
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
FY24 COMPASS FUND PROJECT**

PROJECT LEADER(S):	Dr. Ian Bouie and Dr. Kimberly Dickerson
PROJECT TITLE:	Future Educators Get Inspired at the 2024 AERA Annual Meeting
DATE:	April 11-April 14, 2024

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to the Compass Fund Review Board: CompassFund@stockton.edu.*
- ***This form must be completed and submitted to be considered for a second year of funding, if applicable, or for any future Compass Fund support.***

Please provide a summary of the project and your experience.

The “Future Educators Get Inspired at the 2024 AERA Annual Meeting” brought together seven Stockton Teacher Education students from historically disenfranchised group (five Latinx, two Black/African American) to participate in the 2024 American Educational Research Association (AERA) Annual Meeting in Philadelphia, PA. The project leaders felt this was an amazing opportunity for students pursuing classroom careers to get exposure to educational research and revered scholars through participating in a high impact practice. We also hoped it would solidify their quest for teacher education as well as enhance their interests in pursuing graduate school.

We advertised the opportunity via email and social media. Candidates had to be at least one of three categories: BIPOC, first-generation, or LGBT. They also had to be in the Stockton Teacher Education Program. Dean Dickerson and I interviewed all seven students who applied, and we ended up selecting all of them.

The students and chaperones traveled to Philadelphia on Thursday, April 11 for the first day of the conference. We all stayed at Sonesta Rittenhouse Square, but most sessions were held at the nearby Pennsylvania Convention Center. A week prior to our trip, Dean Dickerson and I hosted an on-campus orientation which familiarized students with the AERA organization, helped them navigate the conference, and set expectations and policies. Therefore, we felt they were ready for this opportunity. We all attended the Opening Plenary by Dr. Kimberle Crenshaw on the evening of April 11, in which she spoke about Critical Race Theory, amongst other topics.

The next two days, the students were required to attend at least out of a possible five conference sessions per day, while on Sunday they were required only one since we were leaving early in the afternoon that day. Dean Dickerson and I set up a Blackboard course page with a discussion board where they had to post about their experiences at the conference each day, including the Opening Plenary. We wanted them to document their time at AERA while also having conversations with their peers about what they were learning. Students were able to attend presentations, lectures, roundtable sessions, and poster sessions, if they chose, so they could get a feel for a variety of presentation styles.

On Sunday, the final day of the conference, I presented my research at a roundtable session. Dean Dickerson and several members of the student group attended the session in support, but also enjoyed hearing and learning from the other two presenters at the table. Shortly after the presentation, we all departed for home.

This was a wonderful experience from my viewpoint. I got to see students, some who I already knew, others who I just became familiar with, experience a high impact practice, at the highest level. AERA is the world's oldest educational research institution and its annual meeting regularly hosts upwards of 15,000 to 20,000 attendees, along with 2500 or more presentations. For students to get this type of exposure to educational research, while still undergraduates, is a phenomenal feat.

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

Students were given a pre-assessment survey prior to departure and a post-assessment survey when they returned. The assessment asked questions on the topics of commitment to teaching, subject matter interests, and graduate school pursuits. Dean Dickerson and I also hosted a Zoom focus group where all students were invited to attend to share their thoughts on their experiences.

We found that the AERA Annual Meeting helped sustain students' interest in teaching as a profession or even increase their commitment to finishing the Stockton Teacher Education program. For one student, who although in the teacher education program, was leaning towards becoming faculty in higher education, the conference further solidified their calling to postsecondary education. She always wanted to pursue a doctorate, she even said this in their interview, but a chance to hear from and meet researchers who looked like her made the decision even more concrete. Another student, who only wanted a master's degree before, after attending AERA now wants to pursue a doctorate as well. She noted that seeing Latina researchers helped give her an extra push to see that a doctoral degree is realistic and attainable.

The nightly Blackboard posts were also very insightful as I read them. The discussion board posts showed how invested and engaged the students were in the sessions they attended. They were learning new topics every day, such as DEI, CRT, and special education. They became totally engrossed in the conference presentations and some were even brave enough to ask questions and introduce themselves to speakers at the conclusion of presentations.

The only obstacles I can say that affected desired outcomes were the timing of the focus group and post-assessment delivery once we returned. I could have done a better job of handling both. For instance, I should have tried to have the post-assessment completed and sent to students as soon as they got back. Instead, due to work commitments upon my return, the students did not receive the post-assessment until weeks later in May and I only received four out of a possible seven responses. The same goes for the focus group. I should have had that scheduled already, so I could tell the students that, for instance, May 1st will be our focus group, and this will be the time and location. Only two out of the seven

attended the focus group, though four committed to attending. In fairness, one of the two no-shows later found out that she was ill and could not attend. These are lessons learned for if I ever do something like this again.

