# Stockton University
# Compass Fund
## Proposal Form

## General Application Information

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|---|---|
| Project Leader Name | **Kevin Coopersmith** |
| Project Leader Email | **Kevin.Coopersmith@stockton.edu** |
| Project Partner(s) | **Sequetta.Sweet@stockton.edu, John.Quinn@stockton.edu** |
| Title of Project | **LEAD Pathways to Publishing** |

| I am a: | | Student | x | Faculty Member | | Staff Member |
|---|---|---|---|---|---|---|

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|---|---|
| Project start date: 7/1/2022 | Project end date: 6/30/2024 |

## Proposal Category (choose one)

| One-Time Project/Event | | One-Year Pilot Project | | Two-Year Pilot Project | |
|---|---|---|---|---|---|
| | $5,000 or less | | $5,000 or less | | $5,000 or less |
| | More than $5,000 | | More than $5,000 | x | More than $5,000 |

## Strategic Area of Focus

| | |
|---|---|
| x | *Inclusive Student Success* |
| x | *Diversity and Inclusion* |
| x | *Teaching and Learning* |
| x | *Strategic Enrollment Management* |
| | *Financial Sustainability* |
| x | *Campus Community, Communication, and Shared Governance* |

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

## Inclusive Student Success

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| 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 |
| x | Build enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool. |
| x | Increase partnership opportunities for, and with, our growing network of talented and dedicated alumni. |

## Diversity and Inclusion

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| | 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

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| 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

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| 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

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| | 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

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| | 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. |
| x | Empower our staff, alongside our faculty, students, and administration – to share in the governance of our institution. |
| x | Embrace vigorous conversation in an atmosphere of collegiality and respect. |

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

The LEAD program's dissertation process follows a unique dissertation-in-practice approach, where doctoral candidates conduct research situated around ongoing organizational problems. This approach makes the research conducted by LEAD candidates extraordinarily timely, relevant to ongoing issues, and enticing to prospective students. However, many students who reach the culmination of their work with potential to share findings far more widely are not equipped to navigate the world of academic publishing on their own. Consequently, Stockton's reputation is not benefiting as much as it could from the many great works of research conducted by LEAD graduates. LEAD Pathways to Publishing would seek to fill this gap by helping graduates to publish their works and develop their academic identities through a series of workshops hosted at the Atlantic City Campus and/or virtually.

Because the content of several of these workshops would be based on understanding the world of academic publishing, the LEAD program would also make these workshops available to the greater Stockton community, particularly to junior faculty who are looking to branch into publishing as well. We have connected with the Center for Teaching and Learning Design as a potential resource for developing these workshops further, to increase their impact and reach to help boost the output and quality of research coming from the Stockton community. Furthermore, many of our regional county college colleagues and high school administrators who might also be interested in earning their LEAD degrees would also be invited, strengthening our relationships with more people employed by our Transfer Pathways partners.

LEAD Pathways to Publishing would also serve as an advisory initiative within the Ed.D. in Organizational Leadership program to help LEAD graduates publish their dissertation-in-practice research. LEAD Pathways to Publishing's workshops would be administered by LEAD faculty, adjuncts, dissertation chairs, as well as invited guests from the Stockton community; senior faculty members who are well versed in the world of publishing who can serve as guest speakers. LEAD Pathways to Publishing would help alumni navigate the waters of academic publishing, develop strategies for writing and publishing manuscripts based on their research, and offer counseling and support for student/alumni presentations at academic conferences.

The program would ideally serve to help prospective and current LEAD students, alumni, and interested faculty members at Stockton develop their academic identities. The requested funding for academic conference travel would ideally allow for current LEAD students to attend academic conference presentations provided by LEAD faculty, alumni, or speakers of related leadership topics. Having a strong LEAD program presence at these programs would help students to better understand the world of academia, while serving as a significant marketing and networking opportunity for the LEAD program across other areas of academia. The workshop series would also help the LEAD program to strengthen their curriculum focus on diversity, equity, and inclusion, by creating more equitable and accessible pathways into the world of academia while further elevating the impact of many of the DEI-minded dissertation works completed by current, past, and future LEAD students.

**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?

LEAD Pathways to Publishing would help students to publish their dissertation research in peer-reviewed academic journals and help them to better understand and navigate the world of academic conferences. This process would help to distinguish the Ed.D. in Organizational Leadership program as a strong contributor to academic research, and further enhance the body of research being conducted by the Stockton community. Potential partnerships with the Center for Teaching and Learning Design, Graduate Admissions Office, and the Office of Alumni Relations would help the workshop series to reach a wider audience of Stockton junior faculty members and alumni from other programs. Ultimately, this series could ideally be viewed as a unique platform for alumni, staff, and faculty across Stockton to find knowledge, resources, and community support that will help them to better contribute to the world of academia and expand Stockton's growing body of research contributions.

