



# 2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: [2020@stockton.edu](mailto:2020@stockton.edu). Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

**Please consider the following questions as helpful prompts:**

### University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

### Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
(A) \$5,000 or less		(C) \$5,000 or less	
(B) More than \$5,000		(D) More than \$5,000	

<b>Strategic Theme (choose one)</b>	
	<b>Learning</b>
	<b>Engagement</b>
	<b>Global Perspectives</b>
	<b>Sustainability</b>

**Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes**

<b>Learning</b>	
Deliver high value-added learning experiences and promote scholarly activity (S1)	Reward scholarly applications (ER2)
Promote liberal arts ideal to develop lifelong learners (S2)	Establish additional revenue sources (RS1-L)
Strengthen internal processes to support learning (IP1-L)	Reduce expenses (RS2-L)
Develop faculty and staff skills to support learning (ER1-L)	Align resources to support strategic plan (RS3-L)

<b>Engagement</b>	
Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	Foster an interactive environment among students, faculty, staff, and community (ER3)
Prepare students for active citizenship role (S4)	Increase opportunities for interactions between internal and external communities (ER4)
Create mutually reinforcing intellectual and co-curricular experiences (S5)	Establish additional revenue sources (RS1-E)
Strengthen internal processes to support engagement (IP1-E)	Reduce expenses (RS2-E)
Develop faculty and staff skills to support engagement (ER1-E)	Align resources to support the strategic plan (RS3-E)

<b>Global Perspectives</b>	
Develop a globally diverse Stockton community (S6)	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
Enhance capacity to participate globally (S7)	Establish additional revenue sources (RS1-G)
Strengthen internal processes to support global education (IP1-G)	Reduce expenses (RS2-G)
Integrate global program efforts among multiple units of the university (IP2)	Align resources to support the strategic plan (RS3-G)
Develop faculty and staff skills to support global education (ER1-G)	

<b>Sustainability</b>	
Increase sustainable infrastructure (S8)	Develop and implement sustainability programs (IP5)
Enhance sustainability education and research (S9)	Develop faculty and staff skills to support sustainability (ER1-S)
Increase recognition as a model of sustainability (S10)	Reward sustainable practices (ER6)
Partner to promote global sustainability (S11)	Establish additional revenue sources (RS1-S)
Strengthen internal process to support sustainability (IP1-S)	Reduce expenses (RS2-S)
Prioritize sustainability in plan operations and residential life (IP3)	Align resources to support the strategic plan (RS3-S)
Promote sustainability across the curriculum (IP4)	Seek efficiencies through sustainable practices (RS4)

**The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.**

**Narrative Summary of Project**

**Assessment Plan: What are your anticipated outcomes and specific measurements for success?**

<b>Budget Summary</b>					
	<b>Item</b>	<b>FY2017</b> July 1, 2016 – June 30, 2017	<b>FY2018</b> July 1, 2017 – June 30, 2018	<b>FY2019</b> July 1, 2018 – June 30, 2019	<b>Notes/Comments</b> (stipends, supplies, hospitality, etc.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	<b>Total</b>				

<b>First-Year Funding Questions</b>		
Will you need funds for <u>immediate</u> use to begin your project?	<b>Yes</b>	<b>No</b>
If so, how much?		
Date when funds will be needed		

CC: Dean/Director

## **2020 Initiatives Proposal**

### **The Matter of Black Lives**

#### **Black Experiences in the United States and the Question of Genocide**

4-6 March 2017 & March 2018

Dr. Elisa von Joeden-Forgey and Dr. Raz Segal

#### ***Introduction/Background***

One of the present goals of the Holocaust and Genocide Program at Stockton University is to reach out to new audiences in order to diversify both the curriculum and the undergraduate and graduate cohorts in the program. To this end, the aim of this workshop is to interrogate the relationship between the experiences of Black Americans in the United States and the crime of genocide, thereby addressing an important current question in Genocide Studies that is not well-represented in Stockton's Holocaust and Genocide program. There is a growing scholarship investigating the borderland between slavery, the slave trade, segregation, Jim Crow, the prison-industrial complex and the historical process of genocide. This borderland raises important conceptual questions for the fields of both Black History and Genocide Studies, particularly in light of an ongoing debate among scholars on the definition and meaning of the concept of genocide.

