and students have accepted them as useful, interesting and somewhat more creative approach to acquiring knowledge.

As I indicated in my earlier applications for the faculty development grant, the online instructional material accompanied with extensive set of tools (online quizzes, exams, and assignments) is an exceptionally practical and continuously evolving learning environment. It is based on the interactive capabilities of the and has the potential to greatly enhance learning experiences. It amplifies interactions on all levels: faculty with students, students with other students, and students with online resources. Through the use of technology, these interactions can occur at any time or in any place.

While it can be effectively used as a module of distance learning, the internet based course content, in its present format, is not intended as a completely replace the physical classroom. Rather, it is viewed as what is commonly labeled as a hybrid course. It is a step toward creating asynchronous learning environments, i.e. learning that is time and place independent. It seeks to use the internet as the gathering place at which students will come together to interact with each other, with the instructor, and with the resources that contribute to their learning experience.

II. Proposed Activities

During the months of June and July 2020, I plan to revise the course material, and publish it to the Moodle course portal. Course material will include the following components, none of which would require additional expenses:

- A "shell" to be used by me and my students when interacting with materials,
- Text-based content such as book chapters, articles, help files, etc.,
- Appropriate multimedia objects (photos, sketches, video, sound, game scenarios, etc.), and
- Links to Internet based criminal justice research sources, as well as databases resources available in the University Library.

Dr. Zoran Milovanovich
Professor
Department of Sociology & Anthropology

Date: March 4, 2020

Title: Online Instructional Material/Moodle Content Module

Reviewing Committee: Faculty Development Committee

Funding Category: Projects Requiring Summer Work
