

## President's Cabinet Priorities for FY 2019

### Mission

Stockton University's mission is 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. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

### Vision

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

### Guiding Principle

Students first; vision and strategy follow.

### Values

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations.

#### **We adhere to the values of:**

Excellence in Teaching and Dedication to Learning  
Inclusion and Diversity  
Academic Freedom  
Integrity and Respect  
Shared Governance  
Community Engagement and Civic Responsibility  
Global Perspectives  
Sustainability and Environmental Stewardship

**For more information, please visit Stockton University's Mission Statement at:**

<https://www.stockton.edu/president/mission-statement.html>

### Legend

 Complete     Ongoing/On Track     Some Progress     No Progress/Not Started

## Strategic Priority #1

Advance the University's mission of excellence in teaching and learning, scholarly and creative activity, and dedication to service.

Goal	Lead Unit	Description	2020
1.	EVP	Strengthen and enhance Stockton's reputation as the premier choice for enrollment, philanthropic support, and employment.	E
<p><i>Various stages of completion (see below).</i></p> <p><b>DEVELOPMENT AND ALUMNI RELATIONS: <u>100% complete and ongoing</u></b></p> <ul style="list-style-type: none"> <li>Created Director of Alumni and Development Communications position from existing salary line to provide enhanced communications to all donors and alumni focused on the University's progress and achievement and corresponding opportunities for philanthropic support.</li> <li>Incorporated regular philanthropic messaging into the existing monthly newsletter, <i>The Nest</i>, with a subscription list of 36,000+ alumni and supporters.</li> <li>Highlighted the University's position as an anchor institution in the region to attract transformational philanthropic support to underwrite scholarships and programs for underserved regional communities.</li> <li>Commenced creation of a corporate and foundation relations program to secure philanthropic gifts and enhance the University's reputation as a nexus of scholarly research activity.</li> <li>Targeted initiatives to engage new and expanded audiences with the University and Foundation. Launched the Women's Leadership Council, partnered with the Jewish Federation of Cumberland and Salem Counties to create the Alliance Heritage Center, hosted "Discover Stockton" event to showcase the Atlantic City campus to potential future supporters and advocates.</li> <li>Secured more than \$2.8 million in new gift commitments.</li> </ul> <p><b>HUMAN RESOURCES: <u>85% completed and ongoing</u></b></p> <ul style="list-style-type: none"> <li>Enhanced the talent management process and candidate experience by strengthening and better defining Stockton's search process for Managerial and Unclassified (AFT Faculty and AFT Professional Staff) positions.</li> <li>Enhanced talent management processes to maximize employee recruitment, development, and retention by continuing the systematic roll-out implementation of Application Tracking System (ATS) functionality in the areas of recruitment and on-boarding that enhance the employee experience</li> <li>Led institutional effort to participate in the Chronicle's Great Colleges to Work For program. Coordinated all survey collection logistics and gathered data for institutional survey. Stockton was recognized as a Great College to Work For in two categories: Teaching Environment (Faculty Only); Tenure Clarity &amp; Process (Faculty Only/4-year Only).</li> <li>Marketed and promoted the usage of the Employee Assistant Plan (Deer Oaks), resulting in an increase of utilization rate 9.54%, which is 112% above the national average of 4.5% (Employee Assistance Research Foundation).</li> <li>Updating employee new hire video in collaboration with URM.</li> <li>Developing a 60 second, high-impact, recruitment engagement video in collaboration with URM for use in the talent acquisition process and systems.</li> </ul> <p><b>UNIVERSITY RELATIONS &amp; MARKETING: <u>100% complete and ongoing</u></b></p> <ul style="list-style-type: none"> <li>Leveraged news media and owned media to promote key University accomplishments and initiatives, student achievement and faculty expertise and accomplishments. Publicity placed Stockton's and President Kesselman's share of voice/media mentions in the top three among peer NJ Colleges and Universities for FY19.</li> <li>Planned and facilitated media day event and ribbon-cutting ceremony for new Atlantic City campus resulting in impactful media coverage from regional and major markets including Philadelphia and New York.</li> <li>Planned and facilitated Atlantic City promotional communications through news media, owned media and campaigns. Communications contributed to sold out AC for AY2018-19, Exceeding Atlantic City enrollment goals for AY2018-19 and boosting interest in the Fall 2019 housing application process that resulted in AC housing being at capacity on the day the housing application opened in Spring 2019.</li> </ul>			

- Effectively added video as a component of news releases. Supplied local media with video clips for stories they were unable to cover. Example: Atlantic City Career Fair
- Partnered with Athletics, Office of Development and Stockton Foundation to promote expansion of rowing program and coverage of the Rowing and Growing event. Feature stories appeared in The Press of AC, and interview on Comcast Newsmakers and local radio stations.
- Effectively implemented strategic integrated marketing communications campaigns to build overall University awareness and to support Stockton's strategic enrollment strategies. Campaigns contributed to the highest freshmen class enrollment in University history in Fall 2018. Key stat Choose Campaigns accounted for 70% of traffic to Admissions landing page.
- Expanded outreach and marketing communications to targeted sub-segments including Latino, African Americans, Asians, Veterans and out of state audiences. Results from these campaigns led to an overall 1% increase in racial/ethnic diversity in student population.
- Launched and redesigned a variety of websites including Graduate Studies website, 50th Anniversary Stockton Stories, Choose Stockton landing page, interactive campus maps (including Atlantic City) and Recruit (CRM) Constituent Experience.
- Won numerous high-profile marketing communications awards for the Stockton University Atlantic City campaign including Philadelphia PRSA Pepperport (Ladle); CASE Accolades, CASE Platinum Awards, Educational Advertising Awards, PRSA NJ and others.

<b>2.</b>	<b>Academic Affairs</b>	<b>Enhance and expand opportunities for faculty and students to engage in high-impact practices.</b>	<b>L</b>
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80% complete and ongoing

**Office of the Provost**

- The Associate Provost created an MOU with the American University of Cairo for faculty and student exchanges, study tours, and study abroad.

**Center for Learning Design (CLD)**

- The Center for Learning Design (CLD) was created by Academic Affairs on July 1, 2018. The mission of Stockton University's Center for Learning Design is to guide faculty and teaching staff in the design and delivery of effective learning experiences that promote inclusive student success. The CLD offers expertise in high-impact practices related to course design and the use of digital resources to support Stockton's mission. The Center for Learning Design provides training and professional development opportunities to develop faculty knowledge and skills in providing effective and engaged learning experiences. As of May 31<sup>st</sup>, the CLD staff provided 783 faculty and teaching staff sessions (individual consultation, on-demand assistance, small group meetings and training sessions) for FY 2019. The CLD is building a website, developing resources, and planning events to continue to promote high-impact practices at Stockton for faculty and students.

**Transfer Seminars**

- Transfer Seminars continue to be supported through a summer workshop. Community college personnel were invited to attend as a professional development opportunity for them, as well as recruitment effort for us. The latter effort has been promoted by our Admissions staff. The retention of students who enroll in a Transfer Seminar continues to be greater than those who do not.