#### ***Purpose/Goal***

Our workshop has three core goals:

- First, it will offer an opportunity for scholars of Black history and cultures in the US, scholars of genocide and mass violence, and human rights activists to come into conversation around a set of pressing contemporary questions: What does it mean to be Black in America? How should we characterize the atrocities committed against Black Americans in the past and in the present? Why has the term genocide been largely eschewed in scholarly discussions of Black American experiences? What are the consequences of marginalizing a 'genocidal framework' on historical memory and on deeply entrenched social institutions of inequality? These are some of the more cutting-edge questions in the fields of Genocide Studies and African-American History and they respond to questions being posed in public culture with increasing frequency.
- Second, our workshop aims to extend the partners of the MAHG Program by reaching out to colleagues within and outside of Stockton in order to form an organizing committee that would, we hope, facilitate cooperation in future

projects as well. As part of this goal we plan to invite community members from Atlantic City and its area, especially the new Black Lives Matter chapter, to the workshop both as panel members and as audience guests in order to include their experiences and perspectives of a subject with relevance well beyond university halls. Furthermore, we plan to hold most of the workshop in Atlantic City, contributing to the growing presence of Stockton there and its role in creating meaningful interface between academia and the public sphere. This workshop would thus strengthen "Stockton's comprehensive diversity and inclusion efforts," as stipulated by the mission of the Office of Institutional Diversity and Equity, which would contribute directly to Stockton's 2020 Strategic Initiatives, particularly with regard to Engagement.

- Finally, enriching the experiences of Stockton students is also a core goal of this workshop. Graduate and undergraduate students from across the university, especially in student clubs like STAND, the History Club, the Model UN, the Philosophy Honor's Society, and the MAHG Society, will be brought in to help organize the workshop, coordinate it as it is happening, and, where possible and appropriate, present their own work.

### **Activities**

#### *1. Workshop, 4-6 March 2017*

We envision a workshop with an opening evening on Saturday, March 4, including a keynote lecture open to the public, which will take place on the main campus. This will be followed by a full day of panels (3 presentations of 20 minutes each and a discussant in each panel) at Dante Hall in Atlantic City. Panels will include community activists and students. Many of the members on our organizing committee have been working with various community groups in Atlantic City and we will be meeting with them in the next months to organize the panels. A concluding session at Stockton's Galloway campus on the morning and early afternoon of the third day will include discussion on an agenda for a second workshop, which we plan for spring 2018.

Scholars who have already signed on to the organizing committee and who plan to present at the workshop are:

- (1) Donnetrice Allison, Stockton University
- (1) Robert Gregg, Stockton University
- (2) Christina Jackson, Stockton University
- (3) Jess Bonnan-White, Stockton University

- (4) Betsy Erbaugh, Stockton University
- (5) Al Frankowski, Northeastern Illinois University
- (6) Elisa von Joeden-Forgey, Stockton University
- (7) Susan O'Donovan, University of Memphis
- (8) Raz Segal, Stockton University
- (9) Lissa Skitolsky, Susquehanna University

An initial discussion among the scholars in this group has resulted in themes for some of the panels: genocide as pathology rather than event; Black Americans and the making of the U.S.; and reproductive violence, social destruction, and reproductive justice. Other faculty will be invited to participate once we know about funding.

## *2. Curricula/Outreach – 2017 & 2018*

A second activity that we will undertake alongside the workshops is outreach to educators. We will offer opportunities for Stockton faculty to incorporate the workshops into their spring courses by developing resources for in-class use through the Stockton MAHG Program website: [Stocktonmahg.org](http://Stocktonmahg.org).

After the close of the first workshop, the organizing committee will work to supplement the *Genocide/Slavery Curriculum Guide* created in 2010 by the NJ Amistad Commission and the NJ Commission on Holocaust Education for K-12 teachers (<http://www.nj.gov/education/holocaust/curriculum/genslave.pdf>). This work will be amplified by the creation of a web-based “public curriculum” on the project and resources for community activists after the second workshop in 2018.

We are also pursuing the possibility of offering our workshops as a professional development activity for K-12 teachers in the region. We will be coordinating with the Holocaust Resource Center and the Dual Credit Program about this.

## *3. Workshop, March 2018*

The second workshop will bring together scholars and activists from the first for more in-depth analysis based on pre-circulated papers and a dynamic format of non-traditional panels and roundtables, which will also be open to the public. This meeting will facilitate publication of an edited volume on the subject, if we decide to produce one, as it will create a structure with deadlines for work on articles from the first workshop to the second while we secure a contract from a suitable press. Other projects as well with greater reach will be discussed and planned during and between the two meetings, such as the web-based “public curriculum” on the project and resources for community activists and K-12 teachers.

## **Outcomes/Assessment**

The goals of the first workshop are to create a new shared language to discuss genocide and black history in the United States; create new and lasting links between the MAHG Program and other Stockton programs as well as between Stockton and communities in Atlantic City; and offer opportunities for Stockton students to be a part of emerging scholarship.

The first workshop in 2017 will be assessed in part by workshop participants in the concluding session. During this session, a graduate student intern will take notes and produce a final report and discussion paper articulating the ideas and controversies raised during the workshop and addressed in its final session. Ideas for the second workshop will be proposed based on what was learned, and it will be assessed in a similar way.

The value of curricula and outreach will be assessed through concrete examples of their use at Stockton as well as feedback from faculty, students, and members of the Amistad Commission and the Commission on Holocaust Education as we work with each to broaden the scope of this program.

Finally, we will encourage students from across schools and programs at Stockton University to help plan, to attend, and to assess both workshops, giving them an opportunity to gain useful practical experience, gain knowledge, understand different points of view, and perhaps become active in debates that stand at the heart of contemporary societies and politics in the US. The success of this will be assessed through student volunteerism, student attendance, and work and projects that students organize around the workshop and the issues it addresses.

