



# Stockton University Compass Fund Proposal Form



1. Please complete this form and email a copy as a Word document to: [CompassFund@stockton.edu](mailto:CompassFund@stockton.edu).
2. 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](#)
3. Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.
4. Proposals must include endorsement from your Divisional Executive at the time of submission. Please include an email from your Divisional Executive with this application.
  - o Keep in mind that Divisional Executives typically need multiple days to review your proposal and provide endorsement.
5. Particular attention will be paid to proposals which include one or more of the following:
  - o A clear demonstration of University-wide impact.
  - o Involvement of students as project leaders/mentees.
  - o Identification of co-funding opportunities in addition to anticipated Compass Fund support.
  - o Inter-departmental or inter-divisional collaboration within the project planning or implementation process.
6. All student project leaders must identify at least one faculty or staff mentor and work with this mentor to complete this application.

General Application Information					
Project Leader Name(s)	Daniel Lichtman				
Project Leader Email(s)	<a href="mailto:Daniel.lichtman@stockton.edu">Daniel.lichtman@stockton.edu</a>				
Project Partner(s)	Sofia Abreu (Career, Education and Development), Hannah Ueno (ARTV), Joe'l Ludovich (COMM), Aakash Taneja (CIS), Noel Criscione (Esports Management)				
Title of Project	Diversifying the Media and Software Industries Mentorship Series				
I am a:	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> <u>Faculty Member</u>	<input type="checkbox"/> Staff Member		
Project start date: 01/01/2024			Project end date: 06/01/2025		
If you are a student, who is your faculty/staff mentor?					

Proposal Category (choose <u>one</u> )			
	<u>One-Time Project/Event</u>	<u>One-Year Pilot Project</u>	<u>Two-Year Pilot Project</u>
	\$5,000 or less	\$5,000 or less	\$5,000 or less
x	More than \$5,000 (3 events over 3 semesters)	More than \$5,000	More than \$5,000
Primary Strategic Area of Focus (choose <u>one</u> )			
X	Inclusive Student Success		
	Diversity and Inclusion		
	Teaching and Learning		
	Strategic Enrollment Management		
	Financial Sustainability		
	Campus Community, Communication, and Shared Governance		

### Please provide a narrative summary of your project.

- Include as many important details pertaining to the event/project planning as possible (ex: number of participants, proposed dates, etc.).

*Diversifying the Media and Software Industries Mentorship Series*, organized in coordination with Stockton's Career, Education and Development (CED) office, is a program that will bring professionals from minority and underrepresented groups to Stockton to engage with students in a series of in-person events related to mentorship, networking and diversity. Professionals will come from the digital media and software industries. The events will be geared towards minority students, students of color and students from underrepresented groups. CED has confirmed that it will host events in this program and work with targeted marketing, detailed below, as well as partnerships with Sankofa, TogetHER and the Educational Opportunity Fund (EOF) to recruit minority students to the program. The series aims to give a wide range of students from programs across campus a meaningful exposure to the experience of mentorship, to increase the likelihood that students will seek out mentorship in the future, to provide students with experience strategizing for their own personal and professional trajectories within these fields, and to provide a personal and relatable understanding of the state of diversity in these industries.

Increasing accessibility to these fields for minority and underrepresented students is especially urgent. Industries involved in the production of digital media and software are well known to be dramatically less diverse than the populations these industries serve. In the Game Design Industry, for example, 78% of respondents to a 2021 survey identify as white, while only 10% identify as Hispanic and 5% as Black (1). Among software developers, 92% identify as male, 5% as female and 1.7% as non-binary or gender non-conforming, according to a 2022 survey (2). Growth rates of minority groups in New Jersey, however, point towards a significant increase in minority populations. The growth rate for persons who self-identify as White is 1.7%, while growth rates for self-identified African-Americans is 7%, Hispanics, 15.8% and Asians, 17.2% (3).