**School of Arts and Humanities (ARHU)**

- Created a variety of international travel opportunities for students and faculty through exchange agreements with European University Cyprus and Aristotle University of Thessaloniki, expanding the latter to include visual artists and possible exhibits.
- Students doing archival research for the Stockton Text Center also made trips to Hydra, Kos, Kalymnos, and Corfu, Greece, and to the University of Western Australia for additional research and conference presentations.
- LCST faculty and students participated in study tours to Bogota, Colombia as our collaboration with Universidad del Rosario continues to evolve.
- New agreement signed with International University of Kyrgyzstan after Kristin Jacobson's Fulbright Specialist trip there to review the university's American Studies/Literature curriculum.
- David Roessel offered his Troy to Ithaca course, with a spring break trip to historic sites in Greece, for student military veterans.
- Partnering with Raz Segal in GENS, Dr. Roessel also created a study tour to Thessaloniki and Haifa with students from MAHG, Holocaust and Genocide Studies, and from Tel-Aviv University, Aristotle University, and Haifa University.
- Dr. Javier Sanchez led a study tour to Spain for LCST students in May 2019, visiting a variety of cities and culturally important sites.

### **School of Education (EDUC)**

- *Global Learning high-impact encounters included hosting a Taiwanese delegation of Math and Special Education faculty and students, who presented alongside School of Education faculty and students in an International Symposium in fall 2018. Spring 2019 international travel included Stockton faculty visits to Australia, Korea, Nicaragua, and Zimbabwe. Several Education faculty, staff, and many students participated actively in International Education week in fall 2018, and continued participating in yearlong international activities such as language tables and international celebrations.*
- *Service- and Community-Based Learning high-impact activities engaged Education faculty, staff, and students as collaborators on a wide variety of youth partnership programs during AY 18-19 with teachers and students from area P-12 schools, including the districts of Atlantic City, ACIT, Egg Harbor Township, Evesham Township, Galloway, Greater Egg Regional, Hamilton, Linwood, Mainland, Maple Shade, Medford, Monroe Township, North Wildwood, Pleasantville, Rumson, Somers Point, Tabernacle and Wildwood City. Some programs take place on the Stockton campus and instructional sites, others in schools, many after-school, and some with additional partners such as the American Association of University Women, the Atlantic County Youth Council, Junior Achievement, and the Girl Scouts of Central and Southern New Jersey. Exemplary programs include a 2020-funded Somers Point Professional Development School model and an embedded early literacy program in Pleasantville elementary school buildings.*

### **School of General Studies (GENS)**

- *Funded by the Provost, GENS continued with student TAs in First-Year Studies courses. Seven College Writing, three Quantitative Reasoning, and two Critical Thinking courses included teaching assistants who had successfully taken the course the previous semester.*
- *Funded by a 2020 grant, Raz Segal partnered with David Roessel (ARHU) Study Tour to Thessaloniki and Haifa with students from MAHG, Holocaust and Genocide Studies, and from Tel-Aviv University, Aristotle University and Haifa University.*
- *The High School Dual Credit program has continued to expand. It now includes more than 30 high schools, and has expanded to areas that are recruitment targets for minority students -- Camden, Pleasantville, Atlantic City, Millville, and Vineland, among others. It also includes new fields, such as Africana Studies, Civic Engagement, Survey of Math, that have a wider reach than the original Language and upper level Math courses.*
- *This past year, the Office of Service-Learning expanded its student leadership programs, Bonner Leaders and started a new program, Changebuilders. These leadership development programs specifically support first-generation students who have an interest in working with the community, taking on deep reflection and utilizing their Federal Work-Study to meet the needs of the community. Both groups of students were offered weekly trainings, attended local/national retreats/conferences and started to take on their own identity as they become self-governing body of students interested in making an impact on their community.*
- *Service-Learning Faculty Fellow, Dr. Betsy Erbaugh, continued her second year by offering reflection workshops for Service-Learning faculty, helping to develop the new Service-Learning Standards, and assisting in our 2020 MLK Day of Service 15-year research project with the assistance of a graduate student. The Service-Learning Standards are going to be adapted by our new faculty fellows coming in the fall 2019 semester as we start to review syllabi for quality assurance of program standards.*
- *Students in Service-Learning courses were able to apply for Civic Engagement Mini Grants to support their service-learning projects in the community. These students then presented their coursework in presentations at the Celebration of Service at the end of each semester.*
- *Our Activist-in-Residence, Dr. Leanne Sims, brought her knowledge of incarcerated communities to campus by offering guest performances by Black Rapp Medusa and taking trips to Eastern State Penitentiary.*

### **School of Health Sciences (SHS)**

- *Dr. Victoria Schindler led a successful spring break trip to Colombia, reinforcing the alliance forged with two universities and clinical sites there. The trip included 17 students from MSOT, MSCD, BSHS, and the Spanish programs, 2 faculty members, and the Director of the Office of Global Engagement.*
- *In response to increased competition for clinical placements for MSOT students, "role emerging" fieldwork placements were identified in community agencies where no occupational therapist (OT) is employed but where OT services can be utilized. One of these placements is in the Stockton Speech and Hearing Clinic where both MSOT and MSCD students may be able to collaborate in care.*
- *The School of Health Sciences hosted 4 students from the Universidad del Rosario, Colombia for 8 weeks in the fall 2018 semester.*
- *The Graduate Nursing Program was invited to participate in a consortium to support activities related to obtaining a HRSA-Advanced Nursing Education Nurse Practitioner Residency grant. A collective NJ Collaborative Nurse Practitioner Residency Program would be of high value to students.*
- *A strong procedural foundation was established and implemented in the interprofessional School of Health Sciences Simulation Laboratory.*

### **School of Social and Behavioral Sciences (SOBL)**

- *President Kesselman supported Diane Falk to become the Stockton ATLANTIC CITY Social Work Partnership Director. In this role, Diane has already developed a solid partnership with the Atlantic City Boys and Girls Club and, starting fall 2019, will oversee MSW students at the clinic. Diane will spend the year refining the inter-agency collaboration, engaged in supervising MSW students in high-impact practices and securing funding to maintain the partnership; she has already submitted for a \$2.5 million grant.*
- *The Master's in Counseling program will launch in fall 2019. This accredited program boasts 1/3 coursework in high-impact, hands-on practices. The Counseling program will be located in Hammonton and had a full cohort for year 1, with a waiting list.*
- *The Criminal Justice undergraduate program hired a forensic scientist who has already revolutionized the way in which he plans to offer core courses in the Forensic Science curriculum. Students enrolled in the course have dedicated classroom/lab space, access to forensic investigation materials, and exposure to the latest fingerprint and body identification technology and crime scene investigation techniques.*

### **Office of Research and Sponsored Programs (ORSP)**

- *For FY 2019, ORSP partnered with the Provost's Office to offer Student Research Fellowships. The Office awarded \$2,250 in fellowships for the period.*
- *ORSP continues to market its services, including pre-review of applications for faculty members – both for internal and external proposals. More faculty take advantage of this each year, resulting in better quality proposals and increased research funding. ORSP is in the planning stages with IFD to offer a year-round forum to help faculty with proposals, research planning, and overall strategies for accomplishing their goals, as they relate to scholarly activities. This effort would be an expansion of the Grant Writing Workshops held in the summers of 2017 and 2018.*

### **William J. Hughes Center**

- *When the Stockton Polling Institute resumes survey research in fall 2019, they expect to conduct a poll about climate change and related coastal issues. This project will expose the 75-90 student polling interviewers to an issue of global importance. The project will likely attract media attention, and the poll will likely be used by state policy makers and Stockton/community leaders who are attempting to establish a coastal resiliency center in Atlantic City. The Hughes Center expects to continue to focus on the issue of climate change and have the Hughes Center sponsor faculty and student research on this issue.*

