



Stockton University Compass Fund Proposal Form

Please Review Carefully

- Please complete this form, save it to your hard drive, and email a copy to: CompassFund@stockton.edu.
- Compass Fund proposals must demonstrate a direct link to one or more of the six areas of focus in the University's [Strategic Plan 2025 – Choosing Our Path](#)
- Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.
- Proposals must include an endorsement from your Divisional Executive. Please include an email or memo from your Divisional Executive with this application or have the he documentation to CompassFund@stockton.edu.
- Particular attention will be paid to proposals which include one or more of the following:
 - A clear demonstration of University-wide impact.
 - Involvement of students as project leaders/mentees.
 - Identification of co-funding opportunities in addition to anticipated Compass Fund support.
 - Inter-departmental or inter-divisional collaboration within the project planning or implementation process.

General Application Information

Project Leader Name	Ana Edmondson				
Project Leader Email	Ana.edmondson@stockton.edu				
Project Partner(s)					
Title of Project	Cultural Engagement Operations (CEO) Project				
I am a:	<input type="checkbox"/>	Student	<input type="checkbox"/>	Faculty Member	<input checked="" type="checkbox"/> Staff Member
Project start date: 09/26/2022			Project end date: 04/26/2024		

Proposal Category (choose one)

<u>One-Time Project/Event</u>	<u>One-Year Pilot Project</u>	<u>Two-Year Pilot Project</u>
<input type="checkbox"/> \$5,000 or less	<input type="checkbox"/> \$5,000 or less	<input type="checkbox"/> \$5,000 or less
<input type="checkbox"/> More than \$5,000	<input type="checkbox"/> More than \$5,000	<input checked="" type="checkbox"/> More than \$5,000

Strategic Area of Focus

<input checked="" type="checkbox"/>	<i>Inclusive Student Success</i>
<input checked="" type="checkbox"/>	<i>Diversity and Inclusion</i>
<input type="checkbox"/>	<i>Teaching and Learning</i>
<input type="checkbox"/>	<i>Strategic Enrollment Management</i>
<input type="checkbox"/>	<i>Financial Sustainability</i>
<input type="checkbox"/>	<i>Campus Community, Communication, and Shared Governance</i>

Goals: select all relevant goals for your strategic area/s.



Inclusive Student Success

	Offer comprehensive support systems that recognize how a more diverse student body brings a broader range of academic, social, and cultural assets, challenges, and needs.
	Work continuously to close equity gaps in students' access to learning opportunities, research with faculty, academic achievement, degree attainment, and post-graduate opportunities
	Build enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool.
	Increase partnership opportunities for, and with, our growing network of talented and dedicated alumni.



Diversity and Inclusion

	Focus on recruiting, hiring, and retaining a high-quality and increasingly diverse faculty and staff.
	Build enrollment strategies to reach students who have not previously seen Stockton as their academic home.
	Ensure access to sufficient resources so that all students have the opportunity to participate in foundational elements of Stockton's liberal arts education.
	Restructure institutional aid to better address financial need, thereby spreading available funds across a larger population of financially disadvantaged students.
	Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.



Teaching and Learning

	Enhance information about study skills, time management, and adaption to campus life through a variety of venues to start students on the right academic footing.
	Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.
	Reinforce our Essential Learning Outcomes (ELOs) with students and encourage faculty to align curricular and co-curricular activities to create a well-rounded education, relevant to a changing world.
	Recognize and support the inherent value and contributions of faculty in their courses as well as activities outside of the classroom.
	Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience.



Strategic Enrollment Management

	Develop enrollment and retention strategies at the institutional, school, and program levels that account for our mission, market demand, cost, and capacity.
	Continue to strengthen the University's data analytics efforts regarding recruitment, persistence, and graduation, as well as enrollment, placement testing, housing, and financial aid projections.
	Strengthen partnerships with high schools and community colleges through programs.



Financial Sustainability

	Coordinate efforts between strategic, academic, and financial planning, including the determination of enrollment strategies specific to academic programs and the financial impact of particular pedagogic strategies.
	Implement a University-wide, zero-based budgeting exercise for non-salary expenditures to ensure optimal resource allocations, particularly with respect to discretionary expenses, and an accurate understanding of program costs.
	Coordinate with key stakeholders to institute appropriate space- and time-management practices, a capital investment strategy, and an accompanying campus master plan update that aligns with the University's academic and student life goals, and describes new facility needs and appropriate reinvestment in existing facilities, along with information technology and infrastructure.
	Create strategies to enhance the University's financial ratios and ensure the integrity of the University's credit rating.
	Leverage capital and intellectual assets to optimize revenue-generating operations.
	Reallocate existing resources toward uses that strengthen operations, revenue, FTE enrollment, and the University brand.
	Maintain and routinely test a multi-year financial planning model.



