



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 documentation sent 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	Christy Goodnight		
Project Leader Email	Christy.Goodnight@stockton.edu		
Project Partner(s)	Kathy Klein and the entire OTERC committee		
Title of Project	Zeroing Out Student Textbook Costs with the Use of Open Education Resources (OERs)		
I am a:	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Faculty Member	<input type="checkbox"/> Staff Member
Project start date: in progress already	Project end date: June 30, 2023		

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 checked="" type="checkbox"/> More than \$5,000	<input 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 checked="" type="checkbox"/>	<i>Teaching and Learning</i>
<input checked="" 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.
X	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.
X	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.
X	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.
X	Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience.



Strategic Enrollment Management

X	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.

This project is designed to promote the use of open educational resources (OERs) at Stockton University. OERs are learning materials that range from a single lesson to complete textbooks with ancillary learning materials that are free to use in a course. OERs have an advantage over traditional course materials in being adaptable and shared in ways that encourage customization to campus and student needs. There is much literature on the importance of OERs as equity strategy, affordability, student success, effective learning materials, the opportunity for faculty research, and resource development.

In the attached letter from the Office of the Secretary of Higher Education, due to the NJ state legislature bill requiring all higher education institutions to develop open textbook plans, Stockton developed our *Plan to Expand the Use of Open Textbooks*, which is also attached to this proposal. In response, the Open Textbook and Education Resource Committee (OTERC) was created and is an institution-wide committee consisting of faculty, Staff, and students, including our Follett bookstore manager – a full roster is attached. This project focuses on college affordability, course enrollment, and student success while helping faculty adapt their courses to create teaching and learning opportunities with zero costs to students beyond tuition and fees.

Building on the implementation of the new Z-subscript starting Fall 2022, the project plans to help faculty modify their courses to qualify for a Z subscript by having no cost to students for textbooks, supplies, course materials, etc., beyond tuition and fees. These courses would be known as Z-courses. These Z-courses address retention and persistence in reducing educational costs for students. This program will not only aid in keeping college affordable for students but will also help students reach their educational goals.

The initial part of the pilot would be to send a team made up of faculty, Staff, and students from the OTERC to the [AAC&U 2022-2023 Institute on Open Educational Resources](#). This Institute provides Stockton with an opportunity to send a team of approximately five people to participate in a year-long online Institute focused on expanding the use and impact of OERs on our campus. If Stockton is accepted for participation, we will be guided in a collaborative campus effort to “...implement a campus transformation strategy to accelerate campus OER plans for large scale engagement and adoption” (para 3).

The AAC&U Institute starts in July 2022 and concludes with a capstone event in July 2023. Institute faculty work with campus teams in a consultative manner. Teams participating in the Institute attend monthly webinars, planning meetings, and a full day meeting in December 2022. Since the Institute is online, there are no additional costs beyond the \$5,000.00 registration fee.

The project's primary goal will be to help faculty successfully apply for Z-subscripts for their course sections. In doing so, the OTERC will develop and provide professional development opportunities for faculty who take part. The OTERC will also create materials to promote and encourage faculty use of Open Educational Resources (OERs) in more courses and to help spread word of the Z-subscript to the broader Stockton community.

The direct impact of our success can be calculated by multiplying the average Stockton student textbook spending of \$109 per course by the enrollment of those courses designated as OER courses or Z-courses. According to our research, despite the best efforts of Stockton faculty to make course materials affordable, students are still struggling. This project will help create more Z-subscript qualifying courses and directly address strategic enrollment, student success, diversity and inclusion, financial sustainability, and teaching and learning here at Stockton.

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?

As a result of participation in the AAC&U Institute, Stockton University will have a customized action plan to increase the use of OERs across campus in a manner that improves student success by addressing retention, equity, affordability, digital literacy, customized learning, and more. These goals are aligned with inclusive student success, diversity and inclusion, teaching and learning, and strategic enrollment management goals in Stockton's Strategic Plan 2025 - Choosing Our Path by closing equity gaps and encouraging enrollment for students seeking Z courses or Z degrees to address affordability needs. Likewise, students and faculty benefit from customizable and effective digital learning resources that prepare students for careers and digital citizenship. This initiative will permit faculty and student research on the impact of OER use in the classroom and longer-term research on the Institutional impact resulting in significant impacts across Stockton.

Using OERs allows all students immediate access to the resources they need to succeed in their courses from the first day of class, regardless of their socio-economic status. Most importantly, this program addresses student success and reduces students' financial burden by implementing more OER courses throughout the Stockton curriculum, allowing for potential savings of over \$500,000 per year. Students will be more likely to enroll in courses that would cost them no additional funds.

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"?

We will know the project is a success if the number of Z-courses increases for Fall 2022 and beyond. Our project plans to finish by June 2023, in line with Stockton University's state-submitted plan after Governor Murphy approved P.L.2019, c.77 (C.18A:3B-81 et seq.), an act concerning college textbook affordability directed at institutions of higher education in New Jersey. The OTERC will continue to engage in efforts to broaden the adoption of OER and promote the Z-subscript.

The anticipated outcomes of this project start with the development and implementation of a successful OER initiative plan addressing the needs of Stockton University. Based on the literature, it is anticipated that an OER initiative at Stockton will impact enrollment positively for students who face financial barriers to attending college. It is also anticipated that students will have enhanced learning experiences in courses using OERs with access to course materials as of the first day of class, customization of resources, and learning with accessible digital resources. This project will be assessed using a mixed-methods assessment approach. Quantitative data on the number of current faculty, courses, and students using OERs will be collected. Cost savings and other economic advantages of OER use at Stockton will be calculated. Implementation of ideas developed at the

AAC&U Institute will involve measuring increased Z course and engagement of faculty and students in using OERs. Qualitative data will be used to explore student and faculty experiences with OERs and assess the impact of OER implementation efforts. Institutional data will be evaluated to determine the impact on enrollment and retention. Academic success and other indicators may be measured in a manner by comparing courses with OERs to more traditional courses. A complete assessment plan will be developed as part of participation in the AAC&U Institute with the consultation of experts. It is anticipated that Stockton students and faculty will have opportunities to individually and collaboratively engage in research related to the use of OERs.

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.	AAC&U 2022-2023 Institute on Open Educational Resources	\$5,000.00			This is an online institute, so no additional funds are necessary.
2.	Chartwells food for the Z-subscript workshops		\$1,200.00		\$300 per workshop for four workshops.
3.	Marketing and promotional materials		\$800.00		\$100 for color posters, \$150 for tri-fold color brochures, \$250 for tote bags, \$300 for mugs to promote OER and the Z-subscript.
4.					
Total		\$5,000.00	\$2,000.00		

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?	Library	
Who will be the Budget Unit Manager (BUM)?	Christy Goodnight	
Who will be the budget processor?	Karen Lutgen	
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 type="checkbox"/> No
Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed: AAC&U Institute will notify applicants by May 23, 2022, so we would need access to the funds soon after that. _____	<input type="checkbox"/> No

Additional Funding from Other Sources

Are you receiving any other University funding for this project?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If so, from where?		
If so, what is the amount and purpose of this additional funding?		
If so, has this additional funding already been secured or is it just 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)

The Open Textbook and Education Resource Committee will continue to engage in efforts to broaden the adoption of OER and promote the Z-subscript.

Additional Support Questions

Will your project require support from Information Technology Services?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:		
Will your project require support from Plant/Facilities & Operations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:		
Will your project require support from any other unit or division?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details		The OTERC includes a cross-section of the University faculty, staff, and students.

Divisional Executive Approval/Support

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