### **Stockton Atlantic City**

- *The Associate Vice-President worked with the Stockton Foundation and the Office of Development to develop and launch the Engelberg Scholarship Leadership program, a \$835,000, three-year pilot project that provides full funding for three years (tuition/fees, room/board) for four rising sophomores.*

### **Stockton Center for Community Engagement (SCCE)**

- *In FY 2019, 12 faculty members involved their students in homework programs of the SCCE as a part of a course requirement.*
- *The SCCE added a fourth homework program, thus providing additional opportunities for students to engage in high impact practices.*

### **Library**

- *The Library launched an Open Education Resources (OER) initiative at Stockton in the Spring of FY 2019. In FY 2019 the Library created an OER team of librarians to foster awareness and use of these resources; collected links to OER collections and published them in a LibGuide; promoted understanding of the benefits of OERs through publishing newsletter articles and teaching overview sessions at the Summer Faculty Meeting; sent team members to a VALE-sponsored session to receive outreach training from Open Textbook Network (OTN) employees; surveyed faculty on their awareness and use of OERs and students on their purchasing and use of traditional texts; and created an FY 2020 Summer Institute to aid faculty members in implementing OERs in courses. This initiative is ongoing and will intensify in FY 2020 in part due to passage in New Jersey legislation mandating the promotion of OERs in higher education institutions.*
- *After consulting with Facilities, the Library introduced a plan to build a Special Collections Reading Room on the lower level of the library that includes creating the appropriate space for material relocation. The Library is seeking fundraising opportunities to support this project.*
- *The Library developed Information Literacy modules with the intention of having them replace the Workbook. The Library converted the information literacy workbook into BlackBoard course in which faculty members may "enroll" individual students upon demand. The Library staff has also created many specialized online guides to aid students in citation styles, database use, and resource awareness. In addition, Library staff have worked with Production Services to create a video of a library tour we are refining, and we instituted topical walk-in and open workshop sessions, usually held toward the end of the academic year.*
- *The Library successfully migrated from the Sirsi-Dynix integrated library system (ILS) to the Alma-Primo system, a process that will unite aspects of our library with those of Rowan, NJIT, TCNJ and William Paterson.*

<b>Levinson Institute for Gaming, Hospitality, and Tourism (LIGHT)</b>			
<ul style="list-style-type: none"> <li>LIGHT connected Stockton University faculty with industry/community clients to conduct two research projects – College Student’s Sports Betting Perspectives and Behavior Research Study and the Hunterdon County Visitor Profile study.</li> </ul>			
<b>3.</b>	<b>A&amp;F</b>	<b>Support the University’s mission through identification of new revenue sources, enhancement of existing revenue sources, and strategic expense management and reallocation.</b>	<b>S</b>
<u>40% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>A&amp;F anticipates a \$5.957m increase in State appropriated aid for the FY20 State Budget. This is the first increase in State appropriation for the university in decades.</li> <li>A&amp;F is working with Academic Affairs on revenue enhancement measures including increasing class size, supporting growing programs, use of Lecturers (once permitted by contract), use of adjuncts as appropriate, review ratio for full-time/part-time instruction.</li> <li>Implemented position control review (in coordination with HR) to better manage salary costs.</li> <li>Implemented (non-salary) level-funding for FY20 university budgets.</li> <li>Implemented measures to reduce unnecessary year-end spend.</li> <li>Implemented a multi-year budget forecast model.</li> <li>Implemented a cash forecast model.</li> <li>Sold the Seaview Hotel and Golf Club and the Ocean Club retail unit.</li> <li>Identified other non-performing assets (offsites) and began evaluating the current financial models and alignment with University mission (e.g. Dante and Manahawkin.)</li> <li>Working with IR and Enrollment Management on sustainable enrollment growth goals.</li> <li>Considering options to grow enrollment capacity through new housing facilities (AC and Chris Gaupp).</li> </ul>			
<b>4.</b>	<b>A&amp;F</b>	<b>Promote University initiatives with, and seek support from, key elected officials (also listed in Strategic Priority #2).</b>	<b>E</b>
<u>90% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Working with Legislature and Governor’s office to support increased State funding as well as implement funding rationale for future funding.</li> <li>Working with local elected officials on initiatives to support capital and operating needs in Atlantic City, NARTP, Galloway.</li> <li>Working with Congressional delegation to support NARTP.</li> <li>Part of internal team working with the Governor’s office on “Eds &amp; Meds” initiative in Atlantic City.</li> </ul>			
<b>5.</b>	<b>Athletics</b>	<b>Implement a comprehensive leadership program for Athletics participants.</b>	<b>L</b>
<u>50% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Obtained subscription to the Coaching and Leadership Journal, distributed to Athletics Staff monthly.</li> <li>Outlined a Coaches Leadership Curriculum to be introduced in Fall, 2019. It will comprise a topical leadership presentation at each coaches’ staff meeting. Each coach will take that topic back to their team and do a presentation to their student athletes utilizing resources that are provided to assist with the teaching.</li> <li>Throughout the semester leadership book ideas, articles and podcasts will be shared with the staff.</li> <li>Each team will conduct a non-sport related team building activity during their declared season.</li> </ul>			
<b>6.</b>	<b>Athletics</b>	<b>Establish a student-athlete success, personal development, and well-being programming curriculum.</b>	<b>L</b>
<u>50% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Developing an academic support/success program for incoming student-athlete (first years and first semester transfers). Collaborating with the FRST Studies Program to identify the placements of incoming first years and to provide them with support services. Working with EOF to identify students who are in both cohorts with the goal of monitoring and supporting them in unison.</li> <li>Utilized the Early Alert Form to identify those student-athletes who may be struggling academically.</li> <li>Conducting a four-week program for first year and transfer student-athletes that will provide sessions on study skills, time management, etc., beginning Fall 2019 semester.</li> </ul>			

- Each sport program will provide a list of returning student-athletes who are struggling to meet our minimum academic requirements and will create a personal success plan for the semester. Minimally the plan will include weekly check-ins, required tutoring and study hall attendance.
- Met with CCE to discuss how to connect and expand our community service/engagement efforts.
- Will be connecting with Student Success Services to identify student-athletes who are already enrolled in the program and determine how we can work together to support these students. Additionally, will identify and direct to SSS student-athletes who can benefit from enrolling in the program.
- Continuing collaboration with Residence Life, Counseling Services, Dean of Students Office, and OSRR to support our student-athletes.
- Conducted a minimum of one personal development program/year for all student-athletes.