Campus Community, Communication, and Shared Governance

	Collectively evaluate our academic and administrative structures to ensure we are as efficient and effective as possible.
	Renew our commitment to shared governance and transparency.
	Regularly share institutional updates and collaboratively assess our strategic planning process.
	Empower our staff, alongside our faculty, students, and administration – to share in the governance of our institution.
	Embrace vigorous conversation in an atmosphere of collegiality and respect.

The tables below allow for summaries. If you need extra space or would like to provide supporting documentation, please attach it to your form.

Please provide a narrative summary of your project.

The purpose of the Cultural Engagement Operations (CEO) project is to recruit, hire, develop, and empower 10 interns to plan and execute an Inclusive Leadership Conference (ILC) at the end of April 2023 and another group of 10 interns to plan the ILC at the end of April 2024. The ILC is a platform for diverse social justice student and professional leaders to teach and inspire attendees to act on addressing social issues starting at Stockton University. The CEO interns will participate in weekly professional development workshops facilitated by Stockton's Faculty and Staff across different divisions, as they prepare and plan for the ILC, a culminating project where they will publicly display their competence. The CEO interns will be charged with creating an exhilarating, immersive, and influential conference experience. The duration of the CEO project will be from September 26, 2022, to April 26, 2023, and commence again from September 26, 2023, to April 26, 2024.

The CEO Project is a high impact practice given the internship experience and culminating project which is also social justice oriented. Lastly, the CEO project aligns with two key areas of focus within Stockton University's Strategic Plan, which are: 1) Inclusive Student Success, and 2) Diversity and Inclusion. The CEO project will provide high-level thinking, co-curricular experiences to equip interns for the workplace, and professional success. The ILC aims to increase students' sense of belonging, engagement, and development, and foster post-graduate success for the interns and the attendees. Supporting the CEO project with compass funding will not only promote an inclusive campus community, but also support student and employee success and belonging, which aligns to the Division of Student Affairs strategic priority to 1) Promote Belonging, Engagement and Development, 2) Enhance Academic Excellence and Post-Graduate Success, and 3) Strengthen Strategies, Resources, and Impact.

Internship Application Guidelines

The application will be made public and communicated campus-wide for all students to apply via Digest, Argo Newspaper, Stockton News, Osprey Hub, Handshake, and Eventposting email. Applicants must meet eligibility requirements below:

1. Have a cumulative GPA of 2.75 or higher
2. Be in good academic and disciplinary standing with the University
3. Must be enrolled as a full-time undergraduate student for the Fall and Spring semester (participants cannot be studying abroad or participating in the DC or Disney internship program for the Fall or Spring Semester).
4. Must be able to attend Friday professional development sessions
5. Must commit to completing 200 hours in the fall semester and 200 hours in the spring semester
6. Must be a second-year or third-year college student

Selection Process

- First, the project leader will invite 5 staff and faculty to participate in the selection committee and meet to discuss the application materials.
- Next, the committee members will review and rate the applicants according to a numeric evaluation criteria legend and submit evaluations to the project leader.

- Then, the committee members will complete a survey to rank the top 10 applicants. A spreadsheet will capture the top rankings according to the survey responses.
- Committee will interview applicants and schedule a deliberation meeting to discuss selected candidates (a maximum of 20 interviews).

Project Leader

The Director of Student Transition Programs, Dr. Ana Edmondson, will oversee and manage the project and has received permission from current supervisor, Dr. Walter Tarver.

Strategic Impact

- How will this project clearly address the strategic area/s of focus and the goal/s chosen above?
- What will be the institution-wide impact of this project?

The strategic areas and goals that will ultimately shape the project and assessment methods include Inclusive Student Success and Diversity and Inclusion. The CEO project will support with closing equity gaps in access to learning opportunities for the interns, prepare interns and attendees for post-graduate opportunities, expose interns and attendees to High Impact Practices, create culturally affirming spaces for marginalized communities, and promote Stockton to prospective students. The strategic areas of focus, goals, and preliminary details are listed below.