Through this initiative, the LEAD program would be able to raise its position in academic circles while contributing to ongoing leadership research. The program would also represent a strong, strategic element of relationship building and research cultivation within the program's alumni. This program would help alumni to further develop their academic identities while helping them to advance their careers as academics, objectives identified by Morrison et al. (2011) to be key drivers to determine doctoral program excellence. As the LEAD program continues to grow and expand its commitment to inclusive student success, including a focus on Diversity, Equity, and Inclusion throughout Phase 1 of the program and a dedicated Diversity, Equity, and Inclusion course, the Pathways to Publishing program can help to foster further scholarship from students who represent diverse backgrounds and research themes. Ultimately, a program with a stronger academic footprint would serve to be more attractive to future students, and the Pathways to Publishing program could, in time, become a unique selling point of the LEAD program in comparison to other leadership doctorate programs in the region.

Morrison, Rudd, E., Zumeta, W. M., & Nerad, M. (2011). What matters for excellence in PhD programs?:
    Latent constructs of doctoral program quality used by early career social scientists. *The Journal of Higher Education (Columbus)*, 82(5), 535–563. https://doi.org/10.1353/jhe.2011.0029

**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 project will be deemed successful if it is utilized effectively by alumni and other members of the Stockton community to help them to develop and publish research. This two-year timeline would aim to support previous alumni of the program (Cohorts 1-4), and would serve to help candidates preparing for graduation (Cohort 5 in Fall 2022, Cohort 6 in Fall 2023) to develop manuscripts for publication. Success will be evaluated based on the attendance of students at development workshops, the number of students developing manuscripts, and, ultimately, the number of manuscripts accepted for publication by scholarly peer-reviewed journals. We will also administer a brief satisfaction survey to all workshop attendees and share feedback from prospective students with the Graduate Admissions office.

Success will also be determined if the funding needs for travel and marketing are thoroughly utilized. Ideally, the travel budget will be used to fund the travel of current LEAD students to academic conferences where other LEAD alumni or faculty are presenting. Attendance at these events would serve as effective networking and marketing opportunities for the LEAD program with the greater academic community, while helping students to further develop their own academic identities and

goals. The marketing funds will be used to promote the Pathways to Publishing workshop series as well as to announce the publishing of any LEAD alumni in academic journals. These funds would be used as part of LEAD's ongoing marketing efforts which seek to highlight the unique outcomes and opportunities of pursuing an Ed.D. in Organizational Leadership.

## 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. | Student Travel for Conferences | | $3,000 | $3,000 | A travel fund to be used to support attendance of current LEAD doctoral candidates to be accompanied by faculty (or their designee including adjunct faculty or dissertation chairs, funded by the School of Education) where students' works will be featured. |
| 2. | Marketing | | $2,000 | $2,000 | Promotional services to advertise the workshop series to previous alumni, as well as to ultimately promote published articles by LEAD alumni, through a social media campaign (Facebook, LinkedIn, and Instagram promoted posts) and integration into the LEAD program's marketing plan. |
| 3. | Catering for In-Person Events | | $1,000 | $1,000 | Catering for the in-person workshops held at the Atlantic City campus. |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| | Total | | $6,000 | $6,000 | $12,000 |

**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? | School of Education | |
|---|---|---|
| Who will be the Budget Unit Manager (BUM)? | Claudine Keenan | |
| Who will be the budget processor? | Cheryl Schafer | |
| If you are requesting funding to hire a TES or consultant, is that person a current Stockton employee? | Yes, currently paid as a/an: ___ Adjunct   ___ Faculty ___ Staff   ___ TES ___ Student | _x__ No |
| Will you need Compass Funds for immediate use to begin your project? | Yes, date needed: _____ | _x__ No |

## Additional Funding from Other Sources

| Are you receiving any other University funding for this project? | _x__ Yes | ___ No |
|---|---|---|
| If so, from where? | School of Education | |
| If so, what is the amount and purpose of this additional funding? | Funding for guest speakers, additional marketing funds (if needed) | |
| If so, has this additional funding already been secured or is | Secured | |

| it just anticipated at this time? | |
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**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)**

If the pilot program is successful, the Dean of Education will request supplementary and/or reallocate permanent funding to sustain the program in future years.

## Additional Support Questions

| Will your project require support from Information Technology Services? | __x_ Yes | ___ No |
|---|---|---|
| If yes, please provide details: | Set up at workshop events at the Atlantic City campus. | |
| Will your project require support from Plant/Facilities & Operations? | _x__ Yes | ___ No |
| If yes, please provide details: | Set up at workshop events at the Atlantic City campus. | |
| Will your project require support from any other unit or division? | _x__ Yes | ___ No |
| If yes, please provide details | **University Relations & Marketing: Assisting with developing promotional collateral.** **Event Services: Assistance with coordinating Atlantic City campus workshops.** | |

## 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* | Dean has this item on their next meeting agenda |
|---|---|