



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 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	Kathleen Klein		
Project Leader Email	Kathleen.Klein@stockton.edu		
Project Partner(s)	Guia Calicdan-Apostle		
Title of Project	Inclusive Teaching & Learning: Developing a Stockton Toolkit for Inclusive Learning & Teaching (STILT)		
I am a:	<input type="checkbox"/> Student	<input type="checkbox"/> Faculty Member	<input checked="" type="checkbox"/> Staff Member
Project start date: 07/01/22	Project end date: 06/30/23		

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>

	<i>Strategic Enrollment Management</i>
	<i>Financial Sustainability</i>
	<i>Campus Community, Communication, and Shared Governance</i>

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



Inclusive Student Success

X	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.
	Build enrollment strategies to reach students who have not previously seen Stockton as their academic home.
X	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.
X	Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.



Teaching and Learning

X	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.
X	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.
X	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

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.

Refer to attached proposal.

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?

Refer to attached proposal.

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"?

Refer to attached proposal.

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. Professional Development Materials: Campus Diversity Training Package		599.00		Commercially available training materials on DEI best practices
2. Professional Development Materials: The Campus Community Inclusion Package		499.00		Commercially available training materials on DEI best practices
3. Informed Discussions: A Faculty Guide – Brochure for Faculty 50+digital		347.00		Resource for faculty
4. Informed Discussions: Guide for Students 25+digital		279.00		Resource for students

5.	Refreshments - one meeting (16 cohort + 2 facilitators = 18) Lunch - 7 meetings (16 cohort + 4 facilitators = 20 people)		1,705.22		Chartwells lunch \$11.59/pp refreshments \$4.59/pp
6.	Resources for 8 students		400.00		ordering print/online resources to assist cohort members in developing STILT resources or increase knowledge in an area of interest (up to \$50 per person)
7.	Resources for 8 faculty		400.00		as above
8.	Professional Development (Conference) Attendance for 8 Person Faculty Cohort + 2 facilitators		12,000.00* (est)		Attending 2023 AAC&U Diversity conference.. Costs are estimated (see proposal) as actual costs and location for the 2023 conference are not yet available.
9.	Professional Development (Conference) Attendance for 8-Person Student Cohort		9,600.00* (est)		estimated costs are maximum amount; expect actual costs to be less
10	Resource gift for faculty & staff volunteers who will guest lecture in training and assist with resource development		350.00		Will purchase inclusive teaching/DEI resource up to \$50 value in appreciation for guest lecture/assistance for up to 7 volunteers
Total			13,830.00		

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?	Center for Teaching & Learning Design (Academic Affairs)	
Who will be the Budget Unit Manager (BUM)?	Kathleen Klein	
Who will be the budget processor?	Nancy Monticello	
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: <u>July 2022</u>	<input type="checkbox"/> No
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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)

N/A

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		

Divisional Executive Approval/Support

<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>	Discussed with Dr. Ariane Newman, Interim Assistant Provost and supervisor. Requested endorsement; will send email response when received.
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Stockton University Compass Fund Proposal Project

Title: Inclusive Teaching & Learning: Developing a Stockton Toolkit for Inclusive Learning & Teaching (STILT)

Narrative Project Summary

Overview

This project is designed to implement best practices to improve faculty and student knowledge, skills, and attitudes that promote a positive diversity climate, equity, and inclusion practices in Stockton University academic courses (face-to-face, hybrid, online, labs, and more). Specifically, based on an evidence-based professional development approach, a cohort (learning community) of Stockton faculty and students will implement and develop resources during the 2022-2023 academic year to assist the Stockton community in implementing inclusive education practices. Inclusive education practices create a classroom (and community) environment where each student’s cultural and social identity influences the teaching and learning process with students experiencing a sense of belonging based on authenticity. Inclusive education practices disrupt traditional institutional and individual biases that determine which students succeed academically.

The inclusive education practice resources developed and referenced will be assembled as a toolkit (Stockton Toolkit for Inclusive Learning & Teaching). The toolkit will permit the work of this small cohort to be available to the entire Stockton community. It is anticipated that the toolkit will provide a variety of resources that will guide students and faculty in engaging in inclusive education practices. Some resources will be used as training/professional development opportunities and other resources will be available to download and use in the classroom by faculty and students. This project includes cohort training and creating toolkit resources using effective learning community processes in the Fall 2022 semester with systematic evaluation of faculty and student inclusive practice implementation activities in the Spring 2023 semester. STILT resources will be developed during the academic year and evaluated through pilot testing. The Center for Teaching & Learning Design (CTLD) will assess the adoption and use of resources. Future development and assessment of STILT resources beyond the 2022-2023 academic year will be a responsibility of the CTLD.