Inclusive Student Success

1. Work continuously to close equity gaps in students' access to learning opportunities, research with faculty, academic achievement, degree attainment, and post-graduate opportunities.
 1. Goal: Promote HIP opportunities, leadership positions, inclusive communities, and Graduate School Opportunities.
 - i. Include a fair to promote HIP opportunities: Disney Internship, Washington DC Internship, Career Education and Development (invite employers who provide opportunities revolved around social change and community engagement), Greece Trip, Office of Global Education, Community Engagement and Service-Learning, Graduate Admissions, Residential Assistants, Ambassadors, TALONS, TogetHER, Sankofa, First-Ospreys, BOT fellowship representative, Transfer Representative from Admissions
 2. Goal: Promote career readiness for the 20 CEO interns over two years. The NJ state education plan emphasizes the need to ensure students have proper preparation for a fulfilling career after graduation. Furthermore, the plan states, "Experiential, work-based learning enables students to step outside the classroom and complete meaningful job tasks in the workplace. This allows students to increase their readiness for post-graduate work, develop their understanding of professional environments, and obtain the knowledge and skills necessary to support advancement in their future career fields."
2. Build enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool.
 1. Goal: Promote Stockton University to prospective Transfer students from Atlantic Cape Community College by exposing potential students to a unique conference experience on the campus.
3. Increase partnership opportunities for, and with, our growing network of talented and dedicated alumni
 1. Goal: Promote Alum involvement by inviting them to present workshops.

Diversity and Inclusion

4. Build enrollment strategies to reach students who have not previously seen Stockton as their academic home.
 1. Goal: Promote Stockton University to EOF programs from community colleges and high school seniors from Goals/Gear Up by inviting students to attend conference.

5. Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.
 1. Goal: Ensure workshops, activities, and/or resources are inclusive of students' differences in the following areas
 1. Age
 2. Developmental or other disability
 3. Religion or spirituality
 4. Ethnic and racial identity
 5. Socioeconomic status
 6. Sexual Orientation
 7. Indigenous Heritage
 8. National Origin
 9. Gender

What will be the institution-wide impact of this project?

According to the LEAP Campus Toolkit, AAC&U, High Impact Practices are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design, the CEO internship, which is a high impact practice, can narrow gaps in access to learning opportunities for 20 selected interns over two years with a likelihood of increasing retention, and enhancing post-graduate success. Additionally, the Inclusive Leadership Conference can create culturally affirming learning spaces for 300 student attendees over two years.

Assessment Plan

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- What is your project's "finish line"?

For this project, three groups will be assessed including the CEO interns (current Stockton Students), the conference attendees (may include current and prospective students from Goals/Gear up and prospective Transfers), and the presenters/facilitators (may include employer partners and alum).

Interns. The methods I will utilize to assess whether the goals of the project have been achieved for the interns will be a pre-assessment questionnaire tool for the interns before the onset of their internship to measure career readiness. Then I will administer a post-assessment questionnaire at the conclusion of the internship to compare their results to the pre-assessment and determine impact of the internship on their career readiness. Throughout the internship experience, regular check-ins will be facilitated to provide feedback and ask the interns reflective prompt questions to answer, which is another methodology that will be used to assess student learning. According to Kuh, and O'Donnell, (2013), the CEO interns will have the greatest in-depth learning experience because of the following elements that emphasize real-world contexts and applicability:

- their performance expectations will be set at high levels
- they will invest a significant amount of time and effort over extended period of time
- they will interact with faculty and peers about substantive matters
- they will have experiences with diverse people and circumstances
- they will receive constructive feedback
- they will have periodic, structured opportunities to reflect and integrate learning
- they will experience real world applications
- they will execute a public demonstration of competence

1. Interns (Current Stockton Students) - **Outcomes/Measurements for success:** 70% of the CEO Interns or more will notate they are excelling on at least 70% of the listed career readiness competencies in their post-assessment.
 - i. A Pre-Assessment titled “Are you career ready? Professional Competency Self-Assessment Tool” will be administered in September after all 10 CEO interns are hired. The self-assessment is designed to see what professional competencies they need to develop and practice to be career ready and experience workplace success. The assessment is one of the NACE career readiness resources developed by Virginia Tech.
 - ii. A Post-Assessment titled “Are you career ready? How have you developed this competency?” is a tool that will be administered in April after the conclusion of the Inclusive Leadership Conference. The tool assesses the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

Note: NACE (National Association of Colleges and Employers): Eight Career Readiness Competencies.

