18-001: Gaining International Recognition for Computer Science and Cybersecurity

Applicant Information: **Faculty Member**

Department/unit associated with this application: Mathematics and Computer Science

What are the objectives of this project?
1. Gain international recognition for the BS degree programs in both computer science and cybersecurity 2.Permit Fontbonne University faculty to network and collaborate with faculty members from well-esatblished computer science and cybersecurity degree programs. 3. Permit Fontbonne faculty to be among the policy-making members of ABET and be recognized for their in-depth knowledge of computer science and cybersecurity.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
My project is (what) to attend one ABET (Accrediting Board for Engineering and Technology) meeting during (when) 2018/2019 in a (where) city designated for the annual ABET symposium. (Why) ABET accreditation is an international designation. We applied for ABET accreditation for computer science and will learn the outcome in July 2018. We were also invited to participate in a pilot accreditation for cybersecurity. If we obtain this accreditation we will be one of possibly 8 - 9 in the entire world to earn this accreditation. We are not sure why we received this invitation. It might be due to the contacts the chair of the Department of Mathematics and Computer Science tries to maintain in the ABET community. However, if the chair/project lead for ABET accreditation) had been able to attend a yearly ABET symposium she would have been aware of the pilot program for cybersecurity. The chair of the department should attend an annual ABET symposium where she can meet and network with others from ABET accredited programs so that Fontbonne's programs are recognized as outstanding and so that Fontbonne faculty are recognized as leaders in research and teaching in the areas of computer science and cybersecurity.

Why is your project important to the extended Fontbonne community?
It is important to the extended Fontbonne community because the entire community will benefit if and when one or more of its programs
are recognized as outstanding.

Identify specific activities that will be performed as part of this project.
1. The department chair will network with faculty from ABET universities as well as ABET staff. 2. The program chair has already been invited to be an ABET evaluator but has declined until at least one of the programs (computer science or cybersecurity) obtains ABET accreditation. So if Fontbonne earns ABET accreditation for computer science in July 2018 she will accept the request to be an ABET evaluator, but she needs to attend an ABET symposium to be informed about ABET criteria.

Identify specific expected outcomes from this project.

1. Fontbonne will be recognized as as leader in computer science and cybersecurity education. 2. Fontbonne faculty will be recognized as leaders in computer science and cyberseecurity education.

Identify specific evaluation indicators to be used to measure results.
1. fontbonne earns ABET accreditation for both computer science and cybersecurity. 2. the department chair is invited to be an ABET evaluator for ABET accrediation for computer science and/or cybersecurity.

Project end date: 07/01/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**0**
Staff	**0**
Alumni	**0**
Other	**0**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**850**
General supplies and materials	**0**
Equipment	**0**
Travel	**700**
Catering	**0**
Other*	**750**
Total FCC request	**2300**

* Any items categorized above as "other" must be further defined here. Be specific.
The 750 other is for 3 nights at a motel in a city where an ABET symposium is held

18-002: The Math Lab: Fostering Exploration and Creativity in Mathematics for Children who are Deaf/Hard of Hearing

Applicant Information: **Faculty Member**

Department/unit associated with this application: Communication Disorders and Deaf Education

What are the objectives of this project?
Increase math-related experiences of students by engaging in meaningful problem solving through STEM activities, literature and art. These experiences serve as a foundation for continued learning with camp alumni through an online cohort. b. Examine students' number sense and provide activities to promote growth c. Examine specific language and vocabulary related to the theme and provide activities to expand production d. Continue to promote growth of problem solving skills and experience through an online platform after camp e. Summarize activities in a document and online for families to carryover outside of camp f. Extend pre-professional knowledge and skills relative to facilitating mathematics instruction for learners who are deaf/hh

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This project will begin as a week-long summer camp program. At this camp, students will collaborate in a variety of activities designed to encourage mathematical exploration while receiving support in language and vocabulary from camp staff. Through theme-based STEM projects students will integrate study of number sense, geometry, patterns/relationships, measurement and data analysis. After the camp is completed, students will remain connected through an online platform to continue collaboration and application of the problem-solving skills learned during camp. Further, undergraduate and graduate students in deaf education and related communication disorders disciplines will be invited to staff the Math Lab, provide instructional support, and facilitate data collection and analysis as a means to improve their own knowledge and skills related to teaching math to students who are deaf/hh. The traditional idea of math problem-solving focuses on finding the one answer to an unknown. However, true problem solving is defined as a task for which the solution method is unknown (Pagliaro, 2006). It is the method of solving that calls for freedom and creativity in exploring a mathematical concept(s) that lead to the answer. To capitalize on this freedom and creativity, students need experience, language skills and instruction. "Extensive research in mathematics education indicates that story problems play a fundamental role in students' conceptual development by linking informal knowledge and experiences that children learn outside of school with the more formal mathematic concepts and algorithms that they learn in the classroom. Students who are frequently given a variety of story-problem types and who are allowed to think about them logically with the freedom to devise strategies to solve them, and who are then encouraged to share their thinking about those strategies, develop a conceptual understanding of problem solving and perform better in mathematics than those who do not have such opportunities (Pagliaro, 2006)." Language plays a significant role in problem solving as "the use of conditionals, comparatives, negatives and inferentials; the use of words with meaning that differ inside and outside the classroom; the existence of multiple ways to express a single idea; and

varied forms, abbreviations, and symbols all combine to create a barrier. (Pagliaro, 2006)." As a delay in language development is common in children who are deaf/hh, the development of problem solving skills is also frequently delayed.

The National Council of Teachers of Mathematics promotes reform-based curriculum in which instruction is student centered and based on conceptual development. Students are encouraged to synthesize knowledge and ideas cross-circularly thereby furthering the understanding concepts. Communication and collaboration also play an important part of active learning.

Students who are deaf/hh may have deficits in informal learning experience, language skills and/or instruction from teachers trained in reform-based curriculum. As an illustration of informal learning deficit, consider the mathematical experiences that may be missed from overhearing mom explain to dad that the price plus shipping from Amazon is cheaper than the coupon at Kohl's or an older sibling negotiate chores in exchange for additional time on Minecraft. Even with hearing devices on, students who are DHH may not attend/process overheard information to the same depth as their hearing peers (Convertino, Borgna, Marschark, & Durkin, 2014). The exponential amount of missed opportunities could have an incredible impact on the development of real-life problem-solving skills.

Second, language and vocabulary development coincide with the development of mathematical concepts. Later developing language skills correlate to the delayed development of mathematical understanding. Furthermore, successful communication between students and teachers is imperative. Language delays may cause confusion in explanation of new information delaying the development of and teachers is imperative. Language delays may cause confusion in explanation of new information delaying the development of problem solving skills.

Finally, teachers of the deaf rarely have training in math instruction, specifically, reform-based curriculum. As a result, teachers follow a traditional "I do, we do, you do" pattern inadvertently denying students the opportunity for investigation and real-world problem solving. "Hoping to reduce confusion and frustration in their students, some may focus on the identification of cues (e.g. key words) rather than the mathematics and context within the problem (Pagliaro, 2006)."

The Math Lab will provide students experience, language support and instruction from staff based on reform-curriculum practices. This project will first examine math-rich activities that motivate and encourage freedom and creativity in problem solving (Boaler, 2016).

Critical questions include: What experiences are missing that we can create in the camp setting? What language and vocabulary occurs naturally and can be practiced? What teaching strategies are effective? What role will memory play in retention of these problem solving skills? How can we provide opportunities to develop these skills after camp?

Next, specific lesson plans and staff training will be crafted to the ability and age of the participants.

Finally, dissemination of project findings will take place through presentations at regional and national conferences during the summerfall of 2019. Once the Math Lab camp is finished, we will facilitate continued development of problem-solving skills through online activities and experiments providing ongoing opportunities to problem solve, collaborate and communicate. This post-camp online experience may encourage long-term retention of problem-solving skills.

"Critical limitations of working memory (short-term) include the small number of pieces of information it can handle at once and the short duration of time during which information can remain there.

Semantic (long-term) memory, on the other hand, is used to activate concepts during mathematical problem solving and to make a representation of these problems (Lang & Pagliaro, 2007)."

Resources/References:

Boaler, J., & Dweck, C. S. (2016). Mathematical mindsets: unleashing students potential through creative math, inspiring messages, and innovative teaching. San Francisco, CA: JB Jossey-Bass, a Wiley brand.

Convertino, C., Borgna, G., Marschark, M., & Durkin, A. (2014). Word and World Knowledge Among Deaf Learners With and Without Cochlear Implants. The Journal of Deaf Studies and Deaf Education, 19(4), 471–483. https://doi.org/10.1093/deafed/enu024

Lang, H., & Pagliaro, C. (2007). Factors Predicting Recall of Mathematics Terms by Deaf Students: Implications for Teaching. Journal of Deaf Studies and Deaf Education, 12(4), 449-460.

Moores, D. F., Martin, D. S., & Pagliaro, C. (2006). Deaf learners developments in curriculum and instruction. Chapter: Mathematics Education and the Deaf Learner.

Why is your project important to the extended Fontbonne community?

The Math Lab project is designed to transform the way children who are deaf/hh experience math. Exploring mathematical creativity, invoking critical thinking skills and discovering real-world applications will prepare students to serve as innovators in their communities.

The Math Lab aligns with Fontbonne's mission by this "pursuit of transformative education, inspiring students to become global citizens who think critically, act ethically and serve responsibly." The Math Lab participants will be recruited from both public and private schools from all over the St. Louis region to ensure a diverse population of camp participants, thereby sustaining the Fontbonne priority of serving thy dear neighbor without distinction.

Identify specific activities that will be performed as part of this project.

The Math Lab program will focus on a variety of activities to promote growth in the subsequent areas. Each day will begin with exercises to practice number sense, encourage a positive attitude toward one's own math abilities and explore 5 common categories of elementary-age math curriculum. • Fluency Warmup (Number Sense) • Math Mindfulness (Attitude and Growth Mindset) • Category Exploration (Vocabulary and Language) o Number sense/operations, geometry, measurement, data/statistics and patterns/relationships Students will then integrate new concepts with their existing skills to create and develop a series of individual and group projects that culminate on the last day of camp. After each project the students will reflect on their day's work. • Project Development (Problem Solving) • Project Reflection (Vocabulary and Language) In addition, a battery of standardized math tests will be given to each student over the course of the week.

Identify specific expected outcomes from this project.

As outlined in our objectives, the Math Lab will increase math-related experiences of students by engaging in meaningful problem solving. In our five-day camp we expect to see students a. Receptively comprehend mathematical categories b. Expressively use mathematical vocabulary related to mathematical categories c. See an increase in the expressive use of math vocabulary taught at camp d. An improvement of students' attitude toward their own math skills

Identify specific evaluation indicators to be used to measure results.
To measure the outcomes the following measures will be considered: a. An increase in the number of skills per category the students can identify and discuss in their reflections from day 1 to day 5. b. An increase in the math vocabulary used during reflections from day 1 to day 5. c. An increase in score on the math attitude survey

Project end date: 07/26/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**3**
Students	**4**
Staff	**1**
Alumni	**2**
Other	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**3350**
General supplies and materials	**1590**
Equipment	**2000**
Travel	**800**
Catering	**0**
Other*	**1771**
Other*	**100**
Other*	**0**
Total FCC request	**9611**

* Any items categorized above as "other" must be further defined here. Be specific.
Other includes: Student Stipends (graduate and undergraduate) for $1771; Postage, Copy Fees and Marketing Expenses $100

Provide any additional budget explanation here.
• Math Lab Director, Amanda Dunaway – professional honorarium; $2500 • Administrative Asst. - $700 • Undergrad/Graduate Student Stipend o $771 (1 credit graduate tuition stipend) o $1000 (honorarium for 2-3 camp aids, paid as stipend) • Technology (eg iPad, GoPro, Chromebooks)- $2000 • Materials for Camp Activities (art supplies, t-shirts, snacks, copy costs/forms)- $600 •Curriculum/Assessments - between $500 (KTEA) - $900 (Woodcock Johnson) • Books for Camp Staff Study - Mathematical Mindsets & youcubed.org, Jo Boaler - $90 • Professional Development and Project Dissemination o Mathematical Mindsets Online Course - $150 o Attendance at ACE-DHH, Winter 2019; networking with experts in teaching math to children who are DHH - $800 • Postage, Copy Fees, Marketing Expenses - $100 Anticipated Total Request: $9,611

18-003: On the Road Again with campF.R.E.S.H.®

Applicant Information: **Faculty Member**

Department/unit associated with this application: Family & Consumer Sciences

What are the objectives of this project?
Objectives of the project: 1. 80% of the campers will report that they enjoyed the field trips. 2. 80% of the campers will achieve the learning outcome for each field trip.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
campF.R.E.S.H.® is a hands-on interactive global journey for middle school children. Each week of the 6 week program focuses on a different continent, beginning with Africa and ending with South America. With the FCC funding, 20 campers per week will be able to experience 6 field trips that are directly related to the continent of the week. Funds would be used to pay for transportation and This year the scheduled field trips (in order) include: Big Joel's Safari (Africa), St. Louis Science Center Omnimax Theater-Journey to the South Pacific (Asia), Powder Valley Nature Center (Australia), Mastadon State Park (Europe), Ulysses S. Grant National Historic Site and Grant's Farm (North America) and St. Louis Zoo South American Animals (South America). Each trip will include an educational component with a lesson plan, learning objectives, and an assessment. Under the leadership and guidance of the camp staff, we anticipate that the campers will successfully achieve the learning outcome for each of the field trips, thus expanding their understanding of the world around them. The educational component and lesson plans are being developed right now by a health education & promotion major as part of her experience in FCS489 Practicum in Family & Community Resources. Upon completion of the camp survey at the end of the season, we anticipate that the campers will report positively that they enjoyed the field trips and the learning experiences.