<b>7.</b>	<b>CEMO</b>	<b>Monitor key performance indicators across enrollment-related functions.</b>	<b>E</b>
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100% complete and ongoing

- In collaboration with ITS, several processes have been automated to streamline the daily tasks that occur and minimize the number of steps that need to be performed. Daily reports are automatically generated and disseminated via email for the processing of acceptance letters and deposits. Daily admissions reports are now automatically created and shared with the enrollment management team each morning at 7:30am. Orientation event registration lists that are shared with campus partners are automatically generated daily. The reports are very helpful to monitor weekly goals.
- Significant improvements were made to the on-site visits for daily tours as well as the Open House events. These improvements include better out-reach to invite prospective students and their families to visit the campus through both electronic and traditional mail. Once a student is registered, they receive regular communication leading up to the event with reminders, campus maps, an agenda in advance as well parking permits. A specialized parking lot was established with twenty dedicated parking spots for admissions guests directly in front of the Campus Center building. Oversight of the student Admissions Ambassadors was also assigned to two liaison staff members among the recruiting team, one (Jessica Grullon) of which is generally always in the office and able to provide direct support to the students when needed.
- In the Fall 2018 period, the team focused on increasing campus visitation for daily tours and Open House events. Over the aggregate of all four open house events, an additional 471 students attended this fall compared to last year, a 32% increase in prospective student attendance. At the events, Stockton provided an incentive for students to complete the application by waiving the application fee with a waiver code. Admissions also experienced a 25% increase in the number of prospective students who visited the institution during the academic year for a daily tour. Saturday tours were added in Atlantic City. Enrollment Management has staffed a welcome center on the Boardwalk at the AC Campus. This site will remain open and managed by Admissions until the institution secures a retail tenant for this space.
- Enrollment Management and University Relations and Marketing are now closely aligned. Both teams have representatives that meet weekly. The meetings are used to strategize about the content creation and the URM team assist with the creative aspects as well as printing. All admissions brochures for the 2019 recruitment cycle were developed in-house. This resulted in a cost savings to the institution but also greater control over the content. The teams are using focus groups of parents and students to monitor the effectiveness of each of the pieces as we begin to plan for the 2020 recruitment cycle pieces.
- In collaboration with the Chief Planning Office, the Enrollment team has developed several reports that are key to driving business decisions. A comprehensive weekly registration report was created that is disseminated to over 200+ individuals across the institution every week. This report provides a point-in-time (this year versus last year) comparison of the recruitment funnel for new freshman, transfer, and graduate students for both the fall and spring semesters. This report has been evolving as the team has identified new information that is helpful to track and monitor throughout the recruitment cycle. In addition to the origin of region for applications which is helpful for tracking each individual recruiter's efforts, the reports have been able to show completed applications by Academic School which a leading indicator of how the recruitment performance is progressing. This data means different things to different people throughout the institution. For example, the Dean of the School of Business may pay close attention to how many students will be joining his/her respective academic school next semester. If the Dean sees a decrease in applications, he or she may decide to invoke additional recruiting strategies with the program faculty to attract more students while it is still early in the recruiting cycle. Whereas if the Dean identifies that there is a significant increase it may be a sign that additional courses will be needed to satisfy a larger class, as what occurred in 2017 when the institution saw an increase of 32% in the Freshman class. Enrollment and the CPO has worked with IT to automate the delivery of this report directly from the enterprise Business Intelligence reporting tool. This has eased the burden of having to have someone manually pull together the information to report it out weekly. In addition to the weekly report, the team has developed a daily version that is distributed to the key enrollment management team stakeholders which allow the ability to easily monitor daily progress towards weekly goals. The CPO and CEMO have developed weekly goals by backwards engineering the entire recruitment cycle to identify where funnel status needs to be each week to ensure the team achieves the end of the cycle goals. The reports also track

graphically the progress towards goal with a comprehensive O-give report. Every week the goals are shared with the enrollment team. Having specific goals to achieve helps to keep the team accountable for their recruitment contributions.

- Admissions has created thorough process documentation on the proper steps for completing an application review. This documentation walks through all the necessary steps both from a technical and evaluation perspective. The documentation was accompanied by a narrated screencast which walks the team through the process of reviewing an application and the steps to consider when applying an academic merit scholarship. This documentation was crucial to ensure there was consistency in the process for making decisions.
- Previously applications that needed review would all sit in one bucket. At any given time, there could be 200+ applications awaiting review. Although the technology supported it, there was no date associated with the applications pending review in the interface, so the prioritization of the reviews was not based on first-in and first-out. This created latency in the review. The new process now has the completed applications that are ready for review being specifically assigned to individuals based upon their assigned territories. The counselors have their own buckets to work out of and can easily see the dates and application was assigned and when the review is due. If a counselor is getting behind the Director of Undergraduate Admissions or CEMO, can re-assign reviews to other team members or themselves to assist the counselor.

<b>8.</b>	<b>COO-AC</b>	<b>Finalize approvals for the establishment of the University District Overlay Plan, including the development of a district signage plan.</b>	<b>E</b>
<u>100% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>• University District Overlay Plan (UDO) was approved by resolution from the Atlantic City Council on July 18, 2018.</li> <li>• The signage/banner plan: <ul style="list-style-type: none"> <li>○ A signage plan was developed, including designs and location plan for install of 75-80 banners and 1 monument sign.</li> <li>○ The application for utilization of utility poles was approved by Atlantic City Electric and its parent company PHI May 20, 2019.</li> <li>○ The signage plan was endorsed and received funding by the President’s Cabinet on May 30, 2019.</li> <li>○ The signage plan was endorsed and recommended to AC City Council by the City’s Planning and Development Committee on June 5, 2019.</li> <li>○ The signage plan was approved by resolution from the Atlantic City Council on June 19, 2019.</li> <li>○ (50% complete) The signage plan was approved by the CRDA in June 2019, including contracting with the CRDA Special Improvement Division to facilitate the installation of the banners and monument sign. Installation targeted for completion prior to the beginning of September.</li> </ul> </li> </ul>			
<b>9.</b>	<b>COO-AC</b>	<b>Leverage Stockton’s Anchor Institution status to enhance University and community engagement.</b>	<b>E</b>
<u>100% complete</u>			
<ul style="list-style-type: none"> <li>• Represented the University on regional boards and advisory groups (United Way of Greater Philadelphia &amp; Southern NJ Regional and local boards, and Center for Family Services board, Seashore Gardens Living Center Foundation board, and AC Chamber Economic Development Committee).</li> <li>• Represented the University in two high profile community fundraising events: Dancing Under the AC Stars, where COO-AC performed and raised over \$25,000 for the Community Food Bank, and Men and Women R’ Cookin, on behalf of the Boys and Girls Clubs of AC, where I was selected as “Best Amateur Chef”.</li> <li>• Served as a judge for the Miss’d America Pageant and the Miss Atlantic County Pageant.</li> <li>• Collaborated with the City of Ventnor and the Ventnor Business Association on its Welcome Stockton event.</li> <li>• Collaborated on initial draft for the NJEDA Innovation Grant, which the University and the City of AC received \$100,000.</li> <li>• Collaborated with South Jersey Gas on the Annual Spring Heart Walk held at the Ocean City Boardwalk, May 18</li> <li>• Took a lead role in facilitating an MOU agreement between the University and the AC Holocaust Memorial Committee, and established a working design group, primarily comprised of Stockton faculty, staff and students in the design of the memorial.</li> <li>• Coordinated and hosted 65 students from Richmond Ave. School for an after program with faculty from the Africana Studies Program on April 10. The Program centered on the history and influence of black music, from Gospel to Hip Hop.</li> <li>• Served on Senator Chris Brown’s Economic Revitalization Advisory Committee.</li> <li>• Co-hosted program for large group of 8<sup>th</sup> grade female students from Sovereign Ave School titled Girl Power on May 30.</li> </ul>			