Please explain and provide any University Relations & Marketing (URM) coverage of your project (social media posts, press releases, photos, videos, etc.) Include these items as attachments or paste them at the bottom of this document.

We worked with URM on a photoshoot a week prior to our departure. On Thursday, April 4, we hosted an orientation for our trip in the Campus Center. Before starting the meeting, the photographer took group photos of the students and Dr. Bouie, as well as individual photos. URM also created a logo for Future Educators Get Inspired which we later used on t-shirts we ordered for the group. Lastly, upon our return an article was written about our experience, which included photos from our trip, and quotes from Dr. Bouie, and two students, Ivanna Taveras and Nana Oduro. I have attached the photos and logo at the bottom of the page, while the article can be found at the following link:
<https://stockton.edu/news/2024/aera-conference-find-inspiration.html>

Please list any follow-up actions (publications, presentation venues, etc.)

We plan to submit a proposal to the 2025 AERA Annual Meeting in Denver Colorado from April 23 through April 27. Though we are still fine-tuning the topic, we want to write about this year's AERA experience and its impact on the students, but it is especially important to hear about it from the students themselves in a first-hand narrative. In the post-assessment, all respondents indicated an interest in going to next year's conference and 75% expressed interest in co-writing a proposal and presenting the paper, if accepted. The proposal is due by July 26, and we would be notified of acceptance or denial some time in November.

We also plan to have our students present about their AERA trip at an upcoming Student Affairs Leadership Council Meeting. These are held once a month, usually on a Tuesday from 2 pm to 4 pm. I would put our group on the agenda for a 15-to-20-minute presentation with Q&A. Ideally, I would like this to be done this summer, but based on schedule, it may have to wait until the Fall.

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division you should be working with to secure continuation of funding for your project.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process. This report will not constitute as a request for permanent funding.]

I am recommending the continuation of this project. Although, I only applied for a one-year pilot project, this is worth pursuing for next year's 2025 AERA Annual Meeting. Students have already indicated on their post-assessment that they would like to go to Denver for the 2025 conference and most are willing to attend. Dean Dickerson and I will have to discuss the next steps for Denver. Some discussion points include revisiting the application process, including its advertisement, interviews, and if any students should automatically be offered the chance to go again or should all those who want to return reapply and be re-interviewed.

As far as budget expectations, here is what would be needed for next year as it pertains to taking eight students to the 2025 AERA Annual Meeting in Denver:

- AERA Undergraduate Student Membership at \$45 each for eight students: \$360
- AERA Student Registration Rate at \$180 each for eight students: \$1440
- Plane tickets at \$451 each for eight students: \$3600.
- Hotel Stay for 4 nights at \$300 per night for four rooms: \$4800.
- Lyft/Taxis: \$300

The budget for eight students, as of right now, would be \$10,500.

Ideally, we would work with Academic Achievement Programs, the School of Education, the Office of the Vice President of Student Affairs, and Stockton University Foundation for funding and fundraising. On the post-assessments, students indicated that they would be willing to help fundraise so they could pursue this endeavor again. Giving Day could be a wonderful time to have students do video testimonials and get their message out to potential donors to help with travel to Denver. I could also collaborate with my colleagues in the other aforementioned areas to see if any additional funding could be secured for the 2025 AERA Annual Meeting.

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FINANCES: Based on your proposal, please outline below how the award has been spent.		
	Amount	Notes/Comments
Beginning Budget Balance as of:	\$	
		Please see the spreadsheet attached to this email for all expenditures. Thank you.
Salary Expenditures		
• TES salaries (613340)	\$	
• Student worker (613345)	\$	
• Grad student worker (613350)	\$	
Total Salary Expenditures	\$	
Non-Salary Expenditures <i>(supplies, travel, etc.)</i>		
•	\$	
•	\$	
•	\$	
•	\$	
•	\$	
•	\$	
•	\$	
•	\$	
Total Non-Salary Expenditures	\$	
Total Salary + Non-Salary Expenditures	\$	
Ending Budget Balance as of:	\$	

<i>If your project was approved for multiple fiscal years, please itemize future expenditures.</i>		
<i>IMPORTANT: Unused funds revert to the general Compass Fund at the end of the fiscal year (June 30th). Compass funds DO NOT rollover to the next FY.</i>		
Item Description	Expected Amount	Expected Timing for Payment

	Total
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