



Stockton University Compass Fund Proposal Form



1. Please complete this form and email a copy 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 an endorsement from your Divisional Executive. Please include an email or memo from your Divisional Executive with this application.
5. All student project leaders must identify at least one faculty or staff mentor.
6. 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(s)	Kathleen Klein, Valerie Hayes, John O’Hara, & Manish Madan							
Project Leader Email(s)	Kathleen.klein@stockton.edu Valerie.Hayes@stockton.edu John.O'Hara@stockton.edu Manish.Madan@stockton.edu							
Project Partner(s)	PEN America							
Title of Project	Creating a Campus & Classrooms for All (PEN America)							
We are:	<input type="checkbox"/>	Student	x	<input type="checkbox"/>	Faculty Members	x	<input type="checkbox"/>	Staff Members
Project start date: May/June 2023				Project end date: June 2024				
If you are a student, who is your faculty/staff mentor?								

Proposal Category (choose one)

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

Strategic Area of Focus (choose one)

X	<i>Inclusive Student Success</i>
X	<i>Diversity and Inclusion</i>
X	<i>Teaching and Learning</i>
	<i>Strategic Enrollment Management</i>
	<i>Financial Sustainability</i>
	<i>Campus Community, Communication, and Shared Governance</i>

Please provide a narrative summary of your project.

Stockton's mission and vision statements are fully actualized only when the Stockton community is skilled in exercising important and cherished rights to speak, write, create, perform, and express itself free from unprecedented threats including book bans, censorship of ideas and history, and political and social incivility. We desire to promote classroom and campus environments that are inclusive and provide a sense of belonging for all. This project will educate faculty and administrators on rights and responsibilities related to free expression and unite the Stockton community in protecting and exercising those rights in a respectful and civil manner. Specifically, Stockton will partner with PEN America in offering a comprehensive professional development series to faculty and administration focusing on the basics of campus free speech, academic freedom, promoting a climate for respectful classroom communication, and developing practical skills to encourage open dialogue, de-escalate conflict, and manage tense moments shaped by the broader social and political environment. By educating faculty and administration, we promote academic freedom aligned to the First Amendment in an inclusive and thriving community. Faculty and administrators guide students in appreciating the rights and responsibilities of free expression. A strong campus approach to preserving freedom of thought and expression is essential and may be threatened by political interference and a litigious atmosphere.

This project allows Stockton to actualize our mission and vision statements through education of faculty and administration with implementation of learning throughout the Stockton community. Partnership with PEN America for this one-year pilot will provide face-to-face workshops, virtual sessions, coaching, and resources for use on campus developed and provided by consultants with extensive expertise building upon PEN America's successful Campus for All training program. This project is desired by faculty. Due to time constraints, there was not enough time to survey the faculty. The authors consulted with the Faculty Senate executive who largely seemed supportive of the proposal and found it reasonable. Through this proposal, we may also find opportunities to develop a summer institute where faculty can be deeply engaged outside the busy academic year. Although, we could not solicit entire Senate's review on the proposal, but we felt encouraged with the Executive committee's quick turnaround and positive response to the proposal. As we move along in the process, we do look forward to engaging with full senate and develop an internal committee comprised of faculty at large to help in implementation of this project, like the prior work done in accomplishing Title IX training exercise at Fall 2022 Faculty Conference.

The Stockton professional development series begins with PEN America engaging with defined leaders at Stockton to best understand our needs and issues. Following an initial meeting, the program offered will consist of one full-day, in-person training for faculty and a half day session with academic leaders, deans, and other stakeholders in Spring 2023. PEN America would provide three skilled consultants to provide these training opportunities. It is necessary to have three consultants as each brings specific expertise to the training and will afford the opportunity to work with participants in small groups during the workshop. Although the Stockton program will be tailored to our needs, information about campus programs and the PEN America consultants is available on the PEN America [website](#).

The Faculty Workshop covers (1) Free Speech and Academic Freedom, (2) Setting the Stage for Robust Engagement in Class, (3) Navigating Difficult Dialogues and (4) Responding to Tense Moments and Aftermath Communications

The sessions provide both a conceptual framework and the application of tools necessary to navigate the challenging issues facing faculty in the classroom and across campus. These workshops enable faculty to defend free speech and open inquiry at the same time that they advance principles of diversity, equity and inclusion. Faculty are provided with materials and

resources from the workshop to continue to apply what they have learned. Trained faculty may be a source of training for future faculty hired and faculty unable to participate in the workshop session.