Why is your project important to the extended Fontbonne community?
campF.R.E.S.H.® has served as a learning lab for our Fontbonne University students. Every year, we hire students from various majors to serve as camp counselors, camp assistants, and camp chefs. Additionally, we have employed alumni, keeping them connected to the university. We are in the recruitment and hiring process during the months of March and April. As of 3/22/18, we have hired one alum and one student. Two more students have interviews scheduled. We anticipate that of the 8 open positions, at least 4 of them will be filled by alumni and current students. Secondly, although we do not have evidence to support this, camp serves as a potential recruitment tool. Campers become very familiar with campus including Mabee Gymnasium, Lewis Auditorium, the Aerobics Studio, computer laboratories, F.R.E.S.Hgreens garden, the Family & Consumer Sciences Department and Anheuser Busch Hall. Camp has been open long enough that the original group of 6th graders are now seniors in high school. It would be very exciting to see one of them walking the halls this fall.

Identify specific activities that will be performed as part of this project.
As a result of this project, campers and staff will be transported via commercial transportation service to and from weekly field trips. This year the scheduled field trips (in order) include: Big Joel's Safari (Africa), St. Louis Science Center Omnimax Theater-Journey to the South Pacific

(Asia), Powder Valley Nature Center (Australia), Mastadon State Park (Europe), Ulysses S. Grant National Historic Site and Grant's Farm (North America) and St. Louis Zoo South American Animals (South America). Campers also enjoy a picnic lunch during or at the end of each field trip.

Identify specific expected outcomes from this project.
These enrichment activities will enhance the experience of the campers. Specifically, 80% of the campers will report that they enjoyed the field trips. Secondly, 80% of the campers will achieve the learning outcome for each field trip.

Identify specific evaluation indicators to be used to measure results.
1. The parent survey will ask the question, "My camper enjoyed the field trips, yes or no". 2. Utilizing the Fontbonne University Standardized Lesson Plan Format, each of the 6 field trips will have a lesson plan developed with specific learning outcomes. Lesson planning is underway and will be completed during orientation week, June 4-8, with camp opening on June 11.

Project end date: 07/30/2018

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**3**
Staff	**1**
Alumni	**1**
Other	**4**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Travel	**2300**
Other*	**1700**

* Any items categorized above as "other" must be further defined here. Be specific. Admission fees for field trips.

18-004: Attendance at Missouri Council for History Education Conference for Secondary Certification Students

Applicant Information: **Faculty Member**

Department/unit associated with this application: History, Philosophy, and Religion.

What are the objectives of this project?
Develop history secondary certification students' professional competency

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This project supports the professional development of secondary education students in history by traveling with them to Independence, Missouri from September 19 to 21 to attend the Missouri Council for History Education conference at the Truman library and museum. This will help the secondary certification students enrich their education and bolster support for the program, which has had a recent spike in enrollment. We will also have the opportunity to explore historical sites related to Missouri history on the other side of the state.

Why is your project important to the extended Fontbonne community?
It deepens a commitment to a program that has few enrichments outside of the coursework. It serves both undergrad and graduate students.

Identify specific activities that will be performed as part of this project.
Attendance at a conference; local tourism

Identify specific expected outcomes from this project.
Students feel more engaged with their major and prepared to teach history at the secondary level.

Identify specific evaluation indicators to be used to measure results.
Survey

Project end date: 09/21/2018

Provide the number of individuals in each category directly involved in conducting this project.
        Faculty   **1**
        Students   **4**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)
        Professional fees/services   **0**
        General supplies and materials   **0**
        Equipment   **0**
        Travel   **2200**

Catering	**0**
Other*	**375**
Other*	**0**
Other*	**0**
Total FCC request	**2575**

* Any items categorized above as "other" must be further defined here. Be specific.
Conference registration

18-005: Fundriver Software

Applicant Information: **Staff Member**

Department/unit associated with this application: Finance-Controller's Office

What are the objectives of this project?
Improve efficiencies in accounting for Endowment funds

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Fundriver software has come highly recommended to us by our auditors and colleagues from other universities as a way to significantly improve our record keeping and statement reconciliation for endowment and restricted funds. We currently have hundreds of general ledger accounts that we maintain to track the activity of these accounts. With the use of this software we can reduce the number to just a few and track all details in this separate program. After initial set-up, this software will provide us a way to significantly reduce the time spent quarterly and annually for audit purposes.
We are not able to include this in our operating budget anytime in the foreseeable future and therefore the assistance of the FCC would be a huge help to us.

Why is your project important to the extended Fontbonne community?
For Fontbonne to comply with required and accurate reporting necessary for operations.

Identify specific activities that will be performed as part of this project.
Consolidating hundreds of accounts in the general ledger down to a few.

Identify specific expected outcomes from this project.
Reduced hours for auditors hopefully equates to reduced professional fees.

Identify specific evaluation indicators to be used to measure results.
Reduction of hours spent reconciling the hundreds of general ledger accounts.

Project end date: 06/30/2019

Provide the number of individuals in each category directly involved in conducting this project.
      Staff   **3**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)
      Other*   **7000**

* Any items categorized above as "other" must be further defined here. Be specific.
Software

Provide any additional budget explanation here.
This project is ongoing but implementation should be complete by our fiscal year end.

18-006: Mockshop: Creating 3-D Displays and Store Planograms using Visual Retailing Software

Applicant Information: **Faculty Member**

Department/unit associated with this application: Fashion Merchandising

What are the objectives of this project?
1. Train students on industry software used by leading brick-and-mortar retailers so they are prepared to integrate seamlessly as skilled professionals in the industry. 2. Further distinguish our major as a destination program by offering cutting-edge technology.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
What: Continuing our commitment to make Fontbonne a preferred destination for Fashion Merchandising, we seek to acquire Mockshop, a 3-D visual modeling tool that allows users to create and test store concepts, develop visual planograms, and produce merchandise assortment storyboards. As many brick-and-mortar retailers use this (or a similar) visual planning software, providing students this learning opportunity is critical to helping position our graduates as better-prepared, more well-rounded future professionals.
Who: Implementing this software will impact all fashion merchandising majors, as the software will be integrated in a required major course, Visual Merchandising. This is a course students take in the fall semester of their junior or senior year, a course which currently has no technology component.
Why: Implementing this software will further our delivery of an innovative curriculum and allow us to teach students retail planning application skills in simulated retail environments, skills that will better position them as future professionals in the fashion industry. Leading retailers such as Target, Macy's, and Ralph Lauren use this technology to effectively plan merchandise assortments and communicate visual directives to their various locations, a critical function of successful retail operations. As one of MockShop's retail clients explains, MockShop is "the most successful tool on the market" and that by using it, they are "able to offer customers a more complete and detailed experience that meets the requirements of the trade" (Pihen, 2017). The industry publication Field Visual Merchandising Strategy identifies visual retailing software as an "essential tool to ensure that [the visual merchandising] team has a clear understanding of the [display] objectives" (p. 36). Securing the MockShop software for use in our required Visual Merchandising course will allow us to deliver timely, relevant content that prepares students for real-world application of retail planning software.
When / Where: If we are awarded this grant, we would purchase and install the software in a Ryan Hall computer lab in late-July 2018. Two full-time faculty members will undergo an intensive three-day training provided by a MockShop representative in late-July, or early August 2018 on Fontbonne's campus. The software will be integrated into the Fall 2018 Visual Merchandising course.

Why is your project important to the extended Fontbonne community?
This project supports Fontbonne University's mission to provide a transformative education for our students. Objectives in realizing the University strategic plan goal to "ensure the quality and

viability of our academic programs" include that programs "identify and articulate points of differentiation" and create "high-impact experiences that foster experiential learning and student success". Acquiring and implementing MockShop works toward these institutional objectives. Ultimately, then, this project is important to the Fontbonne community because it aligns with our Mission, and addresses Strategic Plan initiatives. Adding this software to our curriculum delivery will also increase the marketability of our program leading to greater enrollment and retention of students. After learning this software, Fashion Merchandising majors will have a competitive edge in the job market, benefiting our student population as well as the companies they serve. Additionally, we anticipate collaborating with local retailers on classroom-based projects to help identify and address their visual merchandising challenges.

Identify specific activities that will be performed as part of this project.
1. Purchase and install software 2. Complete three-day on-campus training for two full-time faculty members 3. Identify opportunities to collaborate with local retailers 4. Redesign course to integrate software 5. Implement MockShop software in classes beginning Fall 2018 6. Receive annual license upgrades and technical support as needed throughout the year (both of which are included in annual support fee)

Identify specific expected outcomes from this project.
1. Create and test store concepts and floor plans 2. Produce merchandising directives 3. Organize and view merchandise assortments 4. Construct visual storyboards 5. Collaborate with local retailers for real-world application of the software

Identify specific evaluation indicators to be used to measure results.
1. Completion of visual storyboard creation 2. Completion of a semester project that includes developing a planogram, creating merchandising directives, and merchandising a virtual store in a 3-D format 3. Consultation with visual merchandising industry professional for project evaluation

Project end date: 05/03/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**2**
Students	**25**
Staff	**1**
Alumni	**0**
Other	**0**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**11500**
Other*	**2000**
Other*	**1000**

* Any items categorized above as "other" must be further defined here. Be specific.
1. $2000 for two one-thousand dollar stipends to two faculty members to cover intensive training, course development, business collaboration, and software management; 2. $1000 for software demonstration and marketing event for the campus community, the Fashion Merchandising advisory board, and industry professionals

Provide any additional budget explanation here.
1. The MockShop software itself will be donated to us by Visual Retailing, with a 100-user license at an estimated value of the donation of $750,000. By paying the fees as identified in this request, two faculty members receive in-depth training, and we secure three-year's worth of support, with license upgrades as they become available. Our fees include: $8500 for service (which includes an initial service fee of $4800, first year support at $1500, travel expenses for trainer at $2200) 2. We are requesting an additional $3000 for two subsequent prepaid years of support (three-year contract)

18-007: Personal Development and Service Mini-Series for Non-Traditional Fontbonne Students

Applicant Information: **Student**

Department/unit associated with this application: FCS Department

What are the objectives of this project?
Increase retention rate for Fontbonne University of non-traditional students by 50% for the following semester

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Who – Non-traditional (evening, online, second degree seeking) students – students will be recruited via email announcements, flyers, weekly mailers, and encouraged by academic advisors
What – Optional education mini-series that focuses on cooking, nutrition, and service by creating homeless kits
Where – Held in AB demo kitchen – Janus sessions are typically held in the basement of the library. This exposes students to another component and classroom setting the University has to offer.
Why – This education mini-series aims to welcome and empower non-traditional students with the opportunity to participate in a meaningful experience that may not be available to them during the day; The goal is to recruit dietetic and/or health education students to provide this education on nutrition, cooking, budget, and service to expand knowledge and reach those in the surrounding community.
When – 4 times a semester between Sept and Nov; during the evening hours – with the option to video tape/record to share with others who may not be able to attend the actual session. This differs from the already existing Janus seminars as it is optional without a fee and grade. This is purposed for personal development and growth to students who seek the opportunity.

Why is your project important to the extended Fontbonne community?
This education mini-series reaches students who may not be available for day time opportunity the University has to offer – including student organization meetings, organizational events, etc. It incorporates a service component in order to reach a community in need that exists outside of the University. The goal is to not only retain non-traditional students for the following semester but to also connect non-traditional students to one another.

Identify specific activities that will be performed as part of this project.
-Class Session #1: Nutrition education and wellness – "What's in your pantry?" -discuss current diet, fads, and overall good nutrition
-Class Session #2: Cooking on a budget - "Pocket friendly cooking"
-Class Session #3: Create homeless care packages – identify community site where kits will be distributed (ahead of time) – invite community member to assist with creating kits
-Class Session #4: Community outing to distribute homeless care packages

Identify specific expected outcomes from this project.