Mentorship for minority and underrepresented students has been shown to increase GPAs and retention rates (4) and to provide meaningful access points and support for obtaining first internships and jobs, and succeeding professionally. There are many definitions of mentorship involving a connection between a more experienced person with a less experienced person. The *Diversifying the Media and Software Industries Mentorship Series* takes a multi-dimensional view of the support that a professional can offer a student through mentorship, particularly minority professionals working with minority students. Here, mentorship is "a process involving emotional (friendship, acceptance, support) and instrumental (information, coaching, advocacy, sponsorship) functions." (4) This program seeks to expose students to these dimensions of support and to increase participating students' likelihood of seeking out similar support in the future.

On the first day of each mentor's visit, the visiting mentor will give an in-person public lecture, hosted by CED, addressing the current state of diversity in the workforce in their field as well as a personal narrative about their own experience establishing a successful career in their industry. The lecture will be followed by a catered networking event. Myself and CED will work with faculty members in areas related to the invited speaker's field to invite 2-3 classes of students to attend the event as a replacement for one regular class meeting. CED will also recruit interested students from across the campus community to attend these events, with a focus on minority and underrepresented students. CED will use its own targeted marketing campaigns, social media, outreach to student organizations and outreach student leaders to recruit minority students. CED will also work with Sankofa (the Men of Color Retention Initiative), TogetHER and EOF to recruit minority student participants from across campus. We anticipate an attendance of 40-60 students from the 2-3 invited classes per event and a goal of 20 additional students resulting from CED and partner organization's recruitment efforts for a total of 60-80 participating students per event. In addition to the 2-3 faculty members whose classes are in attendance, we aim for 2-3 additional faculty members from related fields to attend the public lecture and participate in the networking event to provide additional connection points and support for participating students.

On the second day of the guest speaker's visit, the speaker will host a series of one-to-one mentorship meetings with students. In these meetings, students will discuss their career goals and aspirations with the guest speaker, review their CV and relevant educational and professional experience, and discuss strategies for networking, making professional connections and applying for jobs. The mentor will offer individualized support and advice to each student with the goal of providing comradery, concrete suggestions and potential professional connections, and to demonstrate the importance of this kind of supportive relationship to students. For these sessions, 5 students will be invited by each of the 2-3 faculty members whose classes attended the public lecture and networking event. Faculty will prioritize minority students and students of color whom they feel would benefit from mentorship. This will be based on students' participation in class, academic performance and other factors to be determined by each faculty member.

Mentorship meetings will also be advertised to the attendees at the public event, and minority students from across campus will be recruited by CED, in collaboration with Sankofa, TogetHER and EOF. Similar to the public events, CED will use targeted marketing, email campaigns, social media, outreach to student organizations and outreach to student leaders to recruit minority students to participate in mentorship sessions. Interested students will submit a brief paragraph outlining their interest meeting with the guest mentor; CED will choose students that it feels would most benefit from the program. We aim to provide 5-10 additional mentorship meetings with these recruited students, for a total of about 20 mentees per visit (in summary, 10-15 students invited by faculty members whose classes attended the lecture event plus 5-10 students recruited from the wider community). Each mentorship meeting will be 15-20 minutes long.

In addition to offering a one-time experience of mentorship, meetings will provide the opportunity for students and mentors to organically develop an ongoing relationship and the possibility of job shadowing if there is mutual interest.

Guest speakers will be nominated and recruited from a variety of sources. CED will work with Stockton Alumni Relations to recruit minority Stockton alumni who work in the digital media and software industries. Faculty members in related fields will also recruit minority alumni who have become successful in these fields, as well as nominate non-alumni professionals as possible guest mentors. Nominations will be discussed and decided upon by myself, CED, faculty member partners to this proposal and faculty members in related programs across campus. Academic programs at Stockton that relate directly to this proposal include Business Analytics, Communication Studies, CIS, Computer Science, Computing, Digital Studies, Esports Management, Studies in Arts, and Visual Arts.

This proposal is for one 2-day event in each semester, Spring 2024, Fall 2024 and Spring 2025.

Sofia Abreu, director of CED has kindly suggested to establish a conversation with me prior to the start of the series to further refine our vision of mentorship in this program and to refine the details of event planning and outreach in order to best achieve our goals.