Table 1 outlines proposed activities for the 2022-2023 academic year.

Table 1: Proposed Project Activities (aligned to budget items)

Activity	Faculty	Student	Outcome
Advertise STILT project	8/29-9/15		Solicit applications

Activity	Faculty	Student	Outcome
Application to join cohort	Due 9/16/22 (acceptance 9/23)		Select cohort (9/23/22)
Initial Survey (developed by CTLD & collaborators based on literature)	Due 9/30		Obtain baseline scores on factors related to inclusive teaching & learning to inform & customize the training program
Initial Cohort Meeting	1 Hour Meeting: 10/4/22 <i>(refreshments provided - budget item 5)</i>		Introductions & Overview Form a Learning Community
Campus Hybrid Professional Training Activities <i>(use purchased resources for training - budget items 1-4,6,7; provide resource for faculty & staff volunteers - budget item 10)</i>	Weekly assignments & review of literature October -December 22 <i>(food provided x3-budget item 5)</i>		Professional development: Learning community (cohort) members develop basic competence in inclusive teaching & learning principles and gain familiarity with the research literature Assess purchased training resources for expanded use on campus based on cohort & facilitator feedback
Mid-Project Survey & Interviews Plan assessment of Spring implementation of inclusive education practices <i>(provide resource for faculty & staff volunteers - budget item 10)</i>	December	November	Review cohort survey scores on factors related to inclusive teaching & learning Review cohort survey & interview results on hybrid training activities Plan and consider IRB submission to evaluate the implementation of Spring inclusive education practices. Plan pilot testing of STILT resources
Project Meeting to Develop Stockton Toolkit for Inclusive Learning & Teaching (STILT) Cohort implements inclusive teaching & learning strategies	January 2023 <i>(food provided-budget item 5)</i>		Plan for inclusion of learning materials and reusable learning objects in the STILT Develop timeline and responsibility for resource development

Activity	Faculty	Student	Outcome
<p>Monthly project meetings to develop STILT resources & review implementation by cohort & discuss evaluation/assessment activities</p>	<p>February & April 2023 <i>(food provided x2-budget item 5; provide resource for faculty & staff volunteers - budget item 10)</i></p>		<p>Develop the STILT resources and adhere to timelines</p> <p>Provide mentoring/coaching and feedback on course implementation strategies</p>
<p>Cohort attends 2023 AAC&U Diversity Conference</p>	<p>March 2023 <i>(registration & travel costs - budget items 8 & 9 are estimated. Multiple requests were made to AAC&U for dates and location of the 2023 conference with no response. Based on the 2022 conference rates, an estimate of \$1,200 per person to cover all costs is being submitted at this time)</i></p>		<p>Cohort experience to network, explore resources, learn about research, and attend presentations. Will encourage social interaction during travel and non-instructional times</p> <p>Add/refine resources for the STILT. Pilot test resources as time permits in CTLD training and other opportunities.</p>
<p>Project Wrap-Up & Dissemination of the STILT</p> <p>Final Survey & Interviews</p>	<p>May 2023 <i>(food provided - budget item 5)</i></p>		<p>Posters/video/marketing to provide campus community with information about STILT</p> <p>Assessment plan to evaluate ongoing, future use of STILT resources</p> <p>Review cohort survey scores on factors related to inclusive teaching & learning</p> <p>Review cohort survey and interview findings about the learning community experience</p>

Background

Inclusive Teaching and Learning

Inclusive teaching and learning refers to faculty and student practices that intentionally recognize the varied and complex identities of all of the individuals in any classroom in a manner that promotes respect, belonging and inclusion (community) and supports student success (Hirst, Anderson, Packard, Liotta, Bleakley, Lombardi, & Burkholder, 2021; Howard, Bingener, & Howard, 2021). Hirst et al. (2021) described the following inclusive teaching practices, “...(1) recognize power dynamics and work to mitigate bias, (2) elevate student voices, (3) develop empathy through active engagement, and (4) transparently communicate expectations and strategies to succeed” (p. 20-21).

