



Stockton University Compass Fund Proposal Form



1. Please complete this form and email a copy as a Word document to: 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)	Dr. Ian Bouie					
Project Leader Email(s)	ian.bouie@stockton.edu					
Project Partner(s)	Dr. Kimberly Dickerson					
Title of Project	Future Educators Get Inspired at the 2024 AERA Annual Meeting					
I am a:	<input type="checkbox"/>	Student	<input type="checkbox"/>	Faculty Member	<input checked="" type="checkbox"/>	Staff Member
Project start date: 01/01/2024			Project end date: 06/30/2024			
If you are a student, who is your faculty/staff mentor?	NA					

Proposal Category (choose <u>one</u>)					
<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

Primary Strategic Area of Focus (choose <u>one</u>)	
<input checked="" type="checkbox"/>	Inclusive Student Success
<input type="checkbox"/>	Diversity and Inclusion
<input type="checkbox"/>	Teaching and Learning
<input type="checkbox"/>	Strategic Enrollment Management
<input type="checkbox"/>	Financial Sustainability
<input type="checkbox"/>	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.).

Student diversity is steadily increasing in American PreK-12 classrooms. Beginning in 2014, the student population in the United States became majority-minority (Maxwell, 2014). Despite this milestone, while half of the students were non-white, less than a quarter of their teachers were people of color (U.S. Department of Education, 2016; Lindsay, Blom, & Tilsley, 2017). Research has shown that, overall, students demonstrate greater academic performance when they are taught by teachers of diverse backgrounds and races (Blazar, 2021). Also, the national teacher shortage creates a sharp focus on the need for more teachers, specifically teachers of color. Therefore, we would like to take 5-8 education students to the American Educational Research Association (AERA) Meeting in Philadelphia in April 2024. These will be students from diverse backgrounds including, but not limited to, students of color, First-generation students, and those who are LGBTQ+.

We chose AERA because this conference is the premier conference for an array of educators ranging from PreK through post-secondary education. It is important that students from diverse backgrounds are exposed to educators who are researchers, practitioners, and experts in their fields. It is also important that they can get the full conference experience by staying in a conference affiliated hotel with Stockton University chaperones providing guidance throughout their stay.

Therefore, our goal is twofold: (1) to continue to encourage our students' teacher education trajectories, and (2) to encourage our students to attend graduate school. We believe that attendance at a conference such as AERA will help our students solidify their career choices and inspire them to continue their teacher education pathways and academic journeys. We also hope that this exposure will encourage these students to continue with their education beyond their bachelors' degrees, leading them to pursue master's and doctoral degrees.

We plan on taking a maximum of 8 Stockton teacher education students to the AERA Meeting from Thursday, April 11 to Sunday, April 14. To get the full conference experience, students will stay in one of the AERA-approved hotels for the duration of the conference. The students will be chaperoned by Dr. Kimberly Dickerson and I. Students must apply to be considered for this excursion and must meet the following criteria:

- Undergraduate
- Enrolled in Stockton's Education Program during Spring 2024
- Sophomore, junior, or senior
- Seniors cannot be in their Student Teaching semester
- Available from April 11 through April 14 and able to stay overnight (4 days/3 nights)
- 3.0 overall GPA (State of New Jersey requirement for teacher certification)
- Must be a member of at least one of the following affinity groups:
 - BIPOC
 - First-generation
 - LGBTQ

Recruitment for this project will begin as soon as the Spring 2024 semester begins on January 16. Since participants must come from Stockton's Education Program, advertisement for the project will be confined to the School of Education. There will be an email, including a flyer, which will be sent to students in the Education Program. It will also be sent to Education faculty to distribute to their classes and preceptees. Additionally, it will be shared with the Stockton New Jersey Preservice Education

Association to see if any of their members who meet the criteria are interested in applying. The flyer will briefly describe the conference and list the criteria to be considered for a spot in the group. There will also be a QR code on the flyer that links them to the required application, which will be housed in Google Forms.

In addition to the emails and flyers, we will host at least one information session for interested students that will occur within the first two weeks of the Spring 2024 semester. The information session will give some background information on AERA as an organization, its significance, and why we believe students will benefit from attending the conference. We will also discuss the application process, what we are looking for in participants, logistical information, and expectations. Potential applicants can ask us any questions they may have during the session.