10.	COO-AC	<b>Continue to showcase and market the Atlantic City Campus (including Carnegie Center and Dante Hall) to positively impact engagement, enrollment, giving, and overall support.</b>	E
<p><u>100% complete and ongoing</u></p> <ul style="list-style-type: none"> <li>Conducted over 130 campus tours (for over 3,600 visitors), 22 community presentations, 15 press interviews, and participated (tabling at information sessions and tours) at all open houses, A Day in the Life, and orientations.</li> <li>AC campus hosted over 1,800 bookings, including 225 trainings, seminars and workshops, 820 internal-sponsored programs and events, and 25 private events.</li> <li>Hosted and/or collaborated on over 30 programs at the AC Campus.</li> <li>Completed an update/redesign of the AC Campus brochure distributed at open houses, orientations, and other public events. Admissions and Grad Studies also utilizes the brochure.</li> <li>Collaborated and provided support to Office of Development and Alumni Affairs on programs and events at AC campus targeting alumni and prospective donors.</li> <li>Organized a float in the Annual Atlantic City Christmas Parade, including student, faculty and staff participation.</li> <li>Co-sponsored Anti-Bullying Forum and Art Exhibition with the AAHMSNJ at the Arts Garage on Feb 2, which attracted over 100 attendees.</li> <li>In collaboration with Athletics, co-sponsored the Atlantic City Marathon and Larry James Legacy 5 K Run in Oct 2018. This included hosting a “boardwalk party” in front of the Residential Complex; providing a DJ as one of the music stations along the route; and recruiting volunteers. A portion of the proceeds from the 5K run were donated to the Foundation’s Legacy Fund.</li> <li>(25% complete) Began updating and enhancing the AC campus website.</li> </ul>			
11.	ITS	<b>Adopt innovative solutions to provide reliable IT infrastructure and facilities.</b>	S
<p><u>100% Complete</u></p> <ul style="list-style-type: none"> <li>Atlantic City locations network design and implementation.</li> <li>Implemented Genetec video surveillance system and created video surveillance replacement cycle.</li> <li>Network closet upgrades: Housing 4/Bldg 80, Police, Telecom, J-wing, Upper and Lower K-wing, Bldg 70, 72 and 73, N-wing, H-wing upper level, F-196 and Hammonton.</li> <li>Implemented and adopted Zoom video/conference platform.</li> <li>Calendly implementation and training to replace existing preceptorial scheduling system.</li> <li>Reflect backups for employee computer workstations for faster and more reliable computer workstation backup.</li> <li>Adopted UAV (drone) use for video capture and robotic camera to reduce footprint when video recording events.</li> </ul>			
12.	Student Affairs	<b>Realign Student Affairs organization, resources, policies, programs, and services to support the success of a growing, diverse student community on the Galloway and Atlantic City campuses.</b>	L
<p><u>100% complete</u></p> <ul style="list-style-type: none"> <li>Reorganized the Division of Student Affairs in four strategic areas: Transitions and Retention, Engagement and Community Development, Inclusion and Wellness and Administration and Strategic Initiatives to support Inclusive Student Success.</li> <li>Created a satellite office on the Atlantic City campus to lead, coordinate and provide services for students living and learning on the Atlantic City campus.</li> <li>Successfully opened a new residence hall in Atlantic City that maintained an average occupancy rate of 97%.</li> <li>Successfully launched new Atlantic City EOF cohort (50) that earned cumulative GPA of 3.0.</li> <li>Opened Food Pantry on the Atlantic City campus.</li> </ul>			
13.	Students Affairs	<b>Strengthen partnerships with student leaders to support student success.</b>	E
<p><u>100% complete</u></p> <ul style="list-style-type: none"> <li>Assisted Student Senate with identifying appropriate resources (\$25,000) for programming on the Atlantic City campus.</li> <li>Executed MOA’s with Student Senate, effective FY ’20-22, to insure financial support of a revised cultural months celebration plan, University Weekend, and the Food Assistance Program.</li> <li>Collaborated with Student Senate to identify and implement strategies to strengthen sexual assault education and support resources on campus, including staff for WGSC and funding for Green Dot and sexual assault hotline.</li> </ul>			

		<ul style="list-style-type: none"> <li>Developed and implemented a survey in collaboration with Student Senate to assess students' satisfaction with Atlantic City to Galloway campus shuttle services.</li> </ul>	
<b>14.</b>	<b>Student Affairs</b>	<b>Integrate student conduct and wellness departments and services to support student safety, security, and well-being.</b>	<b>E</b>
<i>100% complete</i>			
<ul style="list-style-type: none"> <li>Conducted external review with NASPA to assess overall functioning and areas of improvement for the university Wellness Center and Office of Student Rights and Responsibilities.</li> <li>Hosted review by the International Association of Counseling Services (IACS), to align the Counseling Center's services with international best practices to attain international accreditation.</li> <li>Developed and implemented threat assessment instrument to strengthen capacity to assist and respond to students of concern.</li> <li>Increased total Counseling Center contacts to student by over 1000 in AY19 (8600) compared to 7456 in AY18 and 6227 in AY17.</li> <li>Launched spring semester Early-Alert Form pilot program through the Office of Student Rights and Responsibilities to assess effectiveness of faculty usage and outreach services for students of concern. Result: 289 referrals between March and May 2019.</li> <li>Contracted with Therapist Assisted Online (TAO) for implementation in FY20 to enhance student mental health and wellness resources.</li> </ul>			
<b>15.</b>	<b>Multiple Units, facilitated by CAO-AC, CPO, and VP-SA</b>	<b>Initiate a retention working group to develop a structured and sustainable retention process that supports both Stockton's enrollment objectives and New Jersey's goal to close education equity gaps.</b>	<b>E</b>
<i>50% complete and ongoing</i>			
<p>In February 2019, the President charged the retention working group to develop a retention process in support of Stockton's enrollment goals and the state's higher education strategic plan. The working group, represented by Academic Affairs, Administration &amp; Finance, Enrollment Management, Faculty, Planning, and Student Affairs, focused its initial attention on tactical steps to support Spring 2019 retention efforts. Multiple activities, which cut across multiple offices and strategic groups (SEMP Council, etc.) include:</p> <ul style="list-style-type: none"> <li>Early outreach to Spring 2019 probation students (Academic Affairs)</li> <li>TA mentoring program for FRST students (Academic Affairs)</li> <li>Appointment-based tutoring (Academic Affairs)</li> <li>Early alert form &amp; process (Student Affairs)</li> <li>First Ospreys Initiative (Student Affairs)</li> <li>Continuing student "eligible to enroll" outreach campaign (Enrollment Management and SEMP Council)</li> </ul> <p>These and other action items are being analyzed and assessed based on Spring 2019 to Fall 2019 persistence, progression, and retention efforts. Results will help shape the second year of the retention working group's efforts.</p>			

## **Strategic Priority #2**

Develop the academic, human, and financial resources that support the University's aspiration to be a premier regional educational institution.