This program builds upon and extends the scope of the highly successful Visiting Digital Artist and Designer Series, which I have developed in my role in the Digital Studies program.

- 1) International Game Developers Association Satisfaction Survey - Diversity in the Game Industry Report, Sept 2022.
- 2) Statista, "Software developer gender distribution worldwide as of 2022", March 2023.
- 3) Stockton University, Office of Institutional Research (2018). Impact Analysis Report. Changes in New Jersey Demographics, K-12 Schools and Postsecondary Enrollment and Potential Impact on Stockton's Enrollment Management Efforts. Figure 8. (Original source: New Jersey Department of Labor and Workforce Development.). As quoted in Stockton University Strategic Plan, 2025

4) "The Role of Mentoring in College Access and Student Success", Pathways to College Network, Institute for Higher Education Policy, 2011. Accessible at [https://wsac.wa.gov/sites/default/files/2014.ptw.\(31\).pdf](https://wsac.wa.gov/sites/default/files/2014.ptw.(31).pdf)

## Strategic Impact

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

Guest mentors will each present a firsthand account of how members of minority and underrepresented groups can achieve success in the fields of digital media and software. By presenting a personal account of their career development, mentors will aid minority students to envision their own success, and to develop strategies for exploring and developing careers in these fields. Through the networking event and one-to-one meetings, students will gain valuable exposure to the multiple dimensions of support offered by mentorship outlined above, including emotional functions such as friendship and acceptance as well as instrumental functions such as information, coaching and advocacy. By interacting with the guest mentor during the two-day series of events, students will see the value of seeking out mentorship for the purposes of receiving each of these types of support, with the goal of becoming more likely to seek mentorship in the future and ultimately an increased likelihood of succeeding in the desired field of work. Mentorship is particularly valuable to minority students and students of color in gaining access to the digital media and software industries. Furthermore, studies show mentoring minority students leads to higher retention rates and higher GPAs (1).

The benefits of this program directly support the goal of Inclusive Student Success as outlined in the Stockton Strategic Plan 2025 in relation to empowering an increasingly diverse student body, “closing the equity gaps that exist in higher education” and equipping students “not just for their first job but also for long term professional success.”

Students from across the institution will directly benefit from this project, with a focus on minority students and students of color. The fields of Digital Design and Software Development encompass a wide range of professional fields that relate to numerous programs across campus including Business Analytics, Communication Studies, Computer Information Systems, Computer Science, Computing, Digital Studies, Esports Management, Studies in Arts, and Visual Arts. Furthermore students from additional programs across campus who are interested in these areas of work will be welcome to participate.

- 1) “The Role of Mentoring in College Access and Student Success”, Pathways to College Network, Institute for Higher Education Policy, 2011. Accessible at [https://wsac.wa.gov/sites/default/files/2014.ptw.\(31\).pdf](https://wsac.wa.gov/sites/default/files/2014.ptw.(31).pdf)

### 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?"

This project will be considered successful if the following goals are met: 1) students gain an understanding of diversity within the field of the presenter and strategies that students might pursue to gain access to that field, with a focus on minority students and students of color 2) students feel that they have received multiple forms of support-- including emotional, strategic, informational, coaching, and advocacy--through the mentorship session and networking event 3) students feel more likely to seek out mentorship in the future.

We will measure our success in achieving these goals through pre- and post- event surveys. Surveys will be administered by CED through the electronic Handshake platform, which will increase the number of survey responses and the validity and applicability of the data. Pre-event surveys will ask students about their understanding of diversity in the fields of Digital Media and Software development, their assessment of their own strategies for accessing these fields, and their interest in seeking out mentorship. Post-event surveys will measure how students' responses to these questions changed after the event, and assess whether they feel they received the above mentioned types of support during the event itself. We will consider the project to be a success if a majority of participating students indicate an increased understanding of diversity in the field, an increased vision of their own strategy for accessing these fields, a feeling of multi-dimensional support from the events and mentorship meeting, and an increased likelihood of seeking out mentorship in the future.