These pedagogical practices have corresponding student practices. When faculty and students work together to create an academic course experience promoting inclusive student success, it is reasonable based on empirical evidence to expect positive student academic success outcomes including higher persistence and retention rates, improved course attendance, increased citizenship skills, and enhanced sense of student belonging and well-being (Addy, Mitchell, & Dube, 2021; Hirst et al., 2021; Howard, et al., 2021; Sandoval, Vázquez, Simon, & Sandigo, 2020).

Historically, underrepresented student groups describe higher education as hostile and unwelcoming (Addy, Mitchell, & Dube, 2021; Amayo, Heron, Spell, Gooding, 2021; Bryson, Masland, & Colby, 2020; Dewsbury, Murray-Johnson, & Santucci, 2021; Hirst, et al., 2021; Hudson, 2020; Macdonald, Beane, Baer, Eddy, Emerson, Hodder, Iverson, McDaris, O’Connell, & Ormand, 2019). It is imperative that Stockton University recognizes the present urgency in promoting equity and social justice through inclusive education. Faculty and students do not naturally come to teaching and learning in higher education with awareness and utilization of inclusive strategies.

Professional Development Learning Community to Promote Inclusive Education

Professional development efforts are found to be effective in increasing awareness and use of evidence-based inclusive education practices (Addy, Mitchell, & Dube, 2021; Addy, Reeves, Dube & Mitchell, 2021). Much of the literature focuses on faculty professional development, but this project seeks to bring students and faculty together for a professional development opportunity where faculty and students together form a learning community to better understand the variables involved in inclusive education (teaching and learning). Learning communities leverage engagement, learning, and creation of resources based on shared goals (Hirst et al., 2021). Research indicates that learning communities promote individual and group-level change and sustained implementation of knowledge, skills, and attitudes developed (Hirst et al., 2021). In this project, the faculty and student cohorts will work together as one learning community and separately as smaller faculty or student cohorts to participate in training and resource development.

Designing and participating in courses that offer equitable learning environments and are delivered based on evidence-based inclusive teaching practices is beneficial for

faculty and students and requires specific skills. These skills will be explored and implemented by a cohort of 8 faculty and 8 students who will work together in learning communities during the Fall 2022 and Spring 2023 semesters in on-campus training (purchased materials) and an off-campus professional development activity (AAC&U 2023 Conference on Diversity, Equity, and Student Success) focused on knowledge and skill development in (1) designing inclusive teaching & learning experiences, (2) promoting positive interactions including student-student, faculty-student and student/faculty to content and policies, (3) creating an equitable course climate, (4) developing accessible and inclusive classroom practices and materials, (5) selecting diverse course content, and (6) other relevant diversity, equity, and inclusion classroom issues.

The on-campus training serves as a facilitated, social learning experience designed to increase awareness and foundational skills in diversity, equity, and inclusion. The project leaders will request faculty and staff volunteers with specific expertise to assist with on-campus training. We recommend purchasing an educational resource (up to \$50 in value) to compensate and appreciate the volunteer services provided. Based on Fall training, members of the learning community will develop toolkit resources and an implementation plan to test resources and incorporate inclusive education practices in a Spring course. The resources and incorporation of inclusive practices will be systematically evaluated.

The off-campus professional development conference (AAC&U 2023 Conference on Diversity, Equity, and Student Success) provides the learning community (cohort) with an advanced opportunity to network, learn, and further validate empirical evidence and resources that support inclusive teaching and learning. The cohort will participate in activities prior to, during, and after the conference to promote collective work as a learning community. The cohort experience of attending a conference after working together in the Fall and Spring is designed to promote enhanced sense of belonging to the learning community and increase motivation to add resources to the Stockton Toolkit for Inclusive Learning & Teaching (STILT) and enhance expertise as a change agent. There are a variety of activities and concurrent sessions at the AAC&U conference so having all individuals attend results in a variety of conference experiences and conversations devoted to sharing different conference experiences. The conference has special registration pricing for campus teams. The AAC&U conference was selected based on the organization's historical and ongoing commitment to inclusion in higher education and alignment with the goals of this project.