The application will require typical biographical data and academic information such as major, number of credits and GPA, which will all be verified during application review. The other component of the application will be a mandatory personal statement. The statement will require applicants to answer questions such as the following:

- Why are you interested in attending the AERA Annual Meeting?
- What makes you an outstanding candidate to be considered for this project?
- What are you most interested in learning about while at AERA? For instance, are there any specific educational topics that you are passionate about?
- How do you believe you will benefit from attending AERA?

Dr. Dickerson and I will begin to review applications shortly after the early February submission deadline. The strongest applicants will then be identified and elevated to the interview, the final portion of the process, which will be held a week after the application review. Depending on the number of applicants, these will be either individual or group interviews for a minimum of 30 minutes, which will be conducted by Dr. Dickerson and me. After the interviews, assessments will be made to inform us of our final decisions. A maximum of 8 accepted students will be notified via email about their acceptance by March 1. Those who are not accepted will also receive an email notification within the same timeframe.

Once we have acceptances and confirmations, we will register the selected students for the conference, as well as pay for their membership. The membership will include entrance into the SIG (Special Interest Group) of their choosing. Though registration deadline dates we want to register students as soon as they confirm their attendance, which should be in early March. At this time, we will also book the rooms for the chaperones and students at one of the AERA-sponsored hotels.

We will have a minimum of two group meetings with the participants before leaving for the conference. In these meetings, we will discuss our expectations for the group, including policies, procedures, expectations, and logistics. However, we will also discuss the importance of this opportunity and how to maximize one's time at the conference. Dr. Dickerson and I will both share our own personal experiences regarding attending AERA to give students an idea of what to expect during the conference. By the time of our first meeting, the schedule will be released, so students can begin to decide what sessions they want to attend. They will have access to both their AERA personal website portals, as well as the official AERA app which will allow them to add sessions to their schedules.

On Thursday, April 11, students will take the train to Philadelphia to meet Dr. Dickerson and I at the

assigned hotel for check-in to begin their 4-day, 3-night AERA experience. There will be ample opportunities to attend a myriad of sessions that peak their interests. There will also be special lectures, workshops, and seminars they can attend as well, some specifically for undergraduate students in attendance. They will have networking opportunities, whether in their respective SIG or elsewhere, in which they could possibly walk away from the experience with a mentor.

They will be required to check-in with us every night while at the conference to ensure they are in their rooms safely. They also must post or upload a journal entry into our own special BlackBoard course section (though not officially a course). While there will be opportunities for us to have lunch and dinner as a group, students should feel they are able to take part in the conference without all of us always eating together or attending the same sessions. They should go to sessions they are interested in or about topics they always wanted to learn about, regardless of their traveling peers holding the same interests. We will depart the conference on Sunday, April 14 and debrief in the weeks to follow.

Works Cited

Blazar, D. (2021). Teachers of color, culturally responsive teaching, and student outcomes: Experimental evidence from the random assignment of teachers to classes. *EdWorkingPaper: 21-501*. <https://doi.org/10.26300/jymo-wz02>

Maxwell (2014) in Chapter 1: Maxwell, L. A. (2014). U.S. schools become 'majority minority.' *Education Week*, 34(1), 1-15.

Lindsay, C. A., Blom, E., & Tilsley, A. (2017). *Diversifying the Classroom: Examining the Teacher Pipeline* (p. 8). Washington, D.C.: Urban Institute. Retrieved from <https://www.urban.org/features/diversifying-classroom-examining-teacher-pipeline>.

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?

This proposed trip to the AERA Conference supports the Strategic Area of Inclusive Student Success. Specifically, this aligns with Strategic Goal 1.3: Promote Equitable Educational Access and Academic Achievement. By collaborating with the School of Education, this partnership will prove that joint efforts between student and academic affairs can be extremely effective regarding the implementation of programming that exposes students from underrepresented groups to high impact practices and experiential learning opportunities. Specifically, students attending this conference will gain invaluable exposure and insight into their field that expands their knowledge and gives real-world references to what they have learned in their education courses.

These proposed outcomes align specifically with Goals 1.3.1 and 1.3.6. It is important that we provide students with access to opportunities that have the potential to boost their political awareness, cross-cultural competencies, and increase their self-efficacy. We want students to walk away from this conference experience with new knowledge and increased confidence. Ideally, they will walk away with increased confidence in their academic skills and professional outlook.