We plan to survey students who participated in the event series 1-2 years following the events to determine if they chose to pursue a mentorship relationship either with the guest mentor or elsewhere. We would consider the program to be successful if a majority of students pursued such a relationship.

We will measure and record attendance at the events. Successful events will involve the participation of 2-3 classes in fields related to the mentor's work plus 20-30 additional students, the majority of whom are minority students or students of color. Additionally, 2-3 faculty members from fields related to the mentor's area of work, the majority of whom are minorities or people of color, will participate in a successful networking event. On a successful day of mentorship meetings, the mentor will meet with 20 students, the clear majority of whom are minority students or students of color.

Following each event we will hold a meeting with myself, CED and faculty proposal partners to discuss the event, and pre- and post-event surveys so as to improve following events along these measures.

As a "finish line", we hope to achieve the above mentioned goals for all three events.

### Compass Funding Budget Questions

In which department or academic school will your budget for this project reside?	<b>School of General Studies</b>	
Who will be the Budget Unit Manager (BUM)?	<b>Robert Gregg</b>	
Who will be the budget processor?	<b>Elizabeth Masterson</b>	
Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed: 01/01/2024 _____	___ No

### Budget Summary – Compass Fund Requested Funding Only

\*This portion should not include items supported by another budget/source. Items split between the Compass Fund and another source should be included in both this section and the “Budget Summary – Additional Funding from Other Sources Only” section below.\*

Item		FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Round-trip Transportation from the NJ/Philadelphia/NYC region		\$200 (1 visitor, Spring 2024)	\$400 (2 visitors, Fall 2024, Spring 2025)	Estimated combination of NJ Transit from Philadelphia to Egg Harbor, Greyhound Bus from New York to Atlantic City plus car service
2.	Visitor hotel (1 night)		\$134	\$268	Based on current rate at Marriott Fairway Villas, \$134/night
3.	Visitor per diem (2 days)		\$150	\$300	Estimated \$75/day
4.	Visitor speaker fee		\$1,400.00	\$2,800	
5.	Chartwells event Catering, Mediterranean Market Display		\$8.85 (this item also funded by other sources, see below: \$100 provided by Communications Studies+ \$300 provided by CED)	\$817.70	estimated catering for 65 people per event, \$6.29 / person
6.					
7.					
8.					
9.					
10.					
<b>Totals</b>			\$2192.85	\$4585.7	

**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, office computer equipment, summer institutes, or alumni travel expenses. Compass Funding cannot be transferred to other budgets.

### Additional Funding from Other Sources

Are you receiving any other University funding for this project?     Yes                       No

If so, from where?

1) Communications, \$100 for catering for Spring 2024 (see confirmation email from Joe'l Ludovich)

2) CED, \$300 total for catering (see confirmation email by Sofia Abreu)

3)

4)

5)

**\*Please provide a detailed breakdown of matching funds below and include an email of support from each BUM at the time of submission.\***

### Budget Summary – Additional Funding from **Other Sources Only**

\*This portion should only include items that are being supported by another budget. Items split between the Compass Fund and another source should be included in both this section and the “Budget Summary – Compass Fund Requested Funding Only” section above.\*

Item		FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Source	Notes/Comments
1.	Communications, \$100 for catering for Spring 2024		\$100		Communications Studies	Confirmed by Joe'l Ludovich
2.	CED, \$300 total for catering		\$300		Career, Education and Development	Confirmed by Sofia Abreu
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
<b>Totals</b>			\$100			



**How will this project sustain itself after Compass Funding concludes (if you are seeking funding beyond a one-time project or event)?**

Upon successful completion of the project, we will apply for additional funding from outside sources as well as internal funding from Stockton to continue the project beyond Spring 2025.

**Additional Support Questions**

Will your project require support from Information Technology Services?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If yes, please provide details:

Will your project require support from Plant/Facilities & Operations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If yes, please provide details:

Will your project require support from any other unit or division?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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If yes, please provide details: CED, partner in this proposal

**Divisional Executive Approval/Support**

*Have you discussed and received endorsement for your Compass Fund proposal from your Divisional Executive? **An email of support from your Divisional Executive is required at the time of submission.***

**Yes, see attached email**