- a. Career Management & Self-Development
 - b. Oral/Written Communications
 - c. Critical Thinking/Problem Solving
 - d. Equity & Inclusion/Global/Intercultural Fluency
 - e. Leadership
 - f. Professionalism/Work Ethic
 - g. Teamwork/Collaboration
 - h. Digital Technology
- iii. Reflection Questions and Prompts developed by the North Dakota State University Career and Advising Center will be assigned to the 20 CEO interns (who will gain the most in-depth learning experience) as a method to assess their learning and skill development throughout the internship during regular check-in meetings. According to Rutschow (2019), “Having

interns document and evaluate the skills they acquire or hone on the job can help teach them how to communicate the workplace skills they possess to future employers.”

Attendees. The methods I will use to assess the attendees will be a survey tool I will create on Baseline through the Anthology platform (formerly known as campus labs) which will assess the demographics and the 4 learning outcomes set for the conference. Additionally, one of the questions will assess students’ perception of sense of belonging given the conference aligns to the strategic priority to Promote Belonging, Engagement, and Development.

2. Attendees (may include current and prospective students from Goals/Gear up and Transfers) - **Outcomes/Measurements for success:** 70% of attendees will meet at least 3 of the 4 learning outcomes.

i. Survey will be created using Anthology/Baseline Tool assessing if the following learning outcomes were met.

1. **Cognitive Complexity:** Students will identify leadership practices for social change.
2. **Intrapersonal Development:** Students will identify their interests, leadership/communication styles, and values inherent to one’s intersecting identities to influence social, academic, and career decisions.
3. **Interpersonal Competence:** Students will identify the strengths and values of diverse, healthy, and respectful relationships as a source for creativity, innovation, intercultural communication, and/or productive collaboration.
4. **Humanitarianism and Civic Engagement:** Students will engage with students, staff, and faculty of culturally diverse backgrounds and identify their role in promoting social justice.

ii. Survey Assessment Question Sample for Attendees

1. **Learning Outcome (Cognitive Complexity):** Social Change Model (SCM) of Leadership Development approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. What are the Critical values of the social change model of leadership development?

- Consciousness of Self, and Congruency between Self and Others
- Commitment
- Collaboration, and Common Purpose
- Controversy with Civility, and Citizenship
- All the above

2. **Learning Outcome (Intrapersonal Development):** Which area of your life was influenced after attending the conference?

- Academic: Explain what you will be pursuing in this respective area of your life. (Participate in an Internship, study abroad, service-learning, research, BOT Fellowship, etc.)
- Personal: Explain what you will be pursuing in this respective area of your life. (Participate in Sankofa, TogetHER, First-Ospreys, etc.)
- Career: Explain what you will be pursuing in this respective area of your life. (Apply to Grad School, work for RA, TALONS, Ambassadors, Apply to Stockton as a Transfer or new student, etc.)
- Other: Explain what you will be pursuing in this respective area of your life.

3. **Learning Outcome (Interpersonal Competence):** What are the strengths of having diverse, healthy, and respectful relationships?

- A source for creativity

- A source for innovation
 - A source for intercultural communication
 - A source for productive collaboration
 - All the above
4. **Learning Outcome (Humanitarianism and Civic Engagement):** True or False: After attending this conference, I understand my role in promoting social justice.
- True (explain how you plan to promote social justice)
 - False
5. **Strategic Priority (Sense of Belonging):** Select the culturally affirming learning opportunities and spaces that fostered a sense of belonging for you. (Multiple selection)
- Workshops (Describe/Explain)
 - Resources (Describe/Explain)
 - Activities (Describe/Explain)
 - People (Describe/Explain)
 - Food (Describe/Explain)
 - Music (Describe/Explain)
 - None of the above
6. Please provide additional feedback, if any.

Presenters. Lastly, the method I will use to assess the presenters and facilitators will be a survey which will gauge not only their level of satisfaction with their experience with the conference, but also to assess their interest and ideas for getting involved to further support the leadership development of our students.