-50 homeless kits will be created and distributed to homeless individuals in the community, 90% of all student attendees will have improved their cooking skills, 90% of all student attendees will have increased their nutrition knowledge -10 nontraditional students (online and in class combined) will participate in the first education series and will enroll in classes in the following semester

Identify specific evaluation indicators to be used to measure results.
-Pre/post survey conducted at the end of each session and then again at the end of the overall mini-series
-Collecting data on how many kits are created and distributed in the community

Project end date: 11/16/2018

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**3**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

General supplies and materials	**2000**
Equipment	**500**
Travel	**100**
Total FCC request	**2600**

18-008: Griffin Family Food Pantry

Applicant Information: **Faculty Member**

Department/unit associated with this application: Family & Consumer Sciences

What are the objectives of this project?
#1. Establish a fully operational campus food pantry during the 2018-2019 academic school year. #2. Create an opportunity for various
collaborations among Fontbonne community members during this process.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Grant monies will be used to establish a campus food pantry that can be used by the Fontbonne community, in particular students, but also open to faculty and staff in times of need. This additional support service will allow an opportunity to "serve the dear neighbor without distinction" on Fontbonne's campus, including those who qualify for Fontbonne Promise and expect to enroll fall 2018. A campus food pantry would allow Fontbonne community members access to quality food sources that can supplement an existing food supply. Nutritionally dense food and snack items, as well as toiletries and infant products would be available. The campus food pantry would be located in Anheuser-Busch Hall or Ryan Hall, as determined by a recent needs assessment conducted among the Fontbonne community during March 2018. The grant monies would provide the initial momentum needed to operate the campus food pantry during the 2018-2019 academic year, with a sustainability plan developed to forecast continued needs and possible collaborations for the next five years.

Why is your project important to the extended Fontbonne community?
The project is important so any Fontbonne community member in need has access to an adequate amount of food and toiletry items, while building collaborations among university departments, clubs and organizations. This is all in the interest of "serving the dear neighbor without distinction". College students often experience invisible struggles when attending higher education institutions (HEIs), including accessing food. The impact food insecurity and hunger have on students as they pursue a degree influences many areas of their lives: academic, personal, physical, mental, and social.[1,2,3,4] These additional stresses lead to seeking and consuming nutritionally inadequate foods due to limited resources, compared to those identifying as food secure.[5] Food insecurity is defined as limited access to acquiring adequate food due to insufficient resources.[6] The definition includes reports of reduced quality and variety in diet with little or no reduced food intake.[6] Fontbonne has many enrolled non-traditional students and a campus food pantry could benefit their households, as well. Demographics of students reporting food insecurity include non-traditional characteristics [3,7,8,9] such as, are over the age of 24, attend college part-time, are employed fulltime, are financially independent, must provide for dependents, are a single parent, or do not have a high school diploma.[10] Many of these characteristics increase financial strains. These far-reaching implications can have lasting impacts and thus students need varied assistance from their institutions. Resources implemented on campus communities, such as campus food pantries, can provide students with foods to

supplement their current food budget. Many HEIs have responded to students' needs by establishing campus food pantries. The number of food pantries on HEIs campuses' has increased from one in 2007 to over 596 as of February 23rd, 2018.12 The Fontbonne community can be included in this recent surge of continuum of care on HEI campuses nationwide. The changing student demographic, financial strain of higher education, and innovation surrounding support services included on campuses to increase student success and the student experience, are underlying reasons campuses have begun redefining how they understand and respond to their student body. This includes their health and wellbeing. Offering access to quality food can assist students on their road to academic success and provide the paradigm shift that resonates with Fontbonne's mission and the impending students who qualify for the Fontbonne Promise. The value the Fontbonne mission and community places on the whole student allows an opportunity to not only help our immediate community, yet instill positive reinforcement, hope and change among the students Fontbonne serves as they embark on their chosen career path. The establishment and implementation of a campus food pantry begins to address student's needs beyond the classroom, while ultimately impacting their success within these walls. (Reference list can be provided upon request.)

Identify specific activities that will be performed as part of this project.
#1. Host a ribbon cutting for a grant opening of the campus food pantry in fall 2018. #2. Establish data tracking for pantry users, foods received and donated using a food pantry software. #3. Redefine current learning outcomes within the FCS curriculum including FCS221, FCS312, and FCS 422, which will include a campus food pantry connection. #4. Initiate relationships within the campus community (clubs, organizations, departments) that can commit to a one semester opportunity with the campus food pantry. #5. Host workshops and outreach efforts on food security awareness and nutrition education. #6. Establish a marketing plan.

Identify specific expected outcomes from this project.
#1. Provide food and toiletry items to 50 Fontbonne community members in the first year, 2018-2019 academic year. #2. Redefine FCS learning objectives for three FCS classes: This outcome would include updating and redefining assignments in three FCS class curriculum to be integrated into the campus food pantry's operational, educational, and outreach efforts. This outcome will allow FCS students to engage with the campus food pantry at three different points in their educational experience. These learning activities will include food economics, nutrition education, and food policy and delivery systems. This planning and implementation would occur in fall 2018 and spring 2019. #3. Initiate 3-5 relationships within the campus community: These partnerships will allow for opportunities to volunteer, continuing established projects as part of the FCS curriculum, and marketing and management possibilities. These relationships would allow for the initiation of a campus food pantry steering committee as part of the sustainability plan. This planning and implementation would occur in fall 2018 and spring 2019. #4. Host two workshops and outreach efforts on food security awareness and nutrition education topics. Two would be hosted during the fall 2018 and two during spring 2019. #5. Identify 3-5 marketing opportunities to provide awareness to the Fontbonne community and greater St. Louis area about this unique support service.

Identify specific evaluation indicators to be used to measure results.

#1. Increase food security awareness: Attendees of both workshops and outreach efforts will evaluate the education using a pre/post survey tool. #2. Increase access to quality food for pantry users: Food inventory will be maintained and kept via a food pantry software tool. This data will be analyzed and used to address for future recommendations for food donations and purchases. #3. Increase positive collaborations: Partnerships will be established and evaluated using pre/post surveys and reflections during time spent volunteering and coordinating with the campus food pantry. #4. Increase FCS students' exposure to issues surrounding food security: Provide pre/post survey and reflection as a requirement to the three assignments that will be restructured for the three classes during spring 2019.

Project end date: 07/26/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**4**
Staff	**0**
Alumni	**0**
Other	**0**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**2400**
General supplies and materials	**5750**
Equipment	**3350**
Travel	**0**
Catering	**0**
Other*	**500**
Other*	**0**
Other*	**0**
Total FCC request	**12000**

* Any items categorized above as "other" must be further defined here. Be specific.
Event & marketing needs

18-009: Teaching Kitchen

Applicant Information: **Student**

Department/unit associated with this application: FCS Department

What are the objectives of this project?
After teaching kitchen lesson, middle and high school age students from the community will be educated on food and nutrition from two cooking classes. Increase food demo lab utilization by adding two additional days of use during each school semester. During teaching kitchen, FCS students will gain leadership experience by leading cooking demonstrations and providing a friendly, professional environment for community members.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Increase the students' knowledge, understanding, and abilities relating to cooking techniques and nutrition. As a result, these students will be better equipped to make healthy food choices. Increase the FCS students' confidence in their abilities to plan, organize, and lead cooking classes and educate on nutrition. As a result, they will be better prepared for an entry level job post graduation. Students in the Family and Consumer Sciences (FCS) department at Fontbonne University will plan, organize, and lead the cooking classes. The students attending the sessions will be middle and high school age students from surrounding schools and community groups, such as Maplewood Richmond Heights school district and local boy scout and girl scout troops. The project would also partner with organizations in the community such as Healthworks! Kids Museum and the St. Louis Area Resources for Community and Health Services. The classes will teach the students beginner-level cooking techniques and will include nutrition education relating to the class topic.
Cooking class topics will include "Healthy Grab and Go Snacks" and "20 Minute Meals" among others. The cooking classes will take place in Fontbonne University's food lab kitchen. The cooking classes will take place four times in the school year, twice per semester.
The well equipped food lab kitchen at Fontbonne University is under utilized and could be used to offer resources to the surrounding community. Additionally, Fontbonne students in the FCS department would benefit from an opportunity to be involved in the community and gain leadership skills for the future. These cooking classes would increase the utilization of the food lab, provide leadership opportunities for FCS students, and provide nutrition education and cooking skills to middle and high school students in the community.

Why is your project important to the extended Fontbonne community?
This project is important to the extended Fonbonne community because it gives FCS students an opportunity to serve the surrounding community as a coursework component. These classes will also give FCS students an opportunity to put their knowledge into action and assist them in gaining leadership skills while meeting course outcomes.

Identify specific activities that will be performed as part of this project.
Nutrition education on the foods utilized in the class. Cooking technique demonstrations and education. Meal and snack preparation using recipes.

Identify specific expected outcomes from this project.
By the end of the cooking classes on 05/01/2019, the students' understanding of cooking techniques and their understanding of nutrition will have increased by 50%. Increase the food lab kitchen by four days by the end of the cooking classes on 05/01/2019. By the end of the cooking classes on 05/01/2019, 90% of the FCS students will rate their confidence in their leadership abilities as "exceptional."

Identify specific evaluation indicators to be used to measure results.
Pre and post survey of students' understanding of cooking and nutrition relating to class material. Pre and post survey of FCS students' confidence in their leadership abilities.

Project end date: 05/01/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**8**
Staff	**0**
Alumni	**0**
Other	**0**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**0**
General supplies and materials	**0**
Equipment	**0**
Travel	**0**
Catering	**0**
Other*	**2000**
Other*	**0**
Other*	**0**
Total FCC request	**2000**

* Any items categorized above as "other" must be further defined here. Be specific. Groceries, including food and dry goods (disposable utensils/plates/bowls/cups) to be used in cooking classes.

18-010: Fontbonne Community Teaching Kitchen

Applicant Information: **Student**

Department/unit associated with this application: Family and Consumer Sciences - Dietetics

What are the objectives of this project?
To increase visibility of the Fontbonne University's Family and Consumer Sciences (FCS) department food demonstration kitchen to the Fontbonne University community and surrounding community members. To increase usage of the FCS food demonstration lab.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
The Fontbonne University Family and Consumer Sciences (FCS) department has a state of the art food instruction laboratory that was renovated in 2010 (along with the entire building remodel) in order to enhance current FCS learning objectives. The space provides an opportunity to showcase the university to the larger community and the uniqueness of the dietetics program. The laboratory is underutilized, at most being used for class instruction time, 3-6 hours per week. Ideally the kitchen usage and the FCS visibility would be incorporated by hosting events featuring culinary experts and celebrity chefs for Fontbonne University and the surrounding community.
Students of FCS 221, Food Science Theory, and FCS 410, Community Health, plan to host one event in the fall semester and two events in the spring semester of the 2018-2019 school year. These events would include cooking demonstrations and instruction about topics such as preparing easy weeknight meals and the planning and cooking involved around healthy and nutritious meals. Preparing for and hosting these events would tie back to the curriculum of the previously stated courses. Going forward the hope is that additional shared usage programs can stem from this opportunity, thus increasing the laboratory usage and increasing Fontbonne University FCS visibility to the surrounding community.

Why is your project important to the extended Fontbonne community?
This project is important because it allows for increased exposure of Fontbonne University in the surrounding community. This project will also increase the usage of the FCS food demonstration lab.

Identify specific activities that will be performed as part of this project.
Invite celebrity chefs and culinary experts to campus events hosted in the FCS department kitchen who will provide educational demonstrations for Fontbonne students and the surrounding community in attendance.

Identify specific expected outcomes from this project.
At the end of the Spring 2019 semester, a minimum of 60 individuals from both Fontbonne University and the surrounding community will attend one of the three events hosted by students of the FCS 221 and FCS 410 courses. Increasing Fontbonne students and community usage of the food demonstration lab by 15%.

Identify specific evaluation indicators to be used to measure results.
Evaluate each event by providing attendees with a survey that will record number of participants and measure the program effectiveness.

Project end date: 6/30/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**2**
Students	**45**
Staff	**3**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**2000**
General supplies and materials	**1000**
Other*	**500**
Total FCC request	**3500**

* Any items categorized above as "other" must be further defined here. Be specific.
$500 for advertising and marketing of each event

18-011: AAUW Work Smart: Teaching Working Women to Negotiate for Fair Pay

Applicant Information: **Staff Member**

Department/unit associated with this application: Career Development

What are the objectives of this project?
The goal is to bring AAUW Work Smart Workshops to Fontbonne, teaching working women how to effectively negotiate salary and decrease the gender wage gap.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
In 2016, the US Census Bureau reported that median earnings for men in Missouri were $45,897 compared with $35,759 for women —an earnings ratio of just 78 percent. For many women, the pay gap is wider. Latinas working in Missouri are paid 60 cents for every dollar white, non-Hispanic men are paid; Black women 68 cents. On average, Missouri women who are employed full time lose a combined total of more than $15 billion every year due to the wage gap. These lost wages mean women and their families have less money to support themselves, save and invest for the future, and spend on goods and services.
Work Smart Workshops are designed to teach working women to increase their potential to earn higher salaries and better benefits packages. With a Fontbonne Community Connection Award, our Career Development office will be able to train three facilitators to offer these workshops to women and give our professional students the ability to negotiate for a new job, raise, or promotion. In every 2-hour workshop, they'll gain confidence in their negotiation style through facilitated discussion and role-play. Fontbonne University will be recognized as a Work Smart campus and we will be able to host multiple workshops over the next three years. With your generosity, we will meaningfully impact the lives of women and their families.