Stockton Toolkit for Inclusive Learning & Teaching (STILT)

Based on the professional development activities described previously as well as informed conversations, professional practice, lived experiences, and evidence-based research, the participants of this project will create the Stockton Toolkit for Inclusive Learning & Teaching (STILT). The STILT is the development of a variety of resources (available on-demand through the CTLD website) that are created using a change agent approach to professional development that reflects the experiences and implementation of learning from the learning community experience (Macdonald, et

al., 2019). The toolkit will be utilized at Stockton University to develop and affirm techniques that create courses and learning experiences supportive of inclusive student success. Resources may include but are not limited to short videos demonstrating specific classroom techniques or providing information on Stockton student experiences, links to resources that are designed for use by students or faculty to enhance the learning experience, print or interactive resources that offer case studies and tips for use to promote inclusion and equity, reusable learning objects that faculty may import into Blackboard for use by students, and multimedia resources that are curated and identified by the learning community (cohort) members.

Members of the learning community will assess developed resources by using the resources during the Spring 2023 semester in appropriate courses. As appropriate, resources will be pilot tested by faculty or students outside of the learning community (cohort) and revised as needed. The resources developed will be prioritized and developed by the project faculty and student cohorts (learning community) and made available online. An [example of an online toolkit from George Washington University Milken Institute School of Public Health](#) demonstrates faculty resources designed specifically for GW faculty supplemented with external resources. STILT is intended to largely be a Stockton-specific toolkit. For example, syllabus language and resources that promote inclusive education practices may be drafted and incorporated in a [Stockton sample syllabus](#) that all Stockton faculty may adapt and use in any course. A Stockton student-created interactive video on civil conversations during class discussion may be available as a student resource that students can access or faculty may place the video in Blackboard as a class resource to promote respectful discussions. Stockton students may create a [What I Wish My Professor Knew](#) video designed to assist faculty and other students in developing a sense of belonging and having an opportunity to describe student needs in a manner that impacts faculty and student attitudes and behaviors. Providing Stockton specific resources is anticipated to have higher rates of adoption and use compared to external resources that require faculty and students to adapt for use and consider application to Stockton.

Implementation of the Stockton Toolkit for Inclusive Learning & Teaching (STILT)

Creation of the STILT is desired based on a strategy of the Center for Teaching & Learning Design (CTLD) that applies Roger's diffusion of innovations theory to increase faculty and student experiences with inclusive education. Rogers' theory offers a method to understand an individual's behavior within higher education and appreciate the social system involved in adopting a new practice such as inclusive education (Cash, Cox, Hahs-Vaughn, 2021). The diffusion of innovations theory proposes characteristics of individuals who adopt innovation and stages of making the decision to adopt a new practice such as inclusive teaching. The project proposed for developing the STILT takes advantage of best practices in professional development and knowledge translation (application of new practices).

Stockton University benefits from the development of this toolkit here at Stockton by *Stockton faculty and students* as Stockton's distinctive educational environment is

fully considered and integrated into the STILT. The experience of Stockton faculty and students is directly reflected in developing the STILT. Trying to purchase or use toolkits developed for other institutions is not as effective as developing and pilot testing the STILT for use at our University. Additionally, having faculty and students implementing and developing inclusive resources permits us as a campus to consider other top-down, bottom-up, and middle-out initiatives to ensure success in our diversity, equity, and inclusion initiatives as they are specifically geared to our campus initiatives, culture, strengths, and challenges.

The Center for Teaching & Learning Design (CTLD) will oversee the project with the Executive Director and Diversity Faculty Fellow facilitating learning community member engagement and utilizing the skills and talents of additional volunteer faculty, staff, administration, and students to create an effective experience for all participants with anticipated outcomes indicating measurable improvements in faculty and student knowledge, skills, attitudes, and implementation of inclusive education practices in Stockton academic courses. Although not the primary focus of this project, the inclusive aspect of academic courses is expected to be experienced in conjunction with inclusive co-curricular and extra-curricular activities on campus.

Strategic Impact

The strategic impact of this project impacts persistence and retention efforts and the Stockton learning experience is improved for all students with the implementation of inclusive education practices. Students and faculty benefit directly from inclusive education practices promoted in this project as described in the Background section of this proposal.

Teaching & Learning: Stockton is based on a personalized approach to teaching and learning that requires pedagogical innovation to meet the needs of a diverse group of learners. Stockton's Strategic Plan 2025 describes our commitment to, "support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience" (p. 12). This project is an impactful collaborative professional development opportunity designed to create a cohort of Stockton experts on inclusive teaching. As experts, the cohort will create STILT resources that will influence and guide the larger faculty and student community with a focus on inclusive teaching and learning strategies, thus enhancing the educational experience at Stockton for all. This project addresses all five goals under teaching & learning. The activities, measurements, and outcomes anticipated in meeting these goals are provided in Table 2.