3. Presenters and non-attendee participants (may include partner employers and alum)
1. Likert scale: What was your level of satisfaction with the following?
 - Communication (satisfied/not satisfied)
 - Parking (satisfied/not satisfied)
 - Space (satisfied/not satisfied)
 - Technology (satisfied/not satisfied)
 - staff support (satisfied/not satisfied)
 - attendance (satisfied/not satisfied)
 - hospitality (satisfied/not satisfied)
 2. Would you participate again? (Yes/No)
 3. Are you an alum? (Yes/No)
 4. Are there additional ways you would like to get involved to support the development of our students? (Yes (Explain) /No)
 5. Do you have any additional feedback or recommendations for the future? (Yes (Explain)/No)

Draft Timeline

The first 10 CEO Interns will spend 7 months engaging in the High Impact Practice experience from September 2022 to April 2023. The second group of 10 CEO Interns will operate from September 2023 to April 2024. A pre-liminary draft of the timeline can be submitted upon request.

Budget Summary – Compass Fund Requested Funding Only

Item		FY2022 July 1, 2021 – June 30, 2022	FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Chartwells		6,500	6,500	Lunch
2.	Honorarium		5,000	5,000	Keynote Presentations
3.	Compensation for 10 Interns (\$1,008 per Intern which will be divided into two semesters)		10,080	10,080	Considering minimum wage, and inability to produce stipends, students will need to submit hours worked through web time to pay the \$504 to each intern for each term.
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total			\$21,580	\$21,580	GRAND: \$43,160

Please note: a proposal can only receive support from the Compass Fund for two fiscal years. Compass Funding cannot be used to fund full-time/part-time salaried positions or office computer equipment. Compass Funding cannot be transferred to other budgets.

Compass Funding Budget Questions

What department or academic school will your budget for this project reside?	Student Transition Programs	
Who will be the Budget Unit Manager (BUM)?	Ana Edmondson (formerly Rodriguez)	
Who will be the budget processor?		
If you are requesting funding to hire a TES or consultant, is that person a current Stockton employee?	Yes, currently paid as a/an: <input type="checkbox"/> Adjunct <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> TES <input type="checkbox"/> Student	<input checked="" type="checkbox"/> No
Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed: <input type="checkbox"/> September 2022 and September 2023 _____	<input type="checkbox"/> No

Additional Funding from Other Sources

Are you receiving any other University funding for this project?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If so, from where?	Student Transition Program Budget	
If so, what is the amount and purpose of this additional funding?	\$800 for supplies	
If so, has this additional funding already been secured or is it just anticipated at this time?	The additional funding is anticipated at this time.	

How will this project sustain itself after Compass Funding concludes? (You only need to answer this question if you are seeking support beyond a one-time project or event)

Depending on the success of the project, it shall be included in the ZBB for Student Transition Programs for FY25 and receive co-sponsorship from offices whose mission aligns with the purpose of the Inclusive Leadership Conference.

Additional Support Questions

Will your project require support from Information Technology Services?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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If yes, please provide details:	The presenters will need support at the Inclusive Leadership Conference.	
Will your project require support from Plant/Facilities & Operations?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please provide details:	Project leader will work with event services to set up and design the logistics for the Inclusive Leadership Conference.	
Will your project require support from any other unit or division?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please provide details	Promotion, marketing, and participation in workshop presentations.	

Divisional Executive Approval/Support

<p><i>Have you discussed and received endorsement of your Compass Fund proposal from your Divisional Executive? Please include an email or memo from your Divisional Executive with this application or send the documentation to CompassFund@stockton.edu</i></p>	<p>Yes, see email below.</p>
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RE: Endorsement needed for Compass Fund



Catching, Christopher

To Edmondson, Ana

Cc Roberts, Ashlee; Jean-Louis, Jhanna

Reply

Reply All

Forward

Tue 3/29/2022 1:24 PM

Phish Alert

+ Get more add-ins

Hi Ana,

I endorse the submission of the Compass Fund submission for the CEO Project.

Thanks for your leadership!

Regards,

Christopher C. Catching, Ed.D.
Vice President for Student Affairs
Stockton University
[101 Vera King Farris Drive](#)
[Galloway, NJ 08205](#)
(609) 652-4225 (office)

<https://www.stockton.edu/student-affairs/>

"Believe in Yourself, Pursue Your Purpose, Inspire the World"

Christopher L. Hudson