## ***Budget***

### *Budget Narrative*

We are asking for funds to cover the costs of transportation, room and board for the two conferences. Most of our participants will be local, but there are three who will require transportation from various cities outside of the southeastern NJ region. The amount requested represents about ½ of the total transportation costs incurred by our out-of-state participants, who have been invited because of their expertise on the intersection between Genocide Studies and African American Studies.

- (1) **Contribution to Airfare/train tickets and ground transportation** for invited participants:



Airfare for Susan O'Donovan and Al Frankowski: \$300 each = \$600  
Estimated airfare: \$500 each = \$1000  
Ground transportation in home states: \$100 (departure and arrival) =  
\$200

Car/train transportation for Lissa Skitolsky: \$150  
Estimated mileage (reimbursed at federal rate of \$0.54/mi): 430  
miles x .54 = \$232.00

Ground Transportation to/from Philadelphia International Airport: \$135 each  
direction for up to two passengers (includes tolls and taxes, but excludes tips  
for drivers): \$270

Total: \$1020 x 2 years = \$2040

**Shuttles: Stockton vans** for the 2<sup>nd</sup> day between the Seaview Hotel and  
Atlantic City: \$FREE

**Stockton vans** for the 1<sup>st</sup> and 3<sup>rd</sup> days between the Seaview Hotel and the  
main campus: \$195 each direction for up to 20 passengers (in two vans) =  
FREE

Hourly rate for 2 work-study students to drive the vans: \$8.50/hr x 10 hours  
x 2 = 170.00

Total: \$170 x 2 years = \$340

\*Prices include tolls and taxes, but exclude tips for drivers  
Galloway Limousine: 609-748-9777

(2) **Hotel accommodation** for invited participants at the Seaview Hotel:

Total: 2 nights per participant @ \$69/night x 15 = \$2070 x 2 years = \$4140

(3) **Meals**

**NOTE: All meal prices are based on Chartwells's pricing. We are pursuing the possibility of using the African American-owned and run Kelsey & Kim's Southern Café in Atlantic City as the caterer of meals and refreshments, and**

prices may change somewhat based on their availability and pricing.

Conference attendees will dine at Kelsey and Kim's on the second night.

1 opening night dinner + Keynote address for about 25 people at the Seaview Hotel (\$30 a meal x 25 people): \$750

Coffee/tea plus breakfast for about 25 people on day 2 (Dante Hall): \$115.00 (coffee/tea) + \$250.00 (\$10 x 25people): \$365

Lunch for about 25 people on day 2 (Dante Hall; \$15 x 25 people): \$375

Dinner for about 25 people on day 2 at Kelsey & Kim's Southern Café, Atlantic City (\$30 a meal x 25 people): \$750

Coffee/tea breakfast for about 25 people on day 3 (Stockton main campus): \$28.75 (coffee/tea) + \$250.00 (\$10 x 25people) = \$278.75

Total: \$2520 x 2 years = \$5040

**(4) Refreshments:**

Coffee/tea for morning break on day 2 for about 100 people (Dante Hall): \$115

Afternoon coffee/tea plus small pastries/cookies on day 2 for about 100 people (Dante Hall): \$115.00 + \$108.00 (18" platters typically priced at \$36.00 each) = \$225

Coffee/tea for morning break for 25 people on day 3 (Stockton main campus): \$28.75

Total: \$370 x 2 years = \$740

\*coffee and tea is typically priced by Chartwells at \$1.15 each

**(5) Approximately 10 percent safety net (including tips for drivers and waiters):**  
\$1500

**SUM TOTAL COSTS for 2 years: \$17760**

Committed by GENS - \$5000  
Expected from other sources - \$2600\*

*\*"Other sources" includes funds from other Stockton schools (ARHU & SOBL) and programs (Holocaust and Genocide Studies, Jewish Studies, MAAS), Stockton student groups (especially STAND), as well as contributions from possible partner institutions.*

Total Amount Requested from the 2020 Engagement Funds: \$10,000

**Budget Table**

ITEM	Total Yr 1	Total Yr 2	TOTAL (for two years)
Transportation	\$1020	\$1020	\$2040
Shuttles	\$170	\$170	\$340
Hotel	\$2070	\$2070	\$4140
Meals	\$2520	\$2520	\$5040
Refreshments	\$370	\$370	\$740
Safety Net (including tips)	\$750	\$750	\$1500
<b>GRAND TOTAL</b>	<b>\$6900</b>	<b>\$6900</b>	<b>\$13800</b>
GENS Contribution	- \$5000		- \$5000
Other Contributions (ARHU, SOBL, MAAS, Student Groups)		- \$2600	- \$2600
<b>REQUESTED FUNDS FROM 2020 GRANT</b>	<b>\$1900</b>	<b>\$4300</b>	<b>\$7000</b>