The academic leaders' half-day training begins with a dive into the multi-faceted implications of free speech in the U.S. today, learning the basic legal distinctions between protected and unprotected speech, the concepts of hate speech, true threats, and harassment, and to distinguish between censorship and maintaining standards of conscientious and respectful communication. Leaders will then participate in a session to equip them with strategies for tense, politicized, or emotional moments that can be unexpected but often need to be addressed in order to maintain an open and respectful campus climate. Included are techniques for navigating difficult moments in the classroom and campus-wide and for putting out public statements responding to incidents on campus. Participants will leave with a toolkit of ideas and best practices for a range of difficult situations, and will have the opportunity during the session to practice these strategies in small groups. The session will equip leaders with skills to coach their own faculty when issues arise in the classroom and campus-wide. In Fall 2023, PEN America in partnership with Stockton will engage in an evaluation and assessment period with faculty and academic leaders. This will include virtual meetings and surveys with attendees to assess how they are applying the workshop information and materials.

In Spring 2024, PEN America consultants will provide ten virtual coaching sessions with small faculty/leader groups. The sessions are one hour in length and promote talking through specific issues or challenges faculty/leaders are facing and clarifying any aspects of training from the Spring 2023 sessions. Based on assessment activities conducted in the Fall, the focus and composition of the coaching sessions will be determined. Some faculty/leaders may participate in more than one coaching session.

It is anticipated that 50-100 Stockton faculty will participate in the professional development events. An additional 25-60 academic leaders/staff/administrators will participate. We project that at least 20 of the trained faculty and administrators will be willing to serve as resources in reviewing and advising on Stockton's existing policies and procedures and/or provide training in other venues to new faculty and faculty unable to participate in the project. In this manner, the impact of this project is sustained and measurable. The desired outcome is faculty and administrators with confidence, skills, and resources to create an inclusive campus environment appropriately addressing issues at Stockton related to free speech, academic freedom, classroom climate, discrimination & harassment, diversity & inclusion, and de-escalation strategies.

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?

Three strategic areas of focus are addressed by this project as described below.

Inclusive Student Success Goal 1.2 Cultivate an Inclusive Campus Community. This project will enhance cross-divisional efforts to increase students' sense of belonging, engagement, and development in the classroom by providing faculty with skills to manage and lead difficult classroom conversations that intersect with free speech. This project also provides an opportunity for Stockton to collaborate with an external group, [PEN America](#), to support its mission to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world.

Diversity and Inclusion Goal 2.1 Promote and Assess an Inclusive Campus Community. Similarly, this project enhances existing programs and resources that contribute to an inclusive campus community in bias reporting. For example, the Bias Reporting web page has videos, websites, and publications. One such publication is the [Campus Free Speech Guide](#) that PEN America will use in professional development sessions for faculty and administrators

This project also contributes to the enactment of the University's Statement on Diversity, Equity, and Inclusion that states in two specific ways: (1) "Students and employees benefit from working, learning, and living in diverse environments that represent a multitude of voices and perspectives; promote awareness and understanding of the ways individuals interact within systems and institutions" and (2) "Stockton University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity, cooperation, and social justice."

This project further promotes employee training that contributes to a more inclusive campus community, with a focus on faculty professional development.

Teaching and Learning Goal 3.3 Embrace Diverse Teaching and Learning Styles – This project could be considered a co-curricular diversity program that supports faculty teaching and development in the critical area of effectively managing challenging classroom conversations while advancing free speech and cross-cultural dialogue with a diverse student population that mirrors the State of New Jersey's diversity.

The institution-wide impact of this project is far-reaching and enables our campus faculty and administrators to benefit from the expertise of PEN America consultants. [PEN America](#) works to ensure robust protections for academic freedom and freedom of speech are balanced with advancements in diversity and inclusion, as well as efforts to redress legacies of discrimination and inequity. The expertise available from PEN America serves to augment what we can provide with internal resources. This project has institution-wide impact by engaging faculty from across the disciplines, while also supporting faculty who teach R1 – Race and/or Racism Intensive courses, as well as more broadly R2 – Race and/or Racism Education Across-the-Curriculum courses where difficult conversations might present challenging interactions. The project promotes Stockton as an inclusive and welcoming community that values and promotes freedom of thought and expression aligned to our mission, vision, and values.

In collaboration with the Center for Teaching & Learning Design, Office for Diversity & Inclusion, Faculty Senate, and other stakeholders, this project will offer professional development sessions and resources provided by PEN America consultants (subject matter experts). Live and virtual sessions are available to a cohort of up to 100 faculty across the disciplines at Stockton University as well as the academic deans, other administrators, and the Bias Prevention Education & Review Team (BPERT). Resources will be available to the entire Stockton community.

The University benefits from having employees with knowledge and skills to address free speech, academic freedom and promoting a sense of belonging for the entire campus community. Trained employees will serve as resources to expand training opportunities, coordinate events, and review/revise policies and procedures as needed. As appropriate, this initiative may allow us to invite a limited number of faculty from other New Jersey colleges and universities who are part of the New Jersey Bias Response Community of Practice, a collaborative effort of Stockton University and Rider University.

