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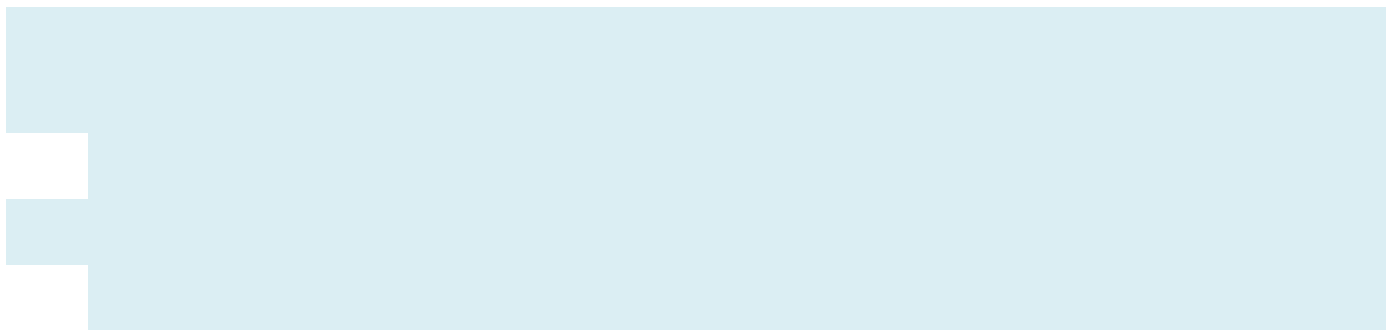
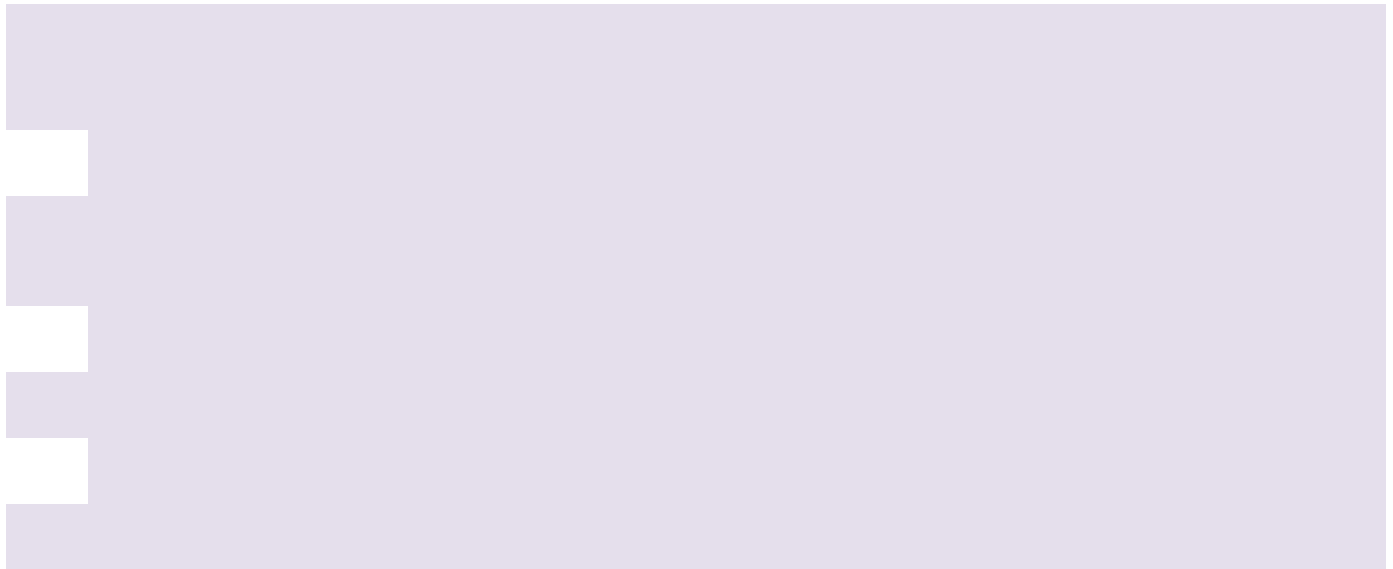
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Stockton University Compass Fund Proposal Project

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

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 (refreshments provided - budget item 5)		Introductions & Overview Form a Learning Community
Campus Hybrid Professional Training Activities (use purchased resources for training)			

Background

Inclusive Teaching and Learning

Inclusive teaching and learning refers

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 re

source for the training (e.g., a DVD or video) and

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

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

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

the STILT as a userfriendly, 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
	CTLD promotes use of STILT, continues development of resources, & assesses impact (faculty or student use, impact on teaching)	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

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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		

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

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(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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