Why is your project important to the extended Fontbonne community?
Currently, the closest AAUW Work Smart workshop is in Chicago. This grant will potentially provide Fontbonne the ability to partner within the community by hosting AAUW Work Smart workshops in our area.

Identify specific activities that will be performed as part of this project.
The FCC grant will allow us to train 3 facilitators to offer Start Smart Workshops, offering at least two interactive 2-hour workshops with a printed workbook for each participant, and market these workshops to students. (The training and license fees paid in year one will also allow us the opportunity to offer additional workshops through May 2021.)

Identify specific expected outcomes from this project.
Working women will learn about the wage gap, including its long-term consequences; how to identify and articulate one's personal value; how to develop an arsenal of persuasive responses and other negotiation strategies, including how to get a raise or promotion, and how to conduct objective market research to benchmark a target salary and benefits.

Identify specific evaluation indicators to be used to measure results.
Number of women who attend the workshops; number of workshops offered; and pre- and post-workshop assessments.

Project end date: 04/30/2019

Provide the number of individuals in each category directly involved in conducting this project.

Students	**20**
Staff	**3**
Alumni	**100**
Other	**20**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**1500**
General supplies and materials	**400**

Provide any additional budget explanation here.
$1500 3-year license; $400 printing/pens

18-012: Amplification for PWA

Applicant Information: Faculty Member

Department/unit associated with this application: CDDE

What are the objectives of this project?
1.Determine the effect of amplification on individuals with aphasia and auditory comprehension deficits 2.Determine the impact of mild, age-related hearing loss on language comprehension in PWA. 3. Determine differences in benefit of amplification based on aphasia sub-type. 4. Provide research opportunity and experience for CDDE students.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Aphasia is an acquired disorder that impacts the production and/or comprehension of language. Auditory speech comprehension deficits significantly affect social interactions, independence, and life participation. Similar to aphasia, auditory processing disorder affects the ability to understand speech in the absence of hearing loss. However, current literature suggests that amplifying auditory input may be beneficial for people with aphasia (PWA) with auditory processing deficits. There is currently no research available regarding how amplification might affect speech comprehension in PWA. The purpose of this study is to explore the impact of amplification for PWA with auditory comprehension deficits, but typical hearing. A total of 40 participants will be recruited from the Eardley Family Clinic and Fontbonne community (20 PWA and 20 neurologically normal controls). Analyses will include within subject and between subject differences on two listening tasks; discourse comprehension and direction following, with and without amplification. We predict that PWA will demonstrate increased comprehension with amplification. We also predict that effects of amplification will differ based on aphasia sub-type. We expect that PWA will exhibit greater increases in comprehension in comparison to the control group when provided amplification. Findings could provide key insights into revolutionary approaches to aphasia intervention, rehabilitative techniques, and compensatory strategies.

Why is your project important to the extended Fontbonne community?
This project will further Fontbonne's reputation of leadership in the area of speech and hearing sciences. The inter-professional approach (Audiology and Speech Pathology) of this study also highlight one of the many strengths of the CDDE program at Fontbonne that differentiate us from other programs in the area. Findings from this research could benefit the aphasia community at Fontbonne and mid-west region. This project will also provide Fontbonne students with research opportunities and participation in professional conference presentations.

Identify specific activities that will be performed as part of this project.
This project is an empirical research study that includes participant recruiting and testing, data analysis, manuscript writing, and professional presentation.

Identify specific expected outcomes from this project.

1. Determine if amplification is beneficial to PWA. 2. Students will gain research experience through collaboration with faculty. 3. Result will be presented at professional conferences which will increase Fontbonne's visibility and recognition locally and nationally.

Identify specific evaluation indicators to be used to measure results.
1.Revised Token Test (RTT) is a sensitive quantitative and descriptive test battery for determining auditory processing inefficiencies associated with aphasia, brain damage and other particular language and learning disabilities. 2. Discourse Comprehension Test (DCT) is a systematic and sensitive assessment for individuals with brain damage that assesses comprehension and retention of stated and implied main ideas and details. 3. Audiological testing to rule out hearing loss and establish hearing function.

Project end date: 06/01/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**3**
Students	**3**
Staff	**1**
Other	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**2500**
General supplies and materials	**700**
Travel	**1000**
Other*	**800**
Total FCC request	**5000**

* Any items categorized above as "other" must be further defined here. Be specific.
participants (40) will be compensated for their time with 20 dollar gift cards

18-013: Automatic External Defibrillator for FBU

Applicant Information: **Staff Member**

Department/unit associated with this application: Student Affairs

What are the objectives of this project?
To purchase an Automatic External Defibrillator to be placed in the Campus Nurse office, including supplies. The funds will also be used to train select members of the university in Cardio Pulmonary Resuscitation and the use of the Automatic External Defibrillator.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
The campus nurse is requesting funding to begin an emergency response program purchasing an Automatic External Defibrillator (for the rest of this proposal, the Automatic External Defibrillator will be referred to as an AED) including supplies and training. An AED is a portable defibrillator that will deliver an electrical shock in effort to revive a person that has suffered a sudden cardiac arrest event. The devise is easy to use, in conjunction with Cardio Pulmonary Resuscitation (for the rest of this proposal Cardio Pulmonary Resuscitation will be referred to as CPR) delivering an electrical shock to the victim after the machine detects a life-threatening ventricular heart rhythm. The AED will be stored in the campus nurse office allowing the nurse to carry the AED to all campus emergencies. The purchase of this AED will be approved and cleared for marketing by the Food and Drug Association. In addition to the purchase of the AED, the campus nurse will sponsor basic life support training in the use of the AED in conjunction with CPR training through a nationally recognized agency such as the American Heart Association. Currently there are no funds available in the campus nurse budget for the purchase of an AED and related training of lay persons on the use of the machine as well directions on how to respond to campus emergencies as first responders. The campus nurse will provide information to members of the Fontbonne community regarding access, use and training needed in order to be qualified to use the AED. The campus nurse will also provide information regarding the placement of the AED to local Emergency Medical Responders surrounding the Fontbonne campus. Our plan will be to purchase the AED as soon as funds are made available.
One of the responsibilities of the campus nurse is to respond to all emergency incidents on campus while on duty at Fontbonne University. The AED will be part of the supplies used and taken with the nurse to the scene of an emergency. Currently there are three AED's on campus; two are located in the athletics department (one always remains in the athletic trainer's room, one accompanies the sport's team during away games) and one AED is located in the security shack. The AED housed in the security shack is maintained by the Public Safety staff.
Survival odds of those who are experiencing a cardiac event have dramatically increased thanks to medical advances in life saving technology including the use of the AED. The average response time of the Clayton Emergency Medical System to Fontbonne University, after the system has been activated, is 7 to 10 minutes, according to Larry Vertrees, Director of Fontbonne's Public Safety.
The longest response time documented is 20 minutes for EMS to arrive on campus. It is critical to begin lifesaving efforts by trained first responders on campus, who can initiate CPR and the

possible use of the AED. There is a 4 minute window from the time of the cardiac arrest begins in the victim, to when the brain cells start to die from lack of oxygen. The life threatening heart rhythm will not allow the heart to pump effectively. The purchase of an AED will allow the staff to start life-saving actions before local professional emergency responders arrive on campus.

Why is your project important to the extended Fontbonne community?
Approximately 90% of cardiac arrests in schools occurred among adults, supporting the assertion that a school-based CPR and AED program would benefit faculty, staff as well as visitors to the campus. Due to their age, this population is at great risk for cardiac arrest as well as students attending the university. Although some cardiac arrest occurs during athletic events or school performances, cardiac arrest also occurs in the classroom, school hallways and parking lots.

Identify specific activities that will be performed as part of this project.
• Purchase of the AED and supplies including scissors, gloves, CPR mouth shields, razor

Identify specific expected outcomes from this project.
• Early 9-1-1 access – get emergency responders to the scene as quickly as possible

Identify specific evaluation indicators to be used to measure results.
• Our goals will be that the machine will never be used, however if the machine is utilized first responders will respond within one to two minutes to the scene. The AED will restore the victim's heart rhythm, who will then be transported to the nearest hospital, alive.

Project end date: 07/01/2019

Provide the number of individuals in each category directly involved in conducting this project.

Staff   **1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**950**
General supplies and materials	**351**
Equipment	**1700**
Travel	**0**
Catering	**0**
Total FCC request	**3001**

18-014: Training for Inclusion, Diversity and Equity (TIDE)

Applicant Information: **Faculty Member**

Department/unit associated with this application: College of Education & Allied Health Professions

What are the objectives of this project?
• Establish a college-wide committee, to examine current faculty, staff and student knowledge related to: addressing diversity resistance, examining assumptions, impact of identity terms, microaggressions, and bias in decision making.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This project will establish a college-wide committee tasked with initiation and implementation of a comprehensive program for faculty and staff development to promote inclusive excellence. This project was developed following conversations about our need as a college to grow in this area. As indicated in the project objectives above, our aim is to examine our current practices and knowledge in the areas of diversity and bias, develop and implement a tiered approach to professional development in theses areas, and summarize our findings in a document which can be used to develop programs to include our students and by other divisions in the university as appropriate.

Why is your project important to the extended Fontbonne community?
This project meets information included in the university strategic plan. There have also been many conversations across divisions about issues of equality and justice. This project attempts to identify more tangible activities for us to improve in these areas. It is also meant to develop a reproducable process for others to use if they wish.

Identify specific activities that will be performed as part of this project.
1. Establish a committee to catalog existing practices and resources. 2. Develop a tiered approach to professional development which ranges from intensive full-immersion retreats to syllabi review, college book studies or peer mentoring. 3. Developing a guide including action steps to scale up the project in future years and expand it to include students.

Identify specific expected outcomes from this project.
It is anticipated that all faculty and staff will have participated in at least one of the designated activities during the project and that the guide mentioned above will have been completed.

Identify specific evaluation indicators to be used to measure results.
1. Number of activities identified and developed. 2. Attendance records from various activities.

Project end date: 07/10/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**21**
Students	**0**
Staff	**10**
Alumni	**5**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**5000**
General supplies and materials	**800**
Catering	**100**
Other*	**2500**
Total FCC request	**8400**

* Any items categorized above as "other" must be further defined here. Be specific.
Fees for online training modules

Provide any additional budget explanation here.
Professional fees include intensive diversity training for slected key leaders of the initiative.

18-015: Your 'Presence' is our present: Student Engagement Tracking Software

Applicant Information: **Staff Member**

Department/unit associated with this application: Division of Student Affairs

What are the objectives of this project?
Increase student engagement on campus and streamline student activities processes for greater participation in campus events.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This request is for the purchase of a three year contract with a software company called Presence Presence is a web-based software program that supports student participation and engagement in campus events and activities. There are four components of the software: Event Management, Event Tracking, Assessment, and Student Engagement. This software allows us to better track and assess student involvement on campus both collectively by student groups or demographics as well as by individual student participation. Additionally, there are opportunities to expand how we use this software in other capacities such as student participation in academic programs such as the Janus Seminars as well as community service hour tracking. Collecting this type of information directly supports the campus engagement initiatives in the strategic plan as well as the current retention plan for the institution. Knowing which students are connected with which campus events and activities allows for us to identify gaps in the types of events and programs we are offering as well as identify at-risk students who are not engaged with the various activities we offer.
Another benefit of this software program is that it allows us to streamline the processes that we utilize for student organization management such as event registration, calendar entries, and organizational websites. This will help significantly with the marketing and participation in not only student organization run events, but involvement in these student organizations as a whole. In looking at this type of software, four other vendors have been researched and all have cost more money with fewer features.
Presence"is a new company that started in 2012, so by buying into a 3-year contract, we are able to capitalize on a lower price as they continue to establish themselves as a company

Why is your project important to the extended Fontbonne community?
By tracking student engagement, we are better able to assess our campus events and activities, therefore allowing us to host better events for the entire community and beyond in the future.

Identify specific activities that will be performed as part of this project.
Upon receipt of this FCC grant, we will be able to purchase a three year contract for the Presence software, which includes all set-up costs, maintenance, and updates that occur throughout that time.

Identify specific expected outcomes from this project.

Increased campus engagement and leadership, understand and improve retention, learn and elevate with insightful assessment, save resources and simplify processes

Identify specific evaluation indicators to be used to measure results.
Throughout the duration of the contract with the software, we will be able to track usage from both an organization and individual
perspective. We also be able to track effectiveness through evaluation of software administrators.

Project end date: 12/31/2018

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**2**
Students	**35**
Staff	**6**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**20000**

Provide any additional budget explanation here.
The $20,000 will support the full three year contract including the set-up fee, as well as ongoing maintenance and updates.

18-016: Fontbonne and the Ryan Family: A Marriage Made in Heaven?