<b>Goal</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
<b>1.</b>	<b>All Cabinet</b>	<b>Collaborate in the development of academic opportunities, social, cultural, and athletic activities, and community engagement events to attract both students and the local community to the Atlantic City campus.</b>	<b>L</b>
<i>ACADEMIC AFFAIRS: 60% complete and ongoing</i>			
<i>School of Arts and Humanities (ARHU)</i>			
<ul style="list-style-type: none"> <li>ARHU continues to lead Stockton's involvement with 48 Blocks AC, an annual celebration of the creativity, community, culture, and history of Atlantic City each June.</li> </ul>			

### **School of Education (EDUC)**

- Education faculty and students have collaborated with teachers from nearby Sovereign Avenue and Richmond Avenue Schools for “walking field trips” where students from specific grade levels and/or interest areas visit the Atlantic City location for a full day of hands-on activities. These have included a Math Fun Day with the entire 3rd grade of Sovereign, a New Angles Hooked on Fishing Day with the 5<sup>th</sup> and 6<sup>th</sup> grade Fishing Club of Richmond Avenue, a hands-on STEM Day with the Girl Scouts recruited from Richmond, Sovereign, and Our Lady Star of the Sea that has led to a regular Troop 11035 that meets every other Monday at the campus.
- Organizational Leadership students and faculty have been holding classes as well as special lectures and presentations at the Atlantic City location every other weekend since the location opened. The program has held “open house” class weekends that invite interested members of the public to sit in on classes with current students and faculty.
- The SRI&ETTC has hosted Superintendent Roundtable meetings at the Atlantic City location to showcase the location to area educational leaders in P-12 districts from Atlantic and Cape May counties. The SRI&ETTC is also a partner in the Cape-Atlantic Women’s Leadership Initiative, and hosted its spring 2019 dinner at the Atlantic City location.
- Stockton is a southern partner of the Center for Future Educators of New Jersey, and has hosted several workshops for prospective teachers of color in collaboration with the CFE at the Atlantic City location. In addition, the School of Education has sited its summer Urban Teacher Academy at the Atlantic City location.

### **School of General Studies (GENS)**

- “Building Resilience in the New Threat Paradigm: Targeted Violence Against People of Faith,” held June 11-12, was a collaboration between Rutgers University’s Miller Center, Academic Affairs, the Atlantic City location, GENS, the Holocaust Resource Center, and the Master of Arts in Holocaust and Genocide Studies. Gail Rosenthal, Michael Hayse, Steven Marcus, Judith Vogel, Irvin Rodriguez-Moreno, and Robert Gregg presented. Approximately 200 people attended the conference.
- The Sara and Sam Schoffer Holocaust Resource Center has held several of its advisory board meetings this year at the Atlantic City location, bringing faculty, students, and community members to the new location.
- Funded by Academic Affairs, GENS, and the Atlantic City location, Deborah Gussman brought the New Jersey Women and Gender Studies Research Consortium Colloquium to Atlantic City on March 29<sup>th</sup>. Over 125 scholars attended.
- The Murphy Writing program brought 139 community members to the new location for four separate creative writing programs, When the Political Becomes Personal, The New Year’s Writing Retreat, Google for Writers, and The Shore Thing Writing Getaway.

### **School of Health Sciences (SHS)**

- Provided Service-Learning experiences at community sites throughout Atlantic county and within Atlantic City to all students in the BSHS Program during HLTH 2501: Teamwork and Collaboration in Health Care.

### **School of Social and Behavioral Sciences (SOBL)**

- SOBL offers the full MSW program in Atlantic City. This program includes a significant community engagement component, given the field requirements for the degree.
- The Naturalization Pathways course is a wonderful example of faculty-student-community engagement.
- The Atlantic City Executive Council has supported placement of close to 100 youth interns at agencies in Atlantic county, mostly in Atlantic City – many of those internships are due, at least in part, to Stockton’s strong investment in the local community.
- The Homework Completion programs supported by the housing authority, police department, and Stockton exemplify successful inter-agency collaborations within the community.
- Stockton faculty, staff, and students are engaged with many local community entities including: 48 Blocks, Arts Council, Coalition for Safe Community, Community Garden
- ORSP is currently assisting Stephanie Clineman, the theater manager for Dante Hall, with a sponsor search to expand the activities at the theater. The search includes operational, programmatic, and other kinds of support.

### **Office of Service-Learning**

- The Office of Service-Learning takes the lead in planning MLK Day of Service, which had some great programs and activities run out of the Atlantic City location. Veronica Rowland, our New Jersey Campus Compact AmeriCorps ChangeBuilder Coordinator, coordinated the efforts with Brian Jackson and the rest of the MLK Day of Service planning committee to engage the Atlantic City residents and Atlantic City students with projects at the Atlantic City Rescue Mission, Eastern Services Workers Association, and Salvation Army in addition to projects launched by student groups such as Circle K.
- The Office of Service-Learning has also worked closely with Residential Life and the Atlantic City Operations Team to host a summer of service variety of projects to offer local organizations a host of opportunities to work with our incoming AC-EOF program on some service projects.

- Service-Learning courses in HLTH, SOAN, COMM, and GENS, worked closely on projects that directly impacted populations in Atlantic City such as Christina Jackson's SOCY class that worked with senior citizens and environmental justice organizations.
- Many of our Bonner Leaders and ChangeBuilders also participated in SCCE homework programs in the afternoon.
- Two Bonner Leaders specifically, Maddie Hindemeyer and Maddie Dubbs, who have kept up our relationship with our former Activist-in-Resident from the Atlantic City Rescue Mission to sustain Hopeful Grounds: A Pop-Café for the clients of the Rescue Mission.
- Erin O'Hanlon and Mariana Smith worked together on a zine for the community workshop project at 48 Blocks.

#### **William J. Hughes Center**

- On July 1, the Hughes Center and Coastal Research Center will co-sponsor a "State of New Jersey Beaches" public event that will invite faculty, students, local and state officials, and the general public to a discussion on important coastal issues. The event, which will feature the N.J. DEP Commissioner, will be held in the Fannie Lou Hamer room at the Atlantic City location.

#### **Stockton at Atlantic City**

- Thanksgiving to Go (November 2018): program in partnership with local nonprofit Princess, Inc. brought 125 volunteers to the Atlantic City location to plate more than 900 meals for the homeless in Atlantic City and Pleasantville (<https://stockton.edu/news/2018/thanksgiving-to-go-project.html>).
- Summer Series (July-August 2019): Continuing Studies, in partnership with the Stockton Foundation, and the Friends of Encore Learning of Stockton, launched a two-month program series focused on Atlantic City history (July) and the Maritime Environment (August).

#### **Stockton's Center for Community Engagement (SCCE)**

- The SCCE collaborated with NAMS faculty to host the first Stockton Coast Day that attracted many students and community members to the new Atlantic City location.
- The naturalization class relocated to the Atlantic City location to attract more local community members to the campus and provide an additional opportunity for students to complete their service-learning project.
- The SCCE hosted two roundtable meetings at the Atlantic City location with approximately 40 community agencies and organizations that provide social services in Atlantic county.

#### **Levinson Institute for Gaming, Hospitality, and Tourism (LIGHT)**

- LIGHT hosted the 11<sup>th</sup> annual New Jersey Shorecast panel discussion at the Fannie Lou Hammer event room. The panel comprised industry leaders and Stockton University faculty; while attendees consisted of local community and industry leaders, students and the media.

#### **Office of Continuing Studies**

- The Office of Continuing Studies held its inaugural African Cultural Heritage Short Course in Atlantic City in April. The planning was a collaborative effort including members from across the campus community as well as Atlantic City stakeholders. Presenters at the program also drew upon the expertise of Atlantic City residents.
- The Office of Continuing Studies worked in partnership with LIGHT to provide training opportunities leading to valued credentials and job opportunities for marginalized job seekers in Atlantic county. The training was held at the Atlantic City location giving participants an opportunity to experience a university environment.
- The Office of Continuing Studies is offering several personal enrichment courses at the Atlantic City location. Here is a link to information on our Atlantic City offerings <http://online.fliphtml5.com/fmpdu/udiy/#p=5>.