Inclusive Student Success: Based on Stockton's Strategic Plan 2025, "Inclusive student success is the extent to which Stockton recruits, supports, and empowers an increasingly diverse and nontraditional student body..." (p. 8). Educating a diverse student body requires faculty and students to co-create an inclusive learning environment (online or face-to-face). This project provides faculty and students with information, skills, and cognitive and affective abilities to work together in an environment that promotes positive interactions, shared learning, and access to

culturally responsive, inclusive, and accessible materials within an equitable class environment. The cohort for this project includes students providing an opportunity to work with faculty in developing important resources (STILT) and engage together in a professional learning community by participating in on-campus and off-campus professional development activities. This project addresses these inclusive student success goals: (1) 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 and (2) work continuously to close equity gaps in students' access to learning opportunities, research with faculty, academic achievement, degree attainment, and post-graduate opportunities. The activities, measurements, and outcomes anticipated in meeting these goals are provided in Table 2.

Diversity & Inclusion: This project is focused on creating strategies that promote diversity and inclusion in the classroom to match larger campus initiatives. Much of the student Stockton experience takes place in the classroom and faculty are tasked with creating a learning experience (course) and environment (classroom/online/experiential opportunity) that, "... values differences of race, religion, gender, ethnicity, national origin, socioeconomic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability" (p. 10). In alignment with the Strategic Plan 2025 goal to "intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students" (p.11), the cohort experience and creation of a toolkit (STILT) will promote access to inclusive teaching and learning in every Stockton classroom by providing tools for students and faculty to create and maintain inclusive course experiences. This project addresses these diversity & inclusion goals: (1) ensure access to sufficient resources so that all students have the opportunity to participate in foundational elements of Stockton's liberal arts education and (2) intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students. The activities, measurements, and outcomes anticipated in meeting these goals are provided in Table 2.

This project assists the Center for Teaching & Learning Design (CTLD) in building capacity to promote inclusive teaching & learning excellence. This capacity directly benefits faculty in obtaining desired skills and confidence in teaching diverse students. Students benefit from inclusive learning and having a sense of place/belonging in the learning environment with student-specific resources available. The campus benefits as the classroom and institutional programs work together to create a welcoming and diverse campus. A thriving and diverse campus impacts the work of Student Affairs, Enrollment Management, Academic Affairs, and many of the campus departments/offices.

Assessment Plan

This project is deemed successful based on a comprehensive assessment plan providing deliverables and indicating success in the following areas: (1) completion of

the STILT as a user-friendly, empirically supported toolkit helping faculty and students create inclusive classroom/online learning experiences, (2) cohort members (faculty and students) will use STILT resources and describe the learning and implementation experiences as satisfactory and contributing to personal and professional growth that directly impacts current teaching/learning practices/experiences, and (3) the toolkit is utilized by a variety of campus members to promote inclusive teaching and learning and continues to grow and be used to promote inclusive student success. Assessment of the project based on goals from Stockton’s Strategic Plan is outlined in Table 2. This assessment plan recognizes assessment activities to be completed by June 2023. It is anticipated that more long-term assessment and measurement of Institutional outcomes using institutional data may be considered as a research project.

Table 2: Alignment of Project with Strategic Goals

Strategic Plan Goal	Project Activity	Measurement	Outcome
ISS: 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.	Cohort Training (Learning Community Experience)	Training Survey	75% or higher satisfaction with training
	Cohort Implementation of Inclusive Teaching & Learning Practices (with mentoring)	Interview findings related to implementation and impact	Interview themes indicate successful implementation and learning based on empirically informed questions/outcomes
	STILT resources	Creation of STILT	STILT posted on CTLD website
	<i>CTLD promotes use of STILT, continues development of resources, & assesses impact (faculty or student use, impact on teaching)</i>	Access statistics	At least 20 individual STILT hits (access tracking) are recorded each month for 6 months after posting.
ISS: Work continuously to close equity gaps in students’ access to learning opportunities, research with faculty, academic achievement, degree attainment, and post-graduate opportunities	Cohort Implementation of Inclusive Teaching & Learning Practices (with mentoring)	Interview findings related to implementation and impact	Interview themes indicate successful implementation and learning based on empirically informed questions/outcomes
		Data collection	Data analysis indicates student success
	STILT resource on high-impact practices	Access statistics	At least 20 individual STILT hits (access tracking) are recorded each month for 6 months after posting