Applicant Information: Faculty Member

Department/unit associated with this application: Academic Affairs

What are the objectives of this project?
The principal objective is to secure for the first time in university history both a definitive, sourced and documented record of the Ryan Family's relationship to Fontbonne College and to provide to the university's Archives a definitive "finding aid" to these sources for the benefit of future researchers.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
OVERVIEW:
For a campus with as many connections to the Ryan Family as it has, it is shocking so little is known of the brother and sister, John D. and Agnes, who played a tremendous role in shaping the earliest years of the institution. Sister Agnes first imagined and then oversaw the creation of Fontbonne College. John, a wealthy industrialist, was the principal financier of the campus' buildings. Yet, today, the memory of John Ryan has been largely, and inexplicably, erased from the history of Fontbonne. Few on our campus today know Ryan Hall is named after this American industrialist from the 1910s and 1920s. Equally troubling, few have no idea who Agnes is or why she came up with the idea to build a college for women.
How did Fontbonne come to forget about the Ryan family - particularly forgetting about John, but also (surprisingly) forgetting about Agnes, our foundress? The reason, I suggest, is fairly simple. Their memory has been lost because no one thought to remember them.
The university has no records whatsoever on these two individuals. The campus has no material evidence of their respective roles in shaping the institution. This is a real tragedy, because, quite simply, without John and Agnes, there would be no Fontbonne. Their role in our university was a marriage made in heaven.
This FCC project aims to fix this lacuna, this gap, in our institutional records and in our memory of their work on behalf of our university.
This FCC project aims (1) to identify all of the relevant documents and records for the lives of these two individuals insofar as they intersected with Fontbonne, (2) to create a "finding aid" for the university's archives, which is a dossier of this research for the benefit of future scholars, (3) to develop a multi-media presentation about this research for the Fontbonne community in anticipation of and during its Centennial Celebration, (4) to publish the same material in a scholarly article, and (5) to add the material to a "coffee table" style book for distribution to donors to the Centennial Campaign.
FURTHER DETAILS:
Only a couple months ago, records that document significant financial contributions of John D. Ryan to the College (no less than $1.04 million) were discovered. He donated funds both during his sister's lifetime and afterwards, especially after the university began operations. Moreover, I have discovered in these documents further evidence linking this financial support to the CSJs' decision in 1925 to rename Administration Hall on Fontbonne's campus to Ryan Hall.

As exciting as the discovery of these records is, several further mysteries remain. FIRST, why did the CSJs, as best that anyone can tell, expunge the memory of John D. Ryan from the campus by the mid- to late-1930s? It has been suggested to me that this was due to his nefarious involvement in the stock market crash of October 1929. But is that true? Documentation of this claim would need to be identified in records both of the Securities and Exchange Commission. and in the Motherhouse Archives to determine what, exactly, was his role in that event and whether or not that event had an impact on the CSJs' willingness to continue to remember him. It is possible his memory was not expunged at all, but that he was simply "forgotten" by the new CSJ leadership that emerged in the years after John's death in 1933.

SECOND, what was the nature of John's relationship with Agnes? We have the letters that he wrote to Agnes' successor, but the letters he wrote to his sister were not retained in the CSJ Motherhouse Archives. But we know he corresponded with his sister and that they reconnected with one another regularly during family get-togethers back in Houghton, Michigan, each summer. Where are the records that document their correspondence and their relationship? Most likely, they are to be found in the Ryan Family's own records maintained by John's descendants in New York City. Also, since John used his staff secretaries to record some letters, copies of their

maintained by John's descendants in New York City. Also, since John used his staff secretaries to record some letters, copies of their correspondence may be found in the Anaconda Copper Mining Company records, which are located today in the Montana Historical Society in Helena, Montana.

THIRD, what led Agnes to want to build a college for women? What led her to consider doing this? What inspired her? She seemed to have enjoyed substantial support from Archbishop Glennon, so what was the substance of their relationship in devising plans for a college for Catholic women in St. Louis? What did the archbishop hope to see Fontbonne become? The record of their correspondence should be located in the St. Louis Archdiocesan Archives. Also, Agnes' travel logs will need to be examined in order to identify the date and extent of her visits to other, recently-founded colleges for women, either by CSJs or by other religious orders. Again, these records should be found in the CSJ Motherhouse Archives.

In sum, only slow, painstaking, archival research at multiple sites around the United States (in Missouri, Montana, Michigan and New York) will be able both to resolve these remaining mysteries and to prepare a complete, sourced and documented record of their activities on behalf of Fontbonne. The university's historical records are surprisingly incomplete about this era of its history, and it is high time that this lacuna is fixed.

RESEARCH SITES (archives and libraries) to be visited:
1. CSJ's St. Louis Provincial Archives (St. Louis, MO)
2. CSJ Congregation Archives (Sunset Hills, MO)
3. Archdiocesan Archives in (Webster Groves, MO)
4. Montana Historical Society (Helena, MT) – location of the records of the Anaconda Copper Minining Company, including the correspondence of John D. Ryan and its other chief executives.
5. Missouri Historical Society Library (St. Louis)
6. Houghton Public Library (Houghton, MI)
7. Ryan Family private records (New York, NY)

Why is your project important to the extended Fontbonne community?

The project is important to the extended community, because it fills a significant gap in the university's records of its earliest history, the years 1907-1933, during which time Agnes or John Ryan had a significant role in shaping the university's development. Filling this gap is critical as the university approaches its centennial. Increasing numbers of our alumni, friends and benefactors will appreciate the university's attention to understanding its past, particularly as that past serves as a partial guide in identifying healthy directions for the its future. Furthermore, the project's recovery of these records will renew awareness of and reflection upon the mission and identity of the institution, particularly the legacy of its Catholic and CSJ heritage.

Identify specific activities that will be performed as part of this project.
There are five specific activities that will be performed. (1) Conduct research visits to at least four major archives that contain records on Agnes and/or John D. Ryan; (2) visit non-circulating libraries in Missouri, Montana, New York and Michigan that contain further records on Agnes and John Ryan; (3) initiate contact with descendants of John Ryan for access to family records; (4) prepare multi-media presentation for the campus community and the university's alumni and friends in anticipation of its centennial celebration; (5) publish an essay on the Ryan Family's relationship to Fontbonne in a relevant journal.

Identify specific expected outcomes from this project.
The project will create, for the first time, a definitive, documented and properly-sourced publication on the lives of the university's foundress and its principal financier, the sister-brother duo, Agnes and John D. Ryan. This publication will close a gap in the university's records by providing to the university's archives a first-ever "finding aid" to the relevant records of these two individuals.

Identify specific evaluation indicators to be used to measure results.
The project may be evaluated on the basis of the completion or not of (1) a multi-media presentation on the lives of John and Agnes Ryan in support of the university's centennial celebration; (2) production of an authoritative "finding aid" for inclusion in the university's archives; and (3) preparation of an article for publication in an academic journal on the research.

Project end date: 06/15/2019

Provide the number of individuals in each category directly involved in conducting this project.
    Faculty   **1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)
        Professional fees/services   **5000**
        General supplies and materials   **250**
        Travel   **3250**
        Total FCC request   **8500**

Provide any additional budget explanation here.

(1) $5,000 in Professional fees/services will provide a stipend for 8-10 weeks anticipated work time in archives and libraries and in production of the "finding aid" for the University Archives, of the multi-media presentation, and of an article for publication; (2) $250 for supplies is for purchase of books, photocopy fees at archives and ILL fees for project materials - all resources will be donated to the Fontbonne Library and Archives upon completion of the project; (3) $3,250 for travel covers (a) two weeks research time at Montana Historical Society archives, which will be the largest collection of material, (b) one week research time split between archives in New York City where John Ryan moved his personal records after leaving Montana in 1931 and in Albany's diocesan archives where Agnes joined the CSJs and worked on education-related projects, and (c) 3 days in Houghton, Michigan, the Ryan Family hometown, for document collection at their public library.

18-017: Healthy Food for Families at Cardinal Glennon Pediatrics

Applicant Information: Faculty Member

Department/unit associated with this application: Family & Consumer Sciences

What are the objectives of this project?
Overall goal/objective: Increase the nutritional health of patients and families served at a pediatric medical office. Objectives for Participants: a.Provide fruit and vegetable samples, accompanied by education and materials, to at least 120 families during Thursday rotations b. Provide four Saturday group education sessions that include a lesson, food demonstration, and take-home bag of groceries for at least 16 families c.Families will report increased confidence in purchasing and preparing healthy foods at home Objectives for FCS Graduate Students: a.Students will report increased confidence in planning and executing education to a specific target population b.Students will effectively design, implement and evaluate presentations to a target audience c.Students will develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
SSM Cardinal Glennon Pediatrics is an outpatient medical office located on the SSM DePaul Health Center campus in Bridgeton, St. Louis County. Approximately 70 percent of the clientele served receives Medicaid benefits. Beginning in school year 2015 – 16, Dena French established a partnership with this office that would allow FCS graduate students enrolled in the ISPP (dietetic internship) track to provide nutrition education and counseling services to pediatric patients and their families. The interns rotate to the site in groups of three throughout the school year, and Dena French personally supervises and oversees them onsite. Each group of interns completes four full work days on Thursdays, and one half-day on a Saturday as part of their rotation. Thursdays are spent seeing patients in individual one-on-one sessions, and the Saturday session is a group visit with multiple families who sign up to attend. Interns spend their rotation planning for the Saturday session, which typically includes an interactive educational presentation/workshop and followed by a food demonstration and samples of the prepared recipe.
While the program has been highly successful over the past three years, there is currently no budget available to expand further. Monies requested through this grant will allow us to enhance our program by engaging more families in an informal manner. The grant will also enable us to provide the recommended foods to families, which may be of value from both an educational and financial standpoint. From a health related perspective, providing participants with the tools needed to prepare the foods at home should increase their self-efficacy or confidence, which, according to the Health Belief Model, may increase their likelihood of repeating the behavior (Champion & Skinner, 2008). In this case, the hope is that families will continue to purchase, prepare, and serve healthy foods at home.
From an institutional and programmatic standpoint, the students' educational experience will be enhanced by incorporating additional opportunities to practice educating patients and families while serving a population in need. An additional benefit will be to expand public knowledge of

Fontbonne University and FCS programs, as we will include our logo on educational handouts, group visit fliers, and the reusable grocery bags used to provide food to participants at the Saturday sessions.

References

Champion, V. & Skinner, C.S. (2008). The Health Belief Model. In Glanz, K., Rimer, B., & Viswanath, K., (Eds). Health behavior and health education. San Francisco, CA: Jossey-Bass.

Why is your project important to the extended Fontbonne community?

This project will allow us to reach up to 40 families per week, compared to the average of 3 – 6 we currently see for individual counseling sessions. As previously mentioned, the population served by this office demonstrates a socioeconomic need based on their qualification for Medicaid benefits. Self-efficacy to prepare the recommended foods at home should increase as a result of the combination of education, food sampling, and by providing the specific foods for participants to take home, thereby enhancing the health of the participants.

Identify specific activities that will be performed as part of this project.

1. Taste Test Thursdays: produce samples and giveaways in the waiting room, accompanied by brief education and printed materials. We will partner with a local farm or grocery store to obtain bulk pricing on in-season fruits and vegetables. Produce will be washed and cut into sample size pieces onsite, and offered to patients and their accompanying caregivers while waiting to see their provider.   Students will provide the samples along with brief education and materials specific to the fruit or vegetable being sampled. A limited number of full pieces of the produce will also be given out, so that families have the opportunity to try them at home. Taste Test Thursdays will occur at least eight times throughout the year. 2. Saturday group sessions: Group sessions will engage families in a small group setting and provide interactive and hands-on learning to increase knowledge and skills for a healthy lifestyle. Families will make an appointment ahead of time to attend the session. Following an individual session with their provider, families will meet in the waiting room for the education piece, which we will provide. Potential topics include smart grocery shopping strategies, adding fruits and vegetables to meals, and fueling the body for physical activity. Each session will conclude with a food demonstration that supplements the lesson. Participants will be offered samples of the recipe, and be given a bag of groceries to recreate the recipe at home. Saturday sessions will occur four times throughout the year.

Identify specific expected outcomes from this project.