Additionally, we want this experience to encourage students to pursue graduate school opportunities and consider doctoral programs. This aligns with Goal 1.4, which is Foster Post-Graduate Success. We are confident that being surrounded by all types of people in the education field and attending sessions led by renowned researchers and practitioners will be influential and inspirational. Although the students we would be taking on this experience want to become teachers, we want to make it clear that there is so much more they can do beyond the classroom, while still having their heart in teaching.

We believe that this project can provide Stockton's future teachers in the School of Education with hope and reinforce their beliefs that the classroom is their calling. An experiential learning experience like this can also help dispel some of the misconceptions and stereotypes about teaching. This is an opportunity for the School of Education and its students to have their moment in the spotlight and to be recognized for encouraging and supporting students through high impact practices, other than student teaching internships.

This collaboration will open the doors for partnerships between Student Affairs and Academic Affairs. It is our hope that more departments in both areas will find programs and initiatives that will encourage more joint efforts to engage students in high impact practices. Both areas serve the same student body, just in a different capacity, so it makes sense to keep fraternizing and producing engaging student content and activities. Ideally, this endeavor will be highly publicized upon our return, including a Stockton news article and social media coverage.

However, we also want our students to write about their experiences with insights from Dean Dickerson and I, that will turn into a paper or project. Without question, we want to host a campus wide meeting or symposium where we share the experiences of this high impact practice. Hopefully, it helps other students, whether inside or outside of teacher education, want to pursue experiential learning and research experiences.

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?"

The success of this project will be measured by assessing the students' experiences at AERA after they return from the conference. There will be an evaluation sent to all participants following the excursion. We also will host a focus group with our attendees, where they can discuss their time at AERA, relive the highlights, talk about what could have been better, and what were some of their key takeaways from the conference. This meeting will help inform best practices if we decide to try this again with another group of teacher education students from underrepresented groups.

Three areas that we want specifically to measure for success are as follows:

1. Interest in post-graduate studies
2. Interest in becoming an education researcher.
3. Interest in social justice issues in education

While attending the conference, we will require students to submit daily journal entries via Blackboard to share their thoughts on the panels, roundtables, lectures, and other events they may have attended throughout the course of the day. These will give insight into their psyche as they navigate this conference, which at 20,000 plus potentially in attendance, can be intimidating. We want them to be able to share their triumphs as well as the challenges they may encounter.

Utilizing Baseline, we are going to conduct a pre- and post-survey of the participants which will also serve as an evaluation of their experience. The surveys will gauge their interest in post-graduate studies, research, and social justice issues. This will couple with the focus group where we will allow students to be candid about their time at the conference and revisit the themes that we hope to see an increased interest from the students.

We also want students to want to go back to AERA or attend other education conferences. It is our hope that with an increased interest in research, they will want to conduct studies, write papers, and present their work at conferences. We hope it sparks an interest in obtaining their master's degrees and ultimately their doctoral degrees as well. Lastly, we hope that it helps them recognize the need for teachers that look like their students. We need more teachers of color, first-generation teachers, and teachers who identify at LGBTQ+ to provide students from underrepresented groups much needed role models in the classroom. Being that AERA 2024 Annual Meeting theme is "Dismantling Racial

Injustice and Increasing Educational Possibilities: A Call to Action” we hope that these Stockton education students answer that call on campus, their communities, and future classrooms.

Compass Funding Budget Questions

In which department or academic school will your budget for this project reside?

Academic Achievement Programs

Who will be the Budget Unit Manager (BUM)?

Dr. Ian Bouie

Who will be the budget processor?

Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed: __January 2024_____	___ No
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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.	Transportation		\$600		NJ Transit Round Trip from Egg Harbor City to Philadelphia; Lyft/Uber rides to hotel and back to train station; for up to 8 students
2.	Hotel		\$3600		4 hotel rooms (2 students per room) at an average of \$300.00 per night for 3 nights
3.	Membership and Registration Fees		\$1520		Student membership rate of \$45 plus student registration rate of \$145 is \$185 per student (up to 8 students)
4.	Per Diem		\$2212		Philadelphia per diem rate of \$79 per day; \$59.25 per first and last day of travel; calculations per student (up to 8 students)Futu
5.					
6.					
7.					
8.					
9.					
10.					
	Totals		\$7932.00		

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, 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) Academic Achievement Programs