Strategic Plan Goal	Project Activity	Measurement	Outcome
D&I: Ensure access to sufficient resources so that all students have the opportunity to participate in foundational elements of Stockton’s liberal arts education.	Cohort Training (Learning Community Experience)	Training Survey Retention of students	75% or higher satisfaction with training Underrepresented students persist/retained in the course
	STILT resources	Creation of STILT	STILT posted on CTLD website
		Access statistics	At least 20 individual STILT hits (access tracking) are recorded each month for 6 months
D&I: Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.	Cohort Training (Learning Community Experience)	Training Survey	75% or higher satisfaction with training
	STILT resources	Creation of STILT	STILT posted on CTLD website
		Implementation and data collection	Report on the implementation of inclusive practices and collect data on impact in promoting belonging, safety & wellness
T&L: 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.	Cohort Implementation of Inclusive Teaching & Learning Practices (with mentoring)	Interview findings related to the implementation	Assess faculty & student success in promoting College skills
	STILT resources	Access statistics	At least 20 individual STILT hits (access tracking) are recorded for 6 months
		Discussion with stakeholders	Discuss STILT implementation with FRST, tutoring, & others
T&L: Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.	Cohort Implementation of Inclusive Teaching & Learning Practices (with mentoring)	Interview findings related to implementation and impact	Assess faculty inclusive teaching practices & student success in inclusive learning practices
	STILT resources	Access statistics	At least 20 individual STILT hits (access tracking) are

Strategic Plan Goal	Project Activity	Measurement	Outcome
			recorded each month for 6 months after posting
T&L: 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.	STILT	Creation of STILT	STILT posted on CTLD website
	STILT resources	Access statistics	At least 20 individual STILT hits (access tracking) are recorded for 6 months
	Faculty & Student Implementation Surveys	Analyze data	Data indicates student and faculty alignment of activities for student success in ELOs
T&L: Recognize and support the inherent value and contributions of faculty in their courses as well as activities outside of the classroom.	STILT resources	Creation of STILT	STILT posted on CTLD website
	Faculty receive financial support to attend AAC&U conference	Funds provided for faculty to attend conference	Faculty receive professional development credits from participation in this project & AAC&U conference
T&L: Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience.	Participation of 8 faculty (cohort)	Attendance/participation	8 faculty participate in 80% of professional development activities
	Faculty & Student Implementation Surveys	Analyze data	Data indicates student & faculty success
	Discuss future research/SoTL opportunities	IRB proposal and potential SoTL presentations/publications	SoTL considered and at least 1 successful presentation or publication

E-mail Questions from Abstract Acceptance (Invitation to Submit a Proposal):

1. The Compass Fund will consider your request for student travel support, but not for faculty. There are other funding opportunities in this regard for faculty. *Response: Although faculty have professional development funds, many faculty use these funds to attend discipline specific conferences to present research and remain current in their discipline. Faculty are engaging in significant work as part of this cohort and paying for a conference related to the work being completed for the University is requested. If faculty have funds available, the facilitators will request that faculty use available professional development monies before spending Compass Funds. However, in the event that faculty do not have professional development funds, it seems appropriate for this project to pay for travel and other fees associated with attending the conference.*

2. A more clear explanation is needed as to what problem this idea is attempting to solve. Also, what is the actual deliverable to the campus? *Response: Clarified in proposal*

(Narrative Summary)

3. Assessment is not tangible enough; Students who take courses with these instructors will be surveyed on their sense of belonging and inclusion. What about their overall satisfaction and academic retention? *Response: Clarified in proposal (Assessment Plan). Assessment of retention in courses will occur but overall persistence and retention requires a long-term study.*

4. Can't Stockton simply purchase a pre-developed toolkit versus sending people to a training conference? *Response: No. Clarified in proposal (Narrative Summary - Background).*

5. What is the justification for sending so many people to one conference? Can the cost of this proposal be reduced by sending fewer individuals? *Response: Clarified in proposal (Narrative Summary - Background).*

6. Has a meritorious conference already been identified? If so, include information about its structure and intent. *Response: the 2023 AAC&U Conference on Diversity, Equity, and Student Success was selected - rationale clarified in proposal (Narrative Summary - Background).*

7. A better description of the "toolkit" is needed. Is it just a web site with online resources? Or something more? How will Stockton know if the toolkit is actually being accessed, used, and is helpful? *Response: Clarified in proposal (Narrative Summary & Assessment Plan).*

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