Outcomes for Participants: a.100 percent of participants will score at least an 80 percent on the post-session quizzes (running total of all four Saturday session quizzes) b.80 percent of participants who respond to the survey will report that they prepared the demo recipe at home (Saturday session follow up email survey) c.80 percent of participants will report that their confidence to prepare healthy foods increased as a result of the session (Saturday session closing survey) d. 80 percent of Taste Test Thursday participants will indicate they are likely, or very likely to serve the sampled food at home (short survey given after education and tasting) e.80 percent of Taste Test Thursday participants will indicate they learned something helpful through the education and sampling (short survey given after education and tasting) Outcomes for FCS Graduate Students: a.90 percent of students will report an increase in their confidence in

planning and executing education to a specific target population (post-rotation survey) b.100 percent of students will receive at least a competent rating for their ability to effectively design, implement and evaluate presentations to a target audience (rotation evaluation form) c.100 percent of students will receive at least a competent rating for their ability to develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience (rotation evaluation form)

Identify specific evaluation indicators to be used to measure results.
a. At least 120 families are reached through at least eight Taste Test Thursdays b. At least 16 families are reached through at least four Saturday group education sessions c. At least 12 graduate students will participate in executing the program

Project end date: 05/31/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**12**
Staff	**0**
Alumni	**1**
Other	**0**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**0**
General supplies and materials	**100**
Equipment	**0**
Travel	**350**
Catering	**0**
Other*	**350**
Other*	**100**
Other*	**400**
Total FCC request	**1300**

* Any items categorized above as "other" must be further defined here. Be specific.
*Taste Test Thursday samples and whole fruit/vegetable giveaways X 8 (will partner with local farm as possible to obtain in-season goods): $350.00 *Food for Saturday group visit demos and samples X4: $100 *Groceries for Saturday group visit participants to take home. Average of 10 families, X4: $400

18-018: Mixing It Up: New Technology at Taylor Library

Applicant Information: Staff Member

Department/unit associated with this application: Taylor Library

What are the objectives of this project?
Transformative education lies at the heart of our mission here at Fontbonne. For education to be truly transformative, however, it must continually challenge how we think about our daily work, our communities, and ourselves. Positive experiences with new technologies can help us do that. Later this year, Taylor Library and the campus Center for Educational and Emerging Technology (CEET) are joining forces to develop a future-ready space that will include a variety of new technologies and experiences to enhance teaching and learning and promote Fontbonne's role as an educational leader in the wider community. As we begin to work together to imagine what that collaboration might look like, we find ourselves returning to the core documents that provide a blueprint for our shared mission and goals. The Organizing Vision that anchors the 2016 Strategic Plan stands out in particular, where it states: "We are committed to innovation in our offerings and to remaining nimble in the face of changing student and community needs. Fontbonne prepares excellent citizens who are capable of adapting to the ever-changing world and are committed to serving their communities." Our primary objective with this proposal is to fund new ways to better prepare students for this ever-changing world, specifically through the introduction of new reality technologies that that will be available here in the library for individual, small-group, and classroom use.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
In a nutshell, we want to purchase the hardware, software, and related tools required to introduce the campus community to new reality technologies, including at least two permanent stations housed in the CEET space on the second floor and one set of Google Cardboard for individual checkout or classroom use. We've visited other institutions and attended workshops and presentations and found the reality hardware has a straightforward setup and minimal learning curve. We just need the vision and means to get started.
Some Background:
Computer-mediated reality, which encompasses augmented, virtual, and mixed-reality technologies, changes our view of reality in some way – by enhancing, replacing, or even diminishing what's around us. Early applications were largely in the gaming and entertainment industries, but the possibilities have expanded rapidly to transform other fields as well. I especially like this site, which offers an accessible overview of some of the applications and possibilities of reality technologies in different areas:
http://www.realitytechnologies.com/applications. The list includes fifteen categories and offers a brief overview of the ways new applications are changing the landscape in fields like communications, marketing, healthcare, and therapy. In the last area, for instance, the immersive capabilities of reality technology are being used to treat phobias, anxiety disorders, post-traumatic stress, and even autism through simulation, desensitization, and collaboration.
These are the kinds of applications that Fontbonne students will be encountering in the work world after graduation. The open-market kind of play experience that we're hoping to offer here

at the library will give them a chance to get comfortable with existing technologies and become flexible and adaptable graduates who will take a 'Let's try it and see what happens' attitude into the changing world to best serve their chosen communities.

Research consistently demonstrates that working with new and unfamiliar technologies supports many of our learning and development goals here at Fontbonne. Working with reality technologies in particular supports the development of programming skills, logic, problemsolving, and creative thinking. Positive experiences with new technologies in general can raise interest and spark motivation, demonstrate the importance of collaboration and shared learning, inspire creativity and intellectual curiosity, promote the benefits of innovative learning tools, and foster an immersive and collaborative learning environment.

Why is your project important to the extended Fontbonne community?

My primary focus has been on students, because they're at the center of so much of what we do here. But it's my real hope that we will all benefit from this project – that it will help each of us to embrace (again) the value of being open to new ideas and trying new things. I'm hoping it will promote a larger dialogue on campus and deepen our discussion of the boundaries of awareness and experience, just in time for our Dedicated Semester on 2020 Vision: Image, Perception, and Ways of Seeing. I'm hoping that word will get out and people will nod their heads and be reminded of all the other great things that are happening at Fontbonne and think, 'Oh, of course. That makes sense – they're doing all kinds of interesting things over there.'

Identify specific activities that will be performed as part of this project.

The permanent headsets and computers will be housed in the CEET and available for public use on a first-come-first-served basis. Faculty will be able to reserve them for class use as well. We imagine they might use them to allow students to explore 3-D figures in a whole new kind of science laboratory (virtual dissection, anyone?), to tour key historical sites to supplement a history lesson (Stonehenge? Ancient Greece? The Great Pyramids?), or to experiment with interactive software that allows them to visualize and create models (e.g., transforming two-dimensional objects into three-dimensional shapes). The portable Google Cardboard units will be available for classroom use as a set or for individual checkout. I've developed a tentative proposal for a first-year Janus seminar that will introduce new students to the evolving technologies and encourage them to explore ideas for use in their particular disciplines. (The Janus seminars, taught each fall by faculty and staff from across campus, are a required series of elective discussions and workshops linked to the first-year Mission Core experience.) Jo Ann Mattson and I are also hoping to teach a class on alternative computer realities for the 2020 Dedicated Semester. We hope the new technology will inspire additional activities that we can't yet imagine and that will be determined by the configuration of the new space and the actual demand for the equipment. We also hope the project will inspire deeper collaboration with other groups across campus, including the Center for Excellence in Teaching and Learning.

Identify specific expected outcomes from this project.

It's difficult to quantify or even imagine specific outcomes with something so unprecedented and different from our other initiatives here at the library. But supporting transformative education and preparing students to be global citizens lie at the heart of our mission here, and we believe opportunities like this one are an essential part of the way forward.

Identify specific evaluation indicators to be used to measure results.
This is a collaborative project with the Center for Educational and Emerging Technology, which will largely oversee the day-to-day administration of the equipment. We'll use both quantitative and qualitative means to measure the success of this initiative. A simple spreadsheet will allow us to track actual use by students, faculty, and guests, which we hope will grow over the course of the year through targeted campus promotions, encouragement from faculty staff, and word of mouth. We'll balance this with one-on-one conversations and brief follow-up surveys that will allow individuals to reflect and comment on their experience.

Project end date: 06/30/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**3**
Staff	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**0**
General supplies and Materials	**1000**
Equipment	**6000**
Travel	**0**
Catering	**0**
Total FCC request	**7000**

18-019: Teaching and Learning in the Third Dimension

Applicant Information: Faculty Member

Department/unit associated with this application: Education / Special Education Department

What are the objectives of this project?
To provide Fontbonne teacher candidates a chance to use tactile technology when planning and teaching lessons.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This project puts 3D pens in the hands of both Fontbonne pre-service teachers and the students with whom they interact during practicum courses. With 3D pens pre-service teachers will learn to create highly engaging lessons. For example, students who struggle with reading can use the pens to learn letter combinations by building letters or word parts, creating tactile friendly sight words, or even creating scenes from stories they are reading to help with comprehension. However, these pens would not be limited to just reading lessons. Using multi-sensory approaches to learning is supported by research (Essays, UK, 2017; Shams & Seitz, 2008). Research shows that when students can create their own three dimensional models of what they are learning about, they are more likely to retain the information. (Jones, 2014). These pens allow for tactile learning. When students are allowed to use tactile learning, they can more easily see how to make connections. This is especially useful for students with learning disabilities. (How tactile technology can help those with learning disabilities, 2017).
Because using a 3D pen is nearly as simple as using an ink pen, the impact of having these easily accessible allows teacher candidates to teach otherwise abstract concepts using a tangible medium. Students in our partner school districts will be able to touch, explore, and create important components of lessons. The impact on our teacher candidates' experiences at Fontbonne will be significant because if they could use a 3D pen in a lesson they have designed, they would be learning some of the best ways to incorporate authentic uses of technology. Also, the K-12 students they work with will likely become highly engaged in their lessons, thus generating a positive experience for both the teacher candidate and his/her students.
Another significant impact is that Fontbonne teacher candidates will gain knowledge about using this type of tactile technology that will help to distinguish them from other candidates competing for the same jobs. This simple addition to our curriculum will allow instructors to easily incorporate another element of technology use in their classes, strengthening the Education / Special Education department's accreditation.
These pens can be used for any content area and age group. For example, elementary pre-service teachers can design tactile lessons in reading. Middle school math teachers can help students connect with the characteristics of different geometric shapes. High school secondary science candidates can easily engage students when they plan a lesson, which includes the students creating molecular structures.
3D pens have been a solution for school districts who want to introduce 3D printing into their classrooms, but cannot afford the bulky and expensive machines. Schools are beginning to turn to this mode of teaching ("How tactile technology can help those with learning

disabilities," 2017). With this funding, we could put our teacher candidates at the forefront of the push for more technology and innovative curriculum in classrooms.

Incorporating technology in lessons is required by the Department of Secondary and Elementary Education (DESE). Having 3D pens available for our students is just one way to meet this technology requirement. The pens will be available to all Education/Special Education students throughout their programs of study. They would be able access them through their professors who would check them out from our department. Because we plan to purchase a set of 25 pens, faculty members can check out the set knowing that each of their students will be able to use a 3D pen during a class period.

3D pens cost less than most textbooks. One suitable 3D pen and cost $47.89. We would like to purchase 25 pens and 20 packets (Each packet contains 320 feet of filament.) of multicolored, filament at $13.88 each. Since the filaments are so affordable, it will be easy to replace the them once the initial stock is depleted.

A side benefit to this funding is that Education / Special Education Departmental faculty could conduct research to measure the impact of using 3D pens on student learning. The literature on using 3D pens in education is widely limited to anecdotal data and theory based on brain science. If we have the pens, we could create a research design that would systematically measure the effectiveness of tactile learning. We could also offer demonstrations to faculty members outside of the Education / Special Education department to show how these pens might meet their instructional needs.

If interested, here is a short video demonstrating just one way students can learn with 3D pens. https://www.youtube.com/watch?v=-ufq20E9VuQ (You will need to copy and paste this URL into your browser.)

Works Cited

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Jones, S. (2014). Amazing Technology - Use of 3D pen in classrooms. Retrieved from Ed Tech Review: http://edtechreview.in/trendsinsights/ trends/1313-amazing-technology-use-of-3d-pen-in-classrooms

Shams, L., & Seitz, A. (2008). Benefits of multisensory learning. Trends in Cognitive Science, pp. 411-417.

Why is your project important to the extended Fontbonne community?
This project is important to our extended Fontbonne community because it opens up an innovative and accessible approach for instruction. Other departments may see the usefulness of these 3D pens when we hold demonstrations across campus.

Identify specific activities that will be performed as part of this project.
Education / Special Education (EDSE) faculty will learn how to use the 3D pens for instructional purposes. EDSE faculty will incorporate the use of these pens in their curriculum. Pre-service teachers will learn to incorporate their use in lesson designs and academic applications, as well as the impact of tactile learning.

Identify specific expected outcomes from this project.
One expected outcome is to help our teacher candidates be more comfortable using tactile technology to help students learn. We expect that the use of these pens during practicum course lessons will help to enhance positive experiences for both the pre-service teachers and their young students. Another outcome will be that more faculty will use the pens in their own curriculum and lesson planning.

Identify specific evaluation indicators to be used to measure results.
We will measure the number of times the 3D Pens are checked out and used in classrooms. We will ask faculty and students to log when, where, and how the pens are used and rate the impact on learning that using these 3D Pens has.

Project end date: 06/30/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty **10**
Students **122**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Equipment **1550**
Total FCC request **1550**

Provide any additional budget explanation here.
This would purchase 25 3D pens and 22 packages of multi-colored filament with 320 feet of filament in each package. This figure is rounded up to $1550 to accommodate for possible changes in pricing.

18-020: Fontbonne Immersion Project

Applicant Information: **Staff Member**

Department/unit associated with this application: Campus Ministry

What are the objectives of this project?
To immerse themselves into a different cultural context in a respectful and responsible way.
Sharing in a communal lifestyle of simplicity and service. • To raise awareness about social
injustices and the structures that perpetuate them and their possible participation in
them. • To move this awareness to an integrated, active part of participants' everyday lives.
Learning new skills, languages, and talents for the purpose of creating a more just and loving
world. • To encourage critical reflection on issues of faith, privilege, and justice and
spiritual examination as they relate to the context of service in a way that fosters further
application in other areas of their lives.