#### **DEVELOPMENT AND ALUMNI RELATIONS 100% complete and ongoing**

- Held reception for alumni and donors to correspond with the ribbon cutting of the Atlantic City campus. 408 attendees – the largest alumni event in Stockton history.
- Launched "Second Saturdays" program featuring monthly family-friendly events on the Atlantic City campus each month. The programs allow participants to take part in a new activity each month offered by alumni volunteers (yoga, photography, beach cleanups, etc.) and tour the new campus facilities. More than 200 attendees.
- Implemented new strategies to consistently promote via social media and web stories events and community engagement opportunities at the Atlantic City campus.
- Held numerous donor, alumni and Foundation Board events and meetings on the Atlantic City campus to highlight the facilities, educate audiences about Stockton's role as an anchor institution and its impact on the city, and attract philanthropic support for associated initiatives.
- Cultivated and solicited prospects to secure philanthropic support for initiative related to the University's presence in Atlantic City including an \$835,000 gift to launch a leadership program for graduates of Atlantic City High School who attend Stockton including a full tuition scholarship for each selected recipient, and a \$250,000 gift to create an endowed scholarship for graduates of Atlantic City High School who attend Stockton.

**ATHLETICS AND RECREATION**

- Convened the Rowing and Growing with the Ospreys fundraising event that brought together the local rowing community and various University constituents to honor rowing icon Stan Bergman and to raise funds for the rowing program.
- Hosted the inaugural Stockton AC Boat Race featuring competition against the University of Rochester and Cabrini University drawing several hundred participants and fans to the Boathouse.
- Hosted several meetings of the Rowing Advisory Committee at the AC Academic Center exposing a number of members of the Committee to the AC campus for the first time.
- Played a home Men’s Basketball game vs. Kean University in historic Boardwalk Hall attracting a great mix of Stockton students, faculty and staff along with local community members.
- Several teams and coaches worked as volunteers at the Atlantic City Marathon at the water stops as well as the start/finish line.
- Hosted the department midyear all-staff retreat at the AC Academic Center.

<b>2.</b>	<b>EVP</b>	<b>Foster a University culture that promotes a commitment to service and engagement and investment in support of our mission.</b>	<b>E</b>
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100% complete and ongoing

**DEVELOPMENT AND ALUMNI RELATIONS**

- Streamlined Foundation Scholarship application process to increase number of applications and ease in applying.

**HUMAN RESOURCES**

- Promoted a University culture of continuous improvement that empowers employees through on-going professional development, targeted training initiatives, and career growth opportunities including but not limited to; Respectful Workplace Training Initiatives, Leadership in Action Development Program, Campus Police Training Series 1 and Facilities & Operations Training.
- Collaborated and consulted with eight different departments/divisions and developed and facilitated 19 trainings (28 hours) to meet departmental/divisional team needs. Topics included team building, goal setting, and customer service with 150+ participants
- Enhanced new hire orientation process for Managers and Executives by implementation of new on-boarding technology as well as improved on-boarding materials.
  - Created a new digital employee guide (handbook), revised website with improved functionality, content, and presentation tools.
- Developed and implemented key programs that support community engagement and activity.
- Enhanced current Performance Management (Evaluation) Tools.
  - Increased/Expanded E-PAR tool usage across the University to facilitate evaluation of classified staff.
  - Redesigned the MER Workflow tool for 2019 to simplify the evaluation process.
- Transitioned most of the policy compliance acknowledgements from NHO into the onboarding process run through ATS.
- Partnered with OSRR to host 2 new mediator training sessions that increased number of faculty mediators by 78%.
- Ran Stockton’s NJECC campaign with employee’s contributing \$39,943 toward the campaign.
- Continued to strengthen and improve employee engagement activities, including but not limited to; Administrative Professionals Day, Employee BBQ, Employee Recognition Program and BYCWD.

**UNIVERSITY RELATIONS & MARKETING**

- Promoted programs and activities that demonstrate service and engagement. Including Culture of Respect town hall, Fall Day of Service, MLK Day of Service, Unity Day, Coast Day, SCOSA events, Fannie Lou Hamer Civil Rights Symposium, Pinelands Short Course and Lines on the Pines, College Bound and Naturalization ceremonies.
- Incorporated and promoted Stockton University Atlantic City and community programming on University website and social media platforms to broaden visibility of the new location.

<b>3.</b>	<b>Academic Affairs</b>	<b>Explore models for optimizing the instructional workforce.</b>	<b>L</b>
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90% complete and ongoing

- The Provost has been working with the Division of Administration and Finance to develop models to determine the cost of changing the instructional workforce to be more cost effective and to support excellence in teaching and learning. To this end, the negotiating team has developed a draft MOU for lecturers that will play an important role in realizing this goal. In addition, a model for moving to a department chair structure has been developed with the guiding principle of preserving the time, energy, and talent of Stockton’s excellent faculty.

<b>4.</b>	<b>A&amp;F</b>	<b>Develop a sustainable financial model.</b>	<b>S</b>
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<u>40% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Financial sustainability requires increased revenue, reduced costs, and enrollment growth. This multi-disciplinary effort is ongoing, however, A&amp;F is modeling various scenarios towards a sustainable fiscal model where revenues will cover operating costs and most, if not all, of capital costs.</li> <li>Working on improving credit rating by strengthening financial ratios used by rating agencies.</li> </ul>			
<b>5.</b>	<b>Athletics</b>	<b>Create the foundation for an expanded Rowing program.</b>	<b>E</b>
<u>Foundation is 100% complete; program expansion is ongoing</u>			
<ul style="list-style-type: none"> <li>Created Rowing Advisory Committee.</li> <li>Hired new full-time coach; quality staff assembled.</li> <li>Upgraded equipment significantly: 3 new 8+ shells, 4+ shell, new coach launch, new trailer, new oars.</li> <li>More than doubled roster numbers for women and men in one semester.</li> <li>Held successful Rowing &amp; Growing with the Ospreys fund-raising event – 3 shells funded.</li> <li>Held first ever spring training trip.</li> <li>Lake Fred incorporated into team training.</li> <li>Successfully hosted first ever Stockton AC Boat race.</li> <li>Varsity 8 finished 3<sup>rd</sup> place at MARC Championships.</li> <li>Received first ever Varsity 8 medal (3<sup>rd</sup>) at Dad Vail Regatta.</li> </ul>			
<b>6.</b>	<b>Athletics</b>	<b>Convene an Aquatic/Fitness Center Working Group to explore its funding, creation and connection to the master plan.</b>	<b>E</b>
<u>60% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Established Working Group; met throughout the year: <ul style="list-style-type: none"> <li>Group developed recommended structure for report to be generated.</li> <li>Group developed campus community survey to be sent after attendance at US Swimming Build a Pool Conference.</li> <li>Working Group member to attend US Swimming Build a Pool Conference in September.</li> </ul> </li> </ul>			
<b>7.</b>	<b>Athletics</b>	<b>Increase giving to Athletics with increases in donors and dollars.</b>	<b>E</b>
<u>100% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>3 Major gifts (\$125,000) to Rowing for new shells significantly increased giving dollars.</li> <li>In addition to the 3 major gifts, donations increased from \$22,095 in FY18 to \$54,994 in FY19.</li> <li>Individual donor numbers increased from 139 in FY18 to 394 in FY19.</li> </ul>			
<b>8.</b>	<b>CEMO</b>	<b>Implement test-optional admissions process for the Fall 2019 cohort.</b>	<b>L</b>
<u>100% complete</u>			
<ul style="list-style-type: none"> <li>Enrollment Management adopted a test-optional policy for freshman admission that began for the Fall 2019 class. Students were not required to provide SAT or ACT scores when they apply for admission for 2019-20. Once accepted, they will have to submit standardized test scores, or take the Accuplacer subject-specific exam, to determine placement for freshman math and writing courses.</li> <li>For the Fall 2019 class, Enrollment Management does require standardized test scores for consideration into certain academic majors as well as most institutional scholarships. For Fall 2020, there are now merit-based scholarship opportunities for students who apply as test optional.</li> <li>Have made significant improvements to the placement testing process providing an alternative to SAT and ACT scores for course-placement purposes for students who have applied test-optional.</li> </ul>			
<b>9.</b>	<b>CEMO</b>	<b>Enhance transfer recruitment strategies to maximize headcount growth.</b>	<b>E</b>

