

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
6. All student project leaders must identify at least one

On the second day of the guest speaker's visit, the speaker will host a series of one-to-one mentorship meetings with students. In these meetings, students will discuss their career goals and aspirations with the guest speaker, review their CV and relevant educational and professional experience, and discuss strategies for networking, making professional connections and applying for jobs. The mentor will offer individualized support and advice to each student with the goal of providing comradery, concrete suggestions and potential professional connections, and to demonstrate the importance of this kind of supportive relationship to students. For these sessions, 5 students will be invited by each of the 2-3 faculty members whose classes attended the public lecture and networking event. Faculty will prioritize minority students and students of color whom they feel would benefit from mentorship. This will be based on students' participation in class, academic performance and other factors to be determined by each faculty member.

Mentorship meetings will also be advertised to the attendees at the public event, and minority students from across campus will be recruited by CED, in collaboration with Sankofa, TogetHER and EOF. Similar to the public events, CED will use targeted marketing, email campaigns, social media, outreach to student organizations and outreach to student leaders to recruit minority students to participate in mentorship sessions. Interested students will submit a brief paragraph outlining their interest meeting with the guest mentor; CED will choose students that it feels would most benefit from the program. We aim to provide 5-10 additional mentorship meetings with these recruited students, for a total of about 20 mentees per visit (in summary, 10-15 students invited by faculty members whose classes attended the lecture event plus 5-10 students recruited from the wider community). Each mentorship meeting will be 15-20 minutes long.

In addition to offering a one-time experience of mentorship, meetings will provide the opportunity for students and mentors to organically develop an ongoing relationship and the possibility of job shadowing if there is mutual interest.

Guest speakers will be nominated and recruited from a variety of sources. CED will work with Stockton Alumni Relations to recruit minority Stockton alumni who work in the digital media and software industries. Faculty members in related fields will also recruit minority alumni who have become successful in these fields, as well as nominate non-alumni professionals as possible guest mentors. Nominations will be discussed and decided upon by myself, CED, faculty member partners to this proposal and faculty members in related programs across campus. Academic programs at Stockton that relate directly to this proposal include Business Analytics, Communication Studies, CIS, Computer Science, Computing, Digital Studies, Esports Management, Studies in Arts, and Visual Arts.

This proposal is for one 2-day event in each semester, Spring 2024, Fall 2024 and Spring 2025.

Sofia Abreu, director of CED has kindly suggested to establish a conversation with me prior to the start of the series to further refine our vision of mentorship in this program and to refine the details of event planning and outreach in order to best achieve our goals.

This program builds upon and extends the scope of the highly successful Visiting Digital Artist and Designer Series, which I have developed in my role in the Digital Studies program.

- 1) International Game Developers Association Satisfaction Survey - Diversity in the Game Industry Report, Sept 2022.
- 2) Statista, "Software developer gender distribution worldwide as of 2022", March 2023.
- 3) Stockton University, Office of Institutional Research (2018). Impact Analysis Report. Changes in New Jersey Demographics, K-12 Schools and Postsecondary Enrollment and Potential Impact on Stockton's Enrollment Management Efforts. Figure 8. (Original source: New Jersey Department of Labor and Workforce Development.). As quoted in Stockton University Strategic Plan, 2025

4) "The Role of Mentoring in College Access and Student Success", Pathways to College Network, Institute for Higher Education Policy, 2011. Accessible at [https://wsac.wa.gov/sites/default/files/2014.ptw.\(31\).pdf](https://wsac.wa.gov/sites/default/files/2014.ptw.(31).pdf)

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?

Guest mentors will each present a firsthand account of how members of minority and underrepresented groups can achieve success in the fields of digital media and software. By presenting a personal account of their career development, mentors will aid minority students to envision their own success, and to develop strategies for exploring and developing careers in these fields. Through the networking event and one-to-one meetings, students will gain valuable exposure to the multiple dimensions of support offered by mentorship outlined above, including emotional functions such as friendship and acceptance as well as instrumental functions such as information, coaching and advocacy. By interacting with the guest mentor during the two-day series of events, students will see the value of seeking out mentorship for the purposes of receiving each of these types of support, with the goal of becoming more likely to seek mentorship in the future and ultimately an increased likelihood of succeeding in the desired field of work. Mentorship is particularly valuable to minority students and students of color in gaining access to the digital media and software industries. Furthermore, studies show mentoring minority students leads to higher retention rates and higher GPAs (1).

The benefits of this program directly support the goal of Inclusive Student Success as outlined in the Stockton Strategic Plan 2025 in relation to empowering an increasingly diverse student body, “closing the equity gaps that exist in higher education” and equipping students “not just for their first job but also for long term professional success.”

Students from across the institution will directly benefit from this project, with a focus on minority students and students of color. The fields of Digital Design and Software Development encompass a wide range of professional fields that relate to numerous programs across campus including Business Analytics, Communication Studies, Computer Information Systems, Computer Science, Computing, Digital Studies, Esports Management, Studies in Arts, and Visual Arts. Furthermore students from additional programs across campus who are interested in these areas of work will be welcome to participate.

- 1) “The Role of Mentoring in College Access and Student Success”, Pathways to College Network, Institute for Higher Education Policy, 2011. Accessible at [https://wsac.wa.gov/sites/default/files/2014.ptw.\(31\).pdf](https://wsac.wa.gov/sites/default/files/2014.ptw.(31).pdf)

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 will be considered successful if the following goals are met: 1) students gain an understanding of diversity within the field of the presenter and strategies that students might pursue to gain access to that field, with a focus on minority students and students of color 2) students feel that they have received multiple forms of support-- including emotional, strategic, informational, coaching, and advocacy--through the mentorship session and networking event 3) students feel more likely to seek out mentorship in the future.

We will measure our success in achieving these goals through pre- and post- event surveys. Surveys will be administered by CED through the electronic Handshake platform, which will incw.5 (t)-6.6 it.9 (.)9 g>outese (t)

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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.	Round-trip Transportation from the NJ/Philadelphia/NYC region		\$200 (1 visitor, Spring 2024)	\$400 (2 visitors, Fall 2024, Spring 2025)	Estimated combination of NJ Transit from Philadelphia to Egg Harbor, Greyhound Bus from New York to Atlantic City plus car service
2.	Visitor hotel (1 night)		\$134	\$268	Based on current rate at Marriott Fairway Villas, \$134/night
3.	Visitor per diem (2 days)		\$150	\$300	Estimated \$75/day
4.	Visitor speaker fee		\$1,400.00	\$2,800	
5.	Chartwells event Catering, Mediterranean Market Display		\$8.85 (this item also funded by other sources, see below: \$100 provided by Communications Studies+ \$300 [redacted] by CED)		

Additional Funding from Other Sources

Are you receiving any other University funding for this project?

Yes

No

If so, from where?

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

Upon successful completion of the project, we will apply for additional funding from outside sources as well as internal funding from Stockton to continue the project beyond Spring 2025.

Additional Support Questions