Describe your project and anticipated impact/results. Cover the following points: who, what,
where, when and why.
The Gulu Immersion Project from July/ August 2017 was a great success. Campus Ministry
would like to expand the international immersion trips potentially to a spring break opportunity
as well as a summer opportunity. With possible sites in two of the following countries: Haiti,
Nicaragua, Belize, Bahamas, and Jamaica. The project is neither a typical service trip nor simply
tourism; it will challenge students to consider how to act in true solidarity with those who are
unlike themselves while remaining true to their own identities at home. Students will come to
learn rather than to teach, to ask questions rather than to deliver answers, and with time and
continued reflection, they will consider what they can do at home and abroad to promote equity
around the globe. This funding would help to supplement the cost of student& faculty/ staff trips
which range from $2000 - $3500 depending on the location and duration of the trip. The
proposed trips would take place March of 2019 and Summer of 2019.
The Fontbonne Immersion Project will be a yearlong program of engagement, service, and
reflection to form students in the reality of working for a more just society in the context of faith.
The program will include: pre-immersion preparation (cultural awareness, learning
about issues relevant to where students are traveling and how to be in solidarity with the people
students will serve), a 7 - 10 day trip in country, and post-immersion follow up that allows for
reflection, and critical engagement of the realities encountered brought back to the
local and university community.
All of these aspects help our students grow in many ways including embarking in international
travel, looking at justice issues in a more concrete way, cultural engagement, and broader ideas
of how to serve a world in need. These kinds of trips bear fruit long after the actual trip has
concluded to shape individuals to become global citizens.

Why is your project important to the extended Fontbonne community?
The Fontbonne Immersion Project aligns with the university's mission to pursue meaningfully
the common good, an idea that is increasingly difficult in a world that is often skeptical of others
and dismissive of alternative perspectives. Through ongoing learning, reflection, and action in
the Saint Louis community upon their return, the students will engage in a transformative

educational experience that will influence their respective faiths, their personal identities, and their professional orientations.

Identify specific activities that will be performed as part of this project.
Direct service work based on the community need, prayer & reflection, encounter visits with local communities, fellowship between participants & locals, cultural activities, exploring local wildlife habitats

Identify specific expected outcomes from this project.
Students engage in country with people of differ cultural contexts. • Engaging participants in a conversation about the social injustices that they have witnessed.

Identify specific evaluation indicators to be used to measure results.
Pre & Post Immersion Evaluations, one on one conversations and written reflections

Project end date: 07/26/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**2**
Students	**20**
Staff	**2**
Other	**10**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

General supplies and materials	**3000**
Travel	**3000**
Total FCC request	**6000**

18-021: Ling Speech Cards App for Teaching Speech to Children Who Are DHH

Applicant Information: **Faculty Member**

Department/unit associated with this application: Mathematics and Computer Science

What are the objectives of this project?
The goal of this project is three-fold: (1) the app will facilitate the use of Ling Speech Cards techniques to promote the development of specific speech sounds for children who are DHH. The app will increase the audience of listening and spoken language professionals, including educators, speech-language pathologists, audiologists, and researchers who will be able to access instructional strategies and activities associated with the Ling approach. (2) This project will promote and demonstrate interdisciplinary research at Fontbonne University. It requires collaboration among professors and students from the departments of Mathematics and Computer Science, the department of Communication Disorders and Deaf Education, and the department of Fine Arts. (3) The app project will promote interinstitutional collaborations (with John Tracy Clinic, in Los Angeles) and advance the reputation of Fontbonne University on the international level as this app will be used and recognized in the international Ling Consortium on which our Dr. Jenna Voss is currently serving.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
This app project will span Fall 2018, Spring 2019, and Summer 2019. Dr. Tian will recruit two computer science students and one fine arts student to work on an Android and iOS app. The app will provide the following proposed functions to the user:
1. The app will play the Ling six Sound Test, and the child who is DHH will listen to the sound using their personal hearing technology to identify the sound.
2. The app will provide an auditory representation for each speech sound, an animation of how the articulators form the sound in the mouth, and a video of a strategy for teaching the sound.
3. The app will provide a list of strategies for eliciting each speech sound from the child, including auditory, visual, and tactile strategies.
4. The app will provide data collection on each child's progress in producing each speech sound. Professionals will also be able to utilize the data collected by the app for their ongoing performance analysis including progress monitoring and academic research projects.
The app project planning, design, and production will include the following activities:
1. Project setup
2. Use-case scenarios
3. Wireframes
4. Visual Design
5. Development
6. Launch in iOS and Android app store
7. App Branding and Promotion
The impact of this project is three-fold: (1) facilitate the use of Ling Speech Cards techniques to promote the development of specific speech sounds for children who are DHH. (2) demonstrate interdisciplinary research at Fontbonne University as it requires collaboration among professors

and students from the departments of Mathematics and Computer Science, Communication Disorders and Deaf Education, and Fine Arts. (3) promote inter-institutional collaborations (with John Tracy Clinic, in Los Angeles) and advance the reputation of Fontbonne University on the international level as this app will be used and recognized by the international Ling Consortium.

Why is your project important to the extended Fontbonne community?
Funding for the development of the Ling Speech Cards app will not only benefit children who are deaf/hard of hearing, but also doctors, researchers, and faculties in the Fontbonne University Eardley Family Clinic for Speech, Language and Hearing, since they can use the app to easily collect data about their patients and conduct research based on the data. Fontbonne students, especially computer science and fine arts students, will gain real-world software development experience. It will advance the reputation of Fontbonne University on the international level as this app will be used and recognized by the international Ling Consortium.

Identify specific activities that will be performed as part of this project.
1. Hiring two computer science students from our mobile app lab and one student from the department of fine arts to design and develop an Android and iOS app for the LING Speech Cards under the guidance of Dr. Jenna Voss, Dr. Mary McGinnis, and Dr. Tian.

Identify specific expected outcomes from this project.
Ling Speech Cards Android app and iOS app.

Identify specific evaluation indicators to be used to measure results.
1. Presentation of research results at FCC annual meeting. 2. Presentation through the international Ling consortium. 3. Monthly-status report of the project by the three students and Dr. Guanyu Tian and Dr. Jenna Voss. 4. Surveys completed by the three students in May of 2019. The survey questions will evaluate their working experience.

Project end date: 06/28/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**2**
Students	**3**
Staff	**0**
Alumni	**0**
Other	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**9000**
General supplies and materials	**100**
Equipment	**900**
Travel	**0**

Catering	**0**
Total FCC request	**10000**

Provide any additional budget explanation here.

The $9000 professional fees/services will be paid to three students and two faculties

18-022: Data Mining of US F-1 Student Visa Receivers Using Practical Machine Learning Tools

Applicant Information: **Faculty Member**

Department/unit associated with this application: Math & Computer Science

What are the objectives of this project?
International Affairs: collects data and sends them to computer science department to extract information and analyze. Math & computer science department: Data science experts will apply machine learning and data mining toolboxes to analyze anonymous data collected by International Affairs in order to identify consulates that issue the most student visas. We will also identify emerging markets for recruitment purposes. Finally, we will work with local international populations and international companies to best identify prospective students.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
1. A large part of the Fontbonne University community is comprised of international students who hold a F1 student visas. Unfortunately, many admitted international students from Fontbonne University were denied visas in recent years. While this trend is certainly not specific to Fontbonne University, we have identified an opportunity to review data from US consulates in an effort to identify consular posts that approve most F-1 visas. The main goal of our project is to mine the dataset coming from US embassies, various student forums and agents in our top "feeder" countries (India, China, Vietnam) in order to identify the best consular offices to apply for visa. By doing so, we expect to see a higher approval rate for F-1 student visas.
2. Most Fontbonne University international students are coming from limited number of countries, including: India, China, Vietnam and Saudi Arabia. However, there are many countries that may have potential to send students to Fontbonne University. The second goal of our project is to identify emerging markets using practical machine learning toolboxes.
3. The third goal of our project is to identify prospective international students who are already in the USA. There are many potential students who are in the USA on employment visas (H1, J1). As machine learning offers very effective methods to collect, analyze, interpret and predict data, we will use this method to best identify and connect with prospective students.

Why is your project important to the extended Fontbonne community?
An increase in visa issuance rates will result in increased enrollment. This project will help to elevate the Fontbonne University name and recognition with consulates, agents and prospective students.

Identify specific activities that will be performed as part of this project.
The Department of Math and Computer Science and the Office of International Affairs will work with US Department of State in order to gather necessary data. The Office of International Affairs will communicate with overseas constituents (agents, alumni) in order to gather necessary data.

Identify specific expected outcomes from this project.

Decrease the number of visa rejection especially for sensitive countries like India, Nepal and Vietnam. Attract more international students – increase international student application pools.

Identify specific evaluation indicators to be used to measure results.
Machine learning toolboxes applied to analyze data. Forums and open source embassy data will be collected. Text mining toolboxes uses to analyze forums. Surveys will be collected and analyze by data mining toolboxes. Results will be visualized and interpreted. R, Python, MATLAB and SAS will be applied to develop codes and analyze data. Find the model of visa approve for different counties.

Project end date: 7/26/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Students	**3**
Staff	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**5000**
Total FCC request	**5000**

18-023: Providing hands-on experiences in theoretical computer science courses

Applicant Information: **Faculty Member**

Department/unit associated with this application: Math and Computer Science

What are the objectives of this project?
The goal is to purchase hardware for instruction in computer science courses.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
The department recently underwent an ABET accreditation exercise and one of the recommendations was to increase the students' hardware based experiences. The department offers several courses such as Fundamentals of Computer Science, Computer Architecture and Assembly, Telecommunications and Networking and Independent Study where ACM guidelines require students use, analyze and build computing devices for the betterment of society. Last year students developed portable weather stations, automatic plant watering and irrigation systems, tea makers and gesture-based authentication devices among others. Students had fun and active learning experiences in inventing, innovating and sharing their ideas. To provide these experiences the department has to purchase "Do it yourself (DIY)" electronic kits such as Arduinos, Raspberry Pis and Johnny-fives. Many components are one-time use only and accessories have wear and tear. Funding for this project is important to the Fontbonne community because it will provide our students with high-impact experiences they do not currently get in traditional reading material.

Why is your project important to the extended Fontbonne community?
The project is important to the Fontbonne community because it will provide our students with high-impact experiences they do not currently get in our traditional classroom environment. Smart hardware devices are expected to proliferate rapidly in a large number of home automation and assisted living environments. Our students need to be educated about the design and configuration of these systems so that better prepared and succeed in their professional careers.

Identify specific activities that will be performed as part of this project.
(1) Purchase equipment. (2) integration into the curriculum (3) use in class room instruction (4) student showcases in class projects and senior synthesis.

Identify specific expected outcomes from this project.
Increased student engagement and learning. Improved job marketability.

Identify specific evaluation indicators to be used to measure results.
Hardware inventions and undergraduate research articles by students benefiting from the equipment.

Project end date: 07/1/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty   **1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Equipment   **5000**

18-024: Screening of Documentary Film, "When I Stutter"

Applicant Information: **Faculty Member**

Department/unit associated with this application: Communication Disorders & Deaf Education

What are the objectives of this project?
1. To raise awareness of stuttering as a disorder; 2. To convey the psychological impact stuttering may have on those who stutter; 3. To share factual information about stuttering, including research on the nature of stuttering; and, 4. To engage participants in a discussion about stuttering following the film showing

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
The documentary film, "When I Stutter" is an award winning film depicting the experiences of a number of individuals who stutter from many walks of life. Factual information about stuttering is presented, along with the personal stories of those who appear in the film. John Gomez, the director/producer of the documentary is a speech-language pathologist (SLP) in Los Angeles, California and a film maker. His intention in producing this film is to educate the public about stuttering, the nature of the disorder, how it impacts those who stutter, and how each individual featured has come to live with the disorder. We propose to host a screening of the documentary on the Fontbonne University campus during the Fall semester of 2018. Following the showing, John Gomez and one of the individuals whose story is featured in the film will speak to the audience and respond to questions from the audience. For reviewers who are interested, the official film trailer may be accessed at: http://www.whenistutter.org/trailer-clips-media-epk.
The anticipated impact for both the Fontbonne community and those who attend from the St. Louis area is to educate others about stuttering and the ways in which it impacts people who stutter. Those who are unfamiliar with people who stutter often are unsure how to interact with them, typically due to their own discomfort with stuttering. Viewing the documentary and participating in the discussion afterward will act to reduce their discomfort and, hence, increase their willingness to engage with people who stutter.
We plan to involve the local chapter of The National Stuttering Association (NSA) in this project. They now have a connection to the university, having begun meeting once monthly at Fontbonne University in September of 2017. By involving the NSA members, we hope to forge a closer connection between the NSA and Fontbonne University. Through making the public at large aware of the film screening, we hope to have a positive impact on speech and language professionals, people who stutter of all ages, and other interested members of the community, and engage a diverse group of people in viewing the film and participating in a discussion session afterward.
John Gomez has made the offer to be available to speak to other interested groups on campus while he is in town. He is open to speaking with students and faculty in the Communication Disorders & Deaf Education Department, and, in addition, has offered to speak with students in the performing arts program about the process of creating and filming a documentary. Two of the individuals featured in the film and who frequently accompany John to film screenings are a

professor of speech-language pathology from the University of Akron and a professional actor from Los Angeles, both of whom stutter. The person who accompanies John has also offered to speak to students in the CDDE department and/or performing arts, respectively. This will involve more of the Fontbonne community in the project. Deanna Jent has indicated an interest in having someone speak with her students, and our department welcomes the opportunity to have working SlPs speak with our students.