<u>100% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Through fiscal salary savings achieved with the FY18 retirements of two recruiters (both of whom were replaced at a lower salary), the CEMO worked with the VP of Admin and Finance and the Budget office to create a new recruiting position in FY19 for transfer students. This was accomplished without the need for an additional budget allocation. A successful search was conducted, and a new Transfer recruiter was on-boarded. This has allowed Admissions to split the state of New Jersey essentially in half and assign the northern counties to one individual (Enrico DeRooy) and the Southern counties to a separate recruiter (James Rodia). The individual hired had previous transfer recruiting experience with a North Jersey private institution.</li> <li>In collaboration with the Associate Provost and Chief Planning Officer, the Chief Enrollment Management officer worked to establish (8) premier partnerships with community colleges in the region under the Transfer Pathways program. This is a dual-admission option that provides an opportunity if a student applies to Stockton but is not initially accepted as a freshman. Through the Transfer Pathways agreements, Stockton now offers the opportunity for conditional acceptance at one of eight New Jersey partner community colleges including Atlantic Cape, Brookdale, Camden, Cumberland, Mercer, Ocean, Rowan College of Gloucester County, and Salem. If students are already enrolled at one of the partner institutions, they can apply for conditional acceptance while they work towards their Associate Degree at the partner institution. Other benefits include, having a member of the Admissions Transfer Recruiting team at the partner institution at least one day per week to provide advising services to students to ensure a seamless transition to Stockton. Students can live in Stockton Housing, use academic, technology, and support services at both Stockton and the community college sites, participate in Stockton's clubs and organizations, and Stockton will be providing (5) \$2,000 scholarships to Pathways students annually. This program is anticipated to benefit Admission's transfer recruiting strategies.</li> </ul>			
<b>10.</b>	<b>CEMO</b>	<b>Improve yield rate of institutional merit and need-based aid utilized for tuition discounting to maximize net tuition revenue.</b>	<b>E</b>
<u>100% complete and ongoing.</u>			
<ul style="list-style-type: none"> <li>The Division of Enrollment Management has engaged Ruffalo Noel Levitz to assist with the formulation and implementation of financial aid awarding and packaging strategies to support new undergraduate student enrollment and revenue goals. This engagement is comprised of a mix of on-site consulting, data analysis, and telephone consulting. The consultant has helped the institution to complete a competitor benchmark study through a comparison of peers related to tuition costs and position in the higher education industry.</li> <li>Implemented econometric modeling, using logistic regression to measure undergraduate student price sensitivity and the impact of current awarding strategies and other factors on enrollment behavior. We are monitoring the first-to-second year undergraduate retention factors and the role of financial aid in undergraduate student attrition.</li> <li>In collaboration with the Associate VP of Finance, we have completed revenue optimization and simulation testing to explore the impact of alternative awarding strategies on enrollment behavior and evaluate the possible tradeoffs between aid expenditure, net tuition revenue, quality, and other enrollment goals for freshman and transfers.</li> <li>Implemented automated awarding of Stockton Grant In Aid (SGIA) to provide need-based funds to cover unmet need gaps for students.</li> </ul>			
<b>11.</b>	<b>COO-AC</b>	<b>Collaborate in expanding internships and summer job opportunities for students in the casinos and other professional capacities in Atlantic City.</b>	<b>E</b>
<u>25% complete and ongoing</u>			
<b>COO-AC</b>			
<ul style="list-style-type: none"> <li>Established relationships with heads of Ocean Casino Resort and FantaSea Resorts.</li> <li>Collaborating with small business owners in Atlantic City seeking to hire students.</li> <li>Collaborated with HTMS faculty and Ocean Casino to hire 3 students for summer to serve as Ocean Ambassadors.</li> <li>Facilitated position offer to Stockton student with NJ DEP and collaborating with the Assistant Commissioner, Engineering and Construction to identify additional job placement and internship opportunities.</li> </ul>			
<b>STUDENT AFFAIRS</b>			
<ul style="list-style-type: none"> <li>Residential Life hired an additional ten (10) students to work in Atlantic City providing office desk functions as well as conference functions to provide exceptional customer services to guests who may stay in the Atlantic City residential complete for a conference.</li> </ul>			
<b>12.</b>	<b>ITS</b>	<b>Provide efficient and effective access to information and technology resources.</b>	<b>E</b>
<u>100% Complete</u>			
<ul style="list-style-type: none"> <li>Voicemail system upgrade, including email message delivery.</li> <li>Utilizing Docker container images to speed up deployment of Banner Test Instances.</li> </ul>			

		<ul style="list-style-type: none"> <li>Developed on-demand and automated reports, including daily, weekly, and PIT (point-in-time) student orientation, registration, and enrollment reports.</li> <li>Developed web-based tools to replace manual/paper processes, including Ethics Forms (Office of Institutional Diversity and Equity), AFT evaluations, Faculty Video Requests for the Library, and Tuition/Bill Estimator.</li> <li>Tech tip sent monthly to Stockton employees with support tips for the community.</li> <li>Updated website IT training resources (Office 365, Qualtrics, Adobe CC, Blackboard, etc.)</li> <li>Pushing latest version of Windows 10 &amp; Office 365 for the newest features (95% Complete, will be 100% by end of summer)</li> </ul>	
<b>13.</b>	<b>Planning</b>	<b>Enhance strategic alignment through the development, tracking and reporting of University-level key performance indicators (KPIs).</b>	<b>S</b>
<u>50% complete and ongoing</u>			
<p>The Office of Planning and Institutional Research initiated several new reports and predictive modeling tools to enhance the University's planning and operations efforts. Key examples include:</p> <ul style="list-style-type: none"> <li>Atlantic City shuttle and parking analysis. Based on course module time band, this weekly report predicts the number of AC shuttle riders and drivers on any given day at any given time.</li> <li>Atlantic City course load and registration report. This report identifies the number of duplicated and unduplicated students taking courses in Atlantic City, including the actual number of courses (one through five).</li> <li>Daily digest report. This report summarizes the overall enrollment health for the upcoming term.</li> <li>Enrollment and housing projections report. Using a two-year trend analysis, this report predicts new-student residential housing occupants by their county of origin.</li> <li>Enrollment by school and program (coordinating with Administration &amp; Finance).</li> <li>High-impact practices report. This report details the frequency and participation of students involved in high-impact practices by race/ethnicity.</li> <li>Market share analysis. This report analyzes Stockton's statewide market share of new freshman and transfer students in comparison with the other senior state public institutions.</li> <li>Summer registration report (automated).</li> <li>Transfer Pathways report. This report analyzes the number of new transfer enrollments, including: accepