

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

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|---|---|--|--|--|--|
| Project Leader Name(s) | Erin O’Hanlon | | | | |
| Project Leader Email(s) | erin.ohanlon@stockton.edu | | | | |
| Project Partner(s) | CRIL, Communication Studies Program, School of Arts and Humanities | | | | |
| Title of Project | CRIL Narrative Justice Program | | | | |
| I am a: | <input type="checkbox"/> Student | <input checked="" type="checkbox"/> Faculty Member (Adjunct) | <input checked="" type="checkbox"/> Staff Member | | |
| Project start date: Spring 2023 | | | Project end date: Spring 2025 | | |
| If you are a student, who is your faculty/staff mentor? | | | | | |
| | | | | | |

Proposal Category (choose one)

| <u>One-Time Project/Event</u> | <u>One-Year Pilot Project</u> | <u>Two-Year Pilot Project</u> |
|-------------------------------|-------------------------------|---|
| \$5,000 or less | \$5,000 or less | \$5,000 or less |
| More than \$5,000 | More than \$5,000 | <input checked="" type="checkbox"/> More than \$5,000 |
| | | |

Strategic Area of Focus (choose one)

| | |
|-------------------------------------|----------------------------------|
| | <i>Inclusive Student Success</i> |
| <input checked="" type="checkbox"/> | <i>Diversity and Inclusion</i> |

| | |
|--|---|
| | <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.

Narrative justice is a powerful movement for transformative social change with the representation of the stories or voices of those who historically have been marginalized or considered “voiceless”. As stated as [key values for Stockton University](#), inclusivity and diversity are not recognized in name only. This project exemplifies the commitment to action. Communication skills and information literacy are two key areas that the university prioritized through the [Essential Learning Outcomes \(ELO\) process](#). Media literacy is a skill important to narrative justice. It continues to be relevant as democracy faces constant challenges, including misinformation and misrepresentation.

This project’s focus is to expose Stockton’s campus to the foremost thinkers of the information literacy, narrative justice, and digital polarization field and transform that information into active programming on campus. It will bring six experts to campus over two academic years (Spring ‘23, Fall ‘23 and Spring ‘24) and educate over 200 faculty and students. As a result, faculty will enrich their programmatic curricula and infuse contemporary communication skills and information literacy into their teaching. Students will develop and facilitate deliberative dialogues and share them with Stockton and the surrounding community. The collaboration will happen through CRIL – the Community Reporting Innovations Lab. CRIL is a new endeavor with the Communication Studies Program of the School of Arts and Humanities. It is a space for innovation and creativity based on the Atlantic City campus. CRIL is a partnership that includes several local media organizations. The desired impact of this project is to integrate narrative justice into the culture of the campus and to reflect the needs of a diverse community.

A typical semester for the CRIL Narrative Justice Program will start with coordination at the beginning and middle of the semester to bring the scholars to campus. Each scholar will visit Stockton’s campus for two days – typically a Wednesday and Thursday. On Wednesday, there will be an opportunity for the scholar to present to faculty and students. They will provide a signature lecture that details their area of expertise. Wednesday afternoon will also be a time that they engage with the students in the Communication Studies labs. On Thursday, the scholars will provide an experiential workshop (a masterclass), open to faculty and students, during the open block from 4:30 pm to 6 pm, in the CRIL. Students who participate will be invited to apply to the Deliberative Dialogue cohort. The work will continue with this cohort of students after the scholar has visited Stockton. The cohort of students will be trained in deliberative dialogue. They will also develop a deliberative dialogue guide (similar to those found at [NIFI](#)). They will coordinate 1-2 deliberative dialogues based on the scholar’s expertise and the guide. Faculty and staff will be invited to participate in these student-led deliberative dialogues from across Stockton’s campus. When a second scholar visits the campus midway through the semester, the cycle will repeat itself. It is expected that there will be some students who overlap from the cohort focused on the first scholar with the cohort focused on the second scholar, but every effort will be made to expand the circle of students engaged in this opportunity.

The initial target audience of the scholars who will visit CRIL will be students in the Communication Studies Program and students in the programs of the School of Arts and Humanities. However, all the events will be open to all Stockton University students and faculty and will be advertised through various channels on campus. Students in the COMM2101–Communication Studies Labs, of which there are two that will run on Monday and Wednesday in CRIL, will participate in the Masterclasses. Any student will be offered on campus to register and attend as well. Potential Master Teachers include such scholars as Alicia Bell, co-founder of the [Media 2070 Project](#), visual rhetorician [Byron Craig](#) of Illinois State University, and Renee Hobbs, from the [University of Rhode Island’s Media Education Lab](#).

Students who participate and engage with the scholars will develop a National Issues Forum Institute (NIFI) style guide for deliberative dialogue. They will be trained in the facilitation of

deliberative dialogue. This cohort of students will provide 2-4 deliberative dialogues on campus each semester connected to the guide they develop. Each scholar will bring unique training – for example, Alicia Bell focuses on media reparations – and the students will develop the deliberative dialogue guide in conjunction with the materials experienced during the Master class. Students will then advertise and deploy these materials on campus. The guides will continue to be a resource through CRIL for faculty members to utilize in their classes.

A masterclass is an experiential, applied learning opportunity provided to students of a particular discipline by an expert. Typically, masterclasses are utilized in the discussion of visual and performing arts, as well as music. Masterclasses are forums where skills are developed – specifically, applied learning that involves hands-on engagement with a concept or task. While it is not typical to consider faculty providers of masterclasses, the scholars who will be traveling to Stockton’s CRIL will be experts in very specific areas of media disinformation, misrepresentation, and digital literacy and diversification. I believe that Masterclass is the appropriate term.

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?

This project will focus on Strategic Plan Implementation Goal 2.3 – Promoting and Assessing a Comprehensive Diversity and Inclusion Education. The goal of the master classes and deliberative dialogues offered through this project is transforming curricula on campus and beyond, bringing a narrative justice lens to the pedagogical practice and a sense of belonging and authentic inclusion at the institution and beyond. Individuals offering the masterclasses will focus on the historical impact of media and racial representation and creating a vision that transforms future media landscapes. This could include [Misinformation Research Scientist Mike Caulfield of the University of Washington](#), a leading thinker of digital polarization, but also [Juan D. Gonzalez](#), author of “News for All the People: The Epic Story of Race and the American Media,” a Rutgers faculty member who focuses on the maladaptive legacy of media through the lens of race. Another potential presenter is Alicia Bell, co-founder of the Media 2070 Project, which calls for reparative actions by media organizations.

During the three semesters of the grant, six leading thinkers will engage with over 200 faculty and students. There will be a minimum of 12 master classes conducted, 6 for faculty and 6 for students. Master classes will be distinct from workshops and lectures by their applied nature. Experts in the field will be invited to provide experiential learning on their topic.

There will be a significant institution-wide impact through this program. This project will bring eight experts to campus who focus on narrative justice, information literacy, digital polarization, reparative measures, and race and representation in media to teach master classes to faculty and students over two days of robust and interactive programming. Supporting faculty to infuse this approach into their program content is one of the two primary goals. Students will also be trained to lead deliberative dialogues that will welcome community participation. Hosting space for these conversations is a critical opportunity to engage directly with people rarely see themselves in dominant media, or typically experience the perspective of monoculture reporters. Hosting conversations about media literacy, digital polarization, race, and representation in media and reparative measures makes it visible. It works to integrate it into the curriculum across a broad swath of programs beyond just Communication Studies. This will be facilitated through CRIL and invite community and legacy journalists to consider their work through a narrative justice lens. By asking all faculty and students, the inevitable question will be how each field is impacted by narrative injustice and what are the resultant consequences.

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 a success when at least 200 students and faculty participate in the two-day master class workshops and report satisfaction with the experience based on a participant survey. Faculty and students will continue engaging in implementation activities that will assess ongoing outcomes. The desired outcomes include that within two years at least five Stockton programs will incorporate tenants of narrative justice (including media literacy, digital polarization, representation in media, and reparative measures) in core course outcomes. It will be considered a success when at least one faculty member presents at Day of Scholarship regarding this framework in their field, one faculty member presents at a national conference, and at least one faculty member partners with an organization to conduct scholarship of engagement that includes information from these master classes or dialogue sessions. The theoretical made practical will come full circle when a faculty member integrates information learned from the master classes into community engagement and service-learning activities.

Additionally, faculty will challenge students to identify the "invisible" cultural norms that are often presented as "fact" and extrapolate how that impacts their field of study. For example, a health science faculty might develop an activity that supports students to consider the connection between racial representation in media and the stigmatization of mental health. Students will be asked to deconstruct advertisements and their underlying messages.

In addition to the impact that will be measurable in the curriculum through the introduction and application of these concepts, there will be a tangible assessment of student engagement as well. The number of students and faculty participating in the CRIL Narrative Justice Project will be recorded as well as their satisfaction with the experience collected through an evaluation provided at the end of each training session. This will be a mixed methods survey that includes both 5-point Likert Scale data as well as qualitative, open-ended questions. Since this includes research with human subjects, IRB approval will be sought.

Additionally, the number of times that the guides are distributed in the digital and analog forms will be an evaluation of their impact. That information will be made available as part of a post-reporting process for the Compass Grant Committee.

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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. | Spring 2023 Master Teacher #1 | \$2000 | | | travel, lodging, stipend |
| 2. | Spring 2023 Master Teacher #2 | \$2000 | | | travel, lodging, stipend |

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|-------|--|---------|---------------------|--|----------------------------|
| 3. | Spring 2023 Student Deliberative Dialogue Training | \$1000 | | | stipend for students, food |
| 4. | Fall 2023 Master Teacher #1 | | \$2000 | | travel, lodging, stipend |
| 5. | Fall 2023 Master Teacher #2 | | \$2000 | | travel, lodging, stipend |
| 6. | Fall 2023 Student Deliberative Dialogue Training | | \$1000 | | stipend for students, food |
| 7. | Spring 2024 Master teacher #1 | | \$2000 | | travel, lodging, stipend |
| 8. | Spring 2024 Master teacher #2 | | \$2000 | | travel, lodging, stipend |
| 9. | Spring 2024 Student Deliberative Dialogue Training | | \$1000 | | stipend for students, food |
| 10 | | | \$5,000 | | |
| Total | | \$5,000 | \$10,000 | | |

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, office computer equipment, or summer institutes. Compass Funding cannot be transferred to other budgets.

Compass Funding Budget Questions

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|--|--|--|
| What department or academic school will your budget for this project reside? | School of Arts and Humanities | |
| Who will be the Budget Unit Manager (BUM)? | Dean Ian Marshall | |
| Who will be the budget processor? | Madeline Perez | |
| 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 checked="" type="checkbox"/> No |
| Will you need Compass Funds for <u>immediate</u> use to begin your project? | Yes, date needed: 1/30/2023 _____ | <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 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. | n/a | | | | |
| 2. | | | | | |
| 3. | | | | | |
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| 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)?

There are opportunities for additional funding through networking with the fellowship with the American Democracy Project (ADP) of the American Association of State Colleges and Universities (AASCU) there is a possibility of obtaining funds for the project as well as auxiliary resources and visibility at national conferences.

When the Compass funding ends, there will be enough students and faculty exposed to narrative justice and related concepts that important inclusion and transformative impact will be rooted at Stockton. At least five programs will have incorporated narrative justice in the curriculum and CRIL, as the Community Reporting Innovations Lab, will continue to offer programming and implementation of the narrative justice framework.

Additional Support Questions

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| 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| If yes, please provide details | | |

The project will require support from The School of Arts and Humanities. Specifically, the project will benefit from marketing to the larger campus and mobilizing students and faculty to support the project. The project will also require support from the School of Arts and Humanities to manage the funding.



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