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 is viewed as a success if Stockton is experienced by all (students, faculty, staff, administrators, and the wider community) as an environment that encourages freedom of thought and expression and values diversity and the different perspectives such diversity brings to the campus and to the classroom. In a more specific and limited context, the project is a success if Stockton faculty and administrators attend professional development activities provided by PEN America consultants to learn about and appropriately address issues at Stockton related to free speech, academic freedom, classroom climate, discrimination & harassment, diversity & inclusion, and de-escalation strategies. PEN America consultants will facilitate a session with campus leaders and interested parties to better understand Stockton's policies, procedures and experience/concerns related to free speech, academic freedom and equity before scheduling workshops and virtual sessions.

Measurable outcomes include:

1. The provision of a professional development series in collaboration with PEN America consultants from Spring 2023-2024 consisting of (1) a full-day workshop for 50-100 faculty, (2) half-day workshop for 20-50 academic leaders, Deans, administrators, and key staff, (3) an evaluation and assessment of the workshop content and application by attendees, (4) 10 virtual one-hour coaching sessions, and (5) the provision of resources for campus-wide use
2. Faculty and administration satisfaction with the professional development components (as measured by surveys)
3. Faculty/Leader implementation of principles on campus and in the classroom. One targeted observable faculty behavior is the use of knowledge and skills to promote effective civil discourse in the classroom and help students develop skills to participate in respectful conversations. Across the nation, some states have aggressively passed legislation to prohibit classroom discussions about race and racism, as well as other issues. We live, work, and learn in a state that has not yet bowed to these legislative pressures. Nonetheless, there is some evidence in bias reporting at Stockton that indicates conversations can embroil a classroom and create an educational environment where underserved and students of color feel marginalized. Faculty are on the frontlines in the classroom and must have skills and strategies to address tense, politicized, or emotional moments in a manner that maintains an open and respectful classroom and campus climate.
4. Providing administrators and other Stockton community members with resources to promote freedom of speech and civil discourse in other aspects of the campus environment including shared governance, meetings, events, co-curricular activities, and more. Resources would be available on demand through an online repository (Blackboard course, website)
5. Trained faculty and staff/administrators with knowledge and skills to participate in review and as needed revision of Stockton's existing policies and procedures.
6. Trained participants may also participate in Stockton's Bias Prevention Education & Review Team.

As a result of this pilot project, at the “finish line”, Stockton will have resources and trained individuals to engage in a process of reviewing campus policies/procedures and practices related to free speech and academic freedom to align documents with Stockton’s mission and values and preferred practices to proactively prevent legislative interference in institutional autonomy. Stockton’s campus and classrooms will benefit from individuals trained in facilitating an authentic sense of belonging in a respectful campus and classroom climate. Faculty and leaders will have appropriate skills to protect free speech and respond appropriately to difficult situations.

Budget Summary – Compass Fund Requested Funding Only

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.	PEN America Consultant Fee	\$10,000 20,000.00			Inclusive fee for 3 consultants includes all expenses (travel, lodging, meals), development of training and provision of resources for full day onsite workshop, half-day onsite workshop assessment activities and 10 virtual coaching sessions
2.	Food (full-day workshop)	3,000.00			Breakfast & lunch/snack for 100 people
3.	Food (half-day workshop)	1,200.00			Lunch for 50 people
4.	Printing/Supplies for workshop	250.00			Printed materials for administrators and faculty sessions; folders, nametags
5.	Tabling/Awareness Promotion Materials	850.00			Awareness materials for Stockton community to promote use of resources related to free speech, academic

					freedom, and civil discourse
6.					
7.					
8.					
9.					
10		\$15,300			
	Total	25,300.00			

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, or summer institutes. 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		
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>April 2023</u>	<input type="checkbox"/> No	

Additional Funding from Other Sources Questions

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 purpose of this additional funding?		
If so, has this additional funding already been secured or is it just anticipated at this time?		

Budget Summary – Additional Funding from Other Sources Only

Item	FY2023	FY2024	FY2025	Notes/Comments (stipends, supplies, hospitality, etc.)
	July 1, 2022 – June 30, 2023	July 1, 2023 – June 30, 2024	July 1, 2024 – June 30, 2025	
1.				
2.				
3.				

4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total					

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

After this pilot project, we would expect to have a cohort of faculty and administrators trained in promoting the free exchange of ideas in a respectful, inclusive manner. This cohort will be sufficiently trained and committed to training others in the Stockton community with guidance and support of the Office of Diversity & Inclusion, the Center for Teaching & Learning Design, and other stakeholders. Participants will lend expertise to University needs.

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 use ITS monitored services such as web, Blackboard, but no support required	
Will your project require support from Plant/Facilities & Operations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:	Will use parking and facilities (Campus Center Event room), but no specific support required	
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	Chartwells for food	

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

Leamor Kahanov