Why is your project important to the extended Fontbonne community?
Fontbonne University values diversity and respect. Research has documented the fact that even SLPs, who are presumably trained in stuttering, report a significant level of discomfort in working with people who stutter. The film will educate them and provide a model to them of one way to educate people in their workplace, be it schools, clinics or hospitals, about stuttering. For those both in and outside of the field who attend the film screening, this project will promote an increased understanding of individuals who stutter, as well as provide for intellectual dialogue with several professionals from outside of the university who bring a variety of skills and perspectives to the university community.

Identify specific activities that will be performed as part of this project.
The documentary will be advertised on campus and across the St. Louis area. The screening will be held in the Lewis Room of the Library in the early evening on the screening date, to be followed by a question and answer and discussion period, led by the director/producer, John Gomez, and one of the individuals featured in the film. Both presenters will also speak at other venues in the university outside of the screening.

Identify specific expected outcomes from this project.
As indicated in the project objectives, we hope to increase understanding of stuttering among those who view the film, engaging them in a discussion with a panel comprised of the producer/director and one or two of the people featured in the film. We also expect that this will have a positive impact on those in the St. Louis area who live with stuttering, as participants in this project gain understanding about stuttering and in this way increase the likelihood of their engaging with people who stutter either socially or professionally.

Identify specific evaluation indicators to be used to measure results.
A short exit survey will be handed out and collected at the end of the film showing and discussion. Participants will be asked to provide feedback on the impact the film and discussion had on them. The data obtained from the surveys will be analyzed and presented in aggregate form in the final report to the FCC.

Project end date: 11/16/2018

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	2
Students	5
Staff	2
Alumni	4

Other   **4**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services	**1000**
General supplies and Materials	**0**
Equipment	**0**
Travel	**1000**
Catering	**0**
Other*	**0**
Other*	**0**
Other*	**0**
Total FCC request	**2000**

Provide any additional budget explanation here.
I have added $200 to the estimate for travel expenses, in the event that air fares increase prior to the projected date for the activity. I, as the primary applicant, will provide housing and meals for the presenters. They have agreed to be guests in my home during their stay in St. Louis. I am happy to provide this support toward the project.

18-025: Engaging and Challenging Cybersecurity and Computer Science Students at Fontbonne in Regional and Local Competitions and Hackathons

Applicant Information: **Faculty Member**

Department/unit associated with this application: Department of Mathematics and Computer Science

What are the objectives of this project?
1. Retain and challenge cybersecurity and computer science students at Fontbonne with regional and local hackathons and competitions; 2. Improve cybersecurity and computer science students' learning experiences at Fontbonne; 3. Train cybersecurity and computer science students to apply what they learned in Fontbonne classrooms to solve real-life computing problems.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
Fontbonne's cybersecurity undergraduate program has grown from 2 to 41 students since the program began in 2013. Recruiting qualified students needs to be accompanied by retaining them. One way to retain and challenge our students is to provide them with opportunities to attend cybersecurity competitions and participate on teams as part of the competition. When students participate in competitions they gain confidence and hands-on experiences in cybersecurity. They see the relevance of what they learn in the classroom.
We seek funds to permit teams of five students and one faculty member to participate in two competitions per semester; one local and one regional. Regional competitions may include the CANSec (Central Area Networking and Security Workshop) with a student cyberdefense competition and the JOLT Hackathon (a weekend-long cybersecurity-themed, capture the flag style competition). Local ones may include Hack the Arch and Global Hack. Funds are needed for registration, lodging, mileage, and meals.
Anticipated impacts/results:
1. Retain and challenge cybersecurity and computer science students with regional and local hackathons and competitions;
2. Improve Fontbonne's reputation and visibility in the computing community by sending cybersecurity and computer science students to attend hackathons and competitions in the bigger St. Louis area.

Why is your project important to the extended Fontbonne community?
1. Retain and challenge cybersecurity and computer science students with regional and local hackathons and competitions; 2. Improve Fontbonne's reputation and visibility in the computing community by sending cybersecurity and computer science students to participate in hackathons and competitions at the bigger St. Louis area.

Identify specific activities that will be performed as part of this project.
Cybersecurity and computer science students will participate at regional and local hackathons and competitions in the coming year at the bigger St. Louis area and beyond. These hackathons and competitions include: 1. CANSec workshop with a student cyber-defense competition

(regional); 2. Jolt "Capture the Flag" competition in Little Rock, AR (regional); 3. Hack the Arch (local); 4. Global Hack (local).

Identify specific expected outcomes from this project.
1. Cybersecurity and computer science students have a better learning experiences at Fontbonne thus are retained in the programs at Fontbonne; 2. Improve Fontbonne's reputation and visibility in the computing (including both cybersecurity and computer science) community by sending cybersecurity and computer science students to attend hackathons and competitions in the bigger St. Louis area.

Identify specific evaluation indicators to be used to measure results.
1. The number of hackathons that the cybersecurity and computer science students at Fontbonne attend in the coming year; 2. The number of cybersecurity and computer science students in our programs who participate in the regional and local hackathons and competitions; 3. The rankings of our student teams in these hackathons and competitions and their awards.

Project end date: 07/26/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**3**
Students	**30**
Staff	**1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Travel	**6000**
Total FCC request	**6000**

Provide any additional budget explanation here.
Two regional competitions: $4000 (each $2000); Two local competitions: $2000 (each $1000)

18-026: One Health Day 5K

Applicant Information: **Faculty Member**

Department/unit associated with this application: Biological and Physical Sciences

What are the objectives of this project?
1. Promote One Health – both the concept generally and Fontbonne University programming specifically. 2. Host a chip-timed 5K, bringing people from all over the St. Louis area to campus to run and/or walk for their health and learn about how One Health impacts them directly.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
The first annual One Health Day 5K, held on November 3 – World One Health Day – will have much greater likelihood of success if race support from Fleet Feet is a possibility. In order to keep race costs low to participants and to promote One Health ideas within the larger community, we ask for funding to support the race support and T-shirts for this race.
We anticipate a small-to-medium size, successful 5K for the Fontbonne and St. Louis community, including current students, faculty, and staff, alumni, and Fontbonne-supporting individuals. Further, we anticipate providing an opportunity to promote and highlight student work, programs, and ongoing One Health activities on Fontbonne's campus. Lastly, we anticipate bringing in enough revenue to fully support future One Health Day 5Ks.

Why is your project important to the extended Fontbonne community?
In addition to promoting and supporting current Fontbonne students, we see this as an important opportunity for our students and faculty to serve the larger metropolitan community, especially the running community, by providing a fun, safe experience.

Identify specific activities that will be performed as part of this project.
1. We will host the (first annual) One Health Day 5K. 2. We will hire Fleet Feet to assist with race support and management in order to ensure a safe, fun, successful experience.

Identify specific expected outcomes from this project.
We expect to increase community presence on campus and promote One Health activities – by providing signage along the course, fliers in race bags, and having students available to discuss and promote their One Health activities in the race Start/Finish areas, and much more.

Identify specific evaluation indicators to be used to measure results.
We will consider this race a success if we attract more than 50 runners, earning enough revenue to support and expand future years' One Health Day 5K.

Project end date: 12/31/2018

Provide the number of individuals in each category directly involved in conducting this project.

Faculty   **1**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Professional fees/services   **1200**
General supplies and materials   **1000**

Provide any additional budget explanation here.
The budget from this grant will be used to provide race support and participant T-shirts for the first annual One Health Day 5K, which will then go on to be self-sustaining.

18-027: Collaborative Technology Classroom

Applicant Information: Staff Member

Department/unit associated with this application: Academic Affairs & Information Technology (IT)

What are the objectives of this project?
Design a classroom that is technology-rich, collaborative, flexible, and multimodal to support multiple teaching modes: lecture, peer-topeer learning, small group collaboration, discussion, etc. / Create an environment that allows students the opportunity to develop solutions to real-world problems and participate in active, exploratory learning.

Describe your project and anticipated impact/results. Cover the following points: who, what, where, when and why.
We seek to build an innovative space that will engage students in active learning facilitated by the latest technology. This space will be technology-rich, collaborative, flexible, and multimodal. In direct alignment with our strategic plan, we are committed to using emerging learning modalities and supporting innovation by faculty.
The Collaborative Technology Classroom will promote learning that fosters collaboration, application, synergy, and innovation. Students will thrive in the collaborative environment where they interact not only with their peers but with the instructor as well. Collaborative learning will move our classrooms from a teacher-centered' model of education to a 'student centered' model.
We will diversify the courses that are taught in this space to represent all three colleges on our campus. This classroom will be highly utilized by the faculty and a showcase to our university. This space will become a catalyst for change at Fontbonne, which will serve as a model for institutions of higher education equally dedicated to transformative teaching and learning.
One of the university goals was to make it easier for students to access the necessary support services. This year, we moved many of the support offices to the second floor of Ryan Hall. The Business Office, Financial Aid, Registrar, etc. were all part of this initial move.
Academic Affairs is in the process of moving all of their services to the third floor of Ryan. This includes moving the Kinkel Center that is currently located on the second floor of the Taylor Library. Fortunately, these moves have opened up a large area on the second floor of Taylor Library. This summer, we will be moving the Center for Educational and Emerging Technologies (CEET) to the area where the Kinkel Center is currently housed. The Collaborative Technology Classroom will be created in the Stroble room which will be next door to the CEET. This will make it convenient for students and faculty to access the 3D printers and the other emerging technologies. We are very fortunate to have such a large space to create our active learning classroom. It will allow us to design a collaborative, flexible, and multimodal learning space based on best practices.
This project is a group effort. Mark Franz, Vice President of Information Technology, Dr. Sarah Huisman, Director of Center for Excellence in Teaching, and Jo Ann Mattson, Director of eLearning have met regularly to research and plan this active learning space.
We invited faculty to provide us input in our initial planning stage. We held a faculty forum to share a variety of design plans. The turnout was very positive. Faculty gave their input on the

space design and technology to teach in the Collaborative Technology Classroom. Faculty are enthusiastic to teach in this active learning center. We also met with Dr. Carey Adams, VP of Academic Affairs, Lisa Vansickle, VP and Chief Financial Officer and Brent Spies, Director of Physical Plant to obtain their feedback for successful implementation.

The university is committed to funding the Collaborative Technology Classroom beyond the grant amount. IT and the physical plant will provide the necessary technology and infrastructure not funded in this grant to complete the project.

Here is a link to a website with pictures from other universities who have created a space like this one. These will give you an idea of what this classroom will look like in our new space. https://elearning-idt.wixsite.com/fcc2018

Why is your project important to the extended Fontbonne community?
This space will serve faculty and students from every discipline at the main campus and other locations. This innovative design and technology will support collaborative, personalized learning and synchronous instruction at multiple locations. Currently we deliver a graduate deaf education program to students in the Northeast using synchronous technology. Expansion of this technology would support future collaborations with Avila University and synchronous instruction at Fontbonne West. It will also be utilized to provide professional development for faculty and staff. This space will be available for check out for all of our Fontbonne organizations.

Identify specific activities that will be performed as part of this project.
The key to our success is to provide professional development for all faculty using this classroom. The Director of the Center for Excellence in Teaching (Dr. Sarah Huisman) and the Director of eLearning (Jo Ann Mattson) will provide support to faculty to help them engage students through the use of technology both in class and online. Faculty will actively participate in Professional Learning Communities (PLC). These communities foster practice-based professional learning. Here they will engage in activities and current practices that emulate the active learning strategies they will use with students. Instructors will be hand-selected based on their educational philosophy and current teaching practices. They will complete training on teaching and learning practices to encourage ingenuity in various disciplines.

Identify specific expected outcomes from this project.
We perceive an expected impact on the instructor from moving from a one-directional interaction with the students to a more immersive experience. This would include a more engaging curriculum that infuses technology, prior schema and experiential experiences. Ultimately the Collaborative Technology Classroom would be to promote a more synergistic approach. Students will be given the opportunity to not only learn by doing but to also collaboratively create interactive projects through the use of technology.

Identify specific evaluation indicators to be used to measure results.
•Faculty adoption - Faculty actively participating in Professional Learning Communities (PLC) • Academic Success – Faculty assessment of student performance on tests, projects and activities that align with course learning outcomes. • Student Attitude - Survey students to measure attitudes towards learning and the content area

Project end date: 05/31/2019

Provide the number of individuals in each category directly involved in conducting this project.

Faculty	**1**
Staff	**2**

Enter the requested dollar amount applicable in each category. This budget should address only expenses related to the part of your project that would be FCC supported. (Use whole numbers only; do not place a dollar sign ($) in the fields.)

Equipment	**20000**

Provide any additional budget explanation here.
The purchases will be a combination of both furniture and technology.