2) School of Education

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	FY2024	FY2025	Source	Notes/Comments
		July 1, 2022 – June 30, 2023	July 1, 2023 – June 30, 2024	July 1, 2024 – June 30, 2025		
1.	AERA Membership for Dr. Bouie		\$250.00		Academic Achievement Programs	
2.	AERA 2024 Meeting Registration for Dr. Bouie		\$295.00		Academic Achievement Programs	Based on last year’s registration, 2024 rates not yet released
3.	AERA-sponsored hotel room for Dr. Bouie		\$1100.00		Academic Achievement Programs	Based on an estimate of \$300 per night, plus taxes
4.	Per Diem for Dr. Bouie		\$276.50		Academic Achievement Programs	Philadelphia per diem rate of \$79 per day; \$59.25 per first and last day of travel
5.	Transportation for Dr. Bouie		\$300.00		Academic Achievement Programs	Mileage for personal car usage. Daily parking at hotel.
6.	AERA Membership for Dr. Dickerson		\$250.00		School of Education	
7.	AERA 2024 Meeting Registration for		\$295.00		School of Education	Based on last year’s registration, 2024 rates not yet

	Dr. Dickerson					released
8.	AERA-sponsored hotel room for Dr. Dickerson		\$1100.00		School of Education	Based on an estimate of \$300 per night, plus taxes
9.	Per Diem for Dr. Dickerson		\$276.50		School of Education	Philadelphia per diem rate of \$79 per day; \$59.25 per first and last day of travel
10.	Transportation for Dr. Dickerson		\$300.00		School of Education	Mileage for personal car usage. Daily parking at hotel.
Totals			\$4443.00			

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

The project will sustain itself by keeping its student participants engaged after the conference has concluded. This group and their peers can potentially blossom into a retention initiative or student organization for future teachers from underrepresented groups. If this project is successful and students show interest in doing it again, or they believe other students will benefit from attending future conferences, we will expand the pilot and take a group of students to an education conference the following year.

Additional Support Questions

Will your project require support from Information Technology Services?

Yes

No

If yes, please provide details: We would like a Blackboard course set up for this experience for students upload journal entries, video blogs, and papers. We will also utilize Baseline for assessment.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please provide details: Academic Achievement Programs and the School of Education		

Divisional Executive Approval/Support	
<p><i>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.</i></p>	<p>Yes, see email below for the endorsement.</p>

Re: Compass Fund Proposal - Seeking DE Approval

From: Catching, Christopher <Christopher.Catching@stockton.edu>
Sent: Sunday, November 12, 2023 8:27 PM
To: Bouie, Ian <Ian.Bouie@stockton.edu>
Cc: Edmondson, Ana <Ana.Edmondson@stockton.edu>; Roberts, Ashlee <Ashlee.Roberts@stockton.edu>
Subject: Re: Compass Fund Proposal - Seeking DE Approval

Thanks Ian. This is an impressive proposal and I am glad to support it.

Good luck!

Chris

Sent by iPhone

On Nov 12, 2023, at 8:14 PM, Bouie, Ian <Ian.Bouie@stockton.edu> wrote:

Good Evening Dr. Catching,

As per our conversation at the Open House today, attached is my Compass Fund Proposal with Dr. Dickerson to take students from underrepresented groups to the AERA 2024 Annual Meeting in Philadelphia this April. I am seeking your approval, so I can submit by tomorrow before 8 am. I have also attached the approval from Dr. Keenan for Dr. Dickerson. Thanks so much for your support.

Dr. Ian Bouie

Re: BUM support of Compass Fund Grant Proposal

On Nov 12, 2023, at 4:55 PM, Keenan, Claudine <Claudine.Keenan@stockton.edu> wrote:

Dear Dr. Dickerson,

Yes, the School of Education has set aside a fund specifically to support your travel for this initiative.

Claudine Keenan
Dean of Education and Interim Vice Provost
Stockton University

On Nov 12, 2023, at 4:24 PM, Dickerson, Kimberly <Kimberly.Dickerson@stockton.edu> wrote:

Hi Claudine,

Hope all is well.

Does the School of Education financially support my travel so that Dr. Ian Bouie and I may take students to AERA in Philadelphia April 2024?

Thanks so much for considering,
Kim

—
Kimberly L Dickerson, PhD
Assistant Dean of Education
Stockton University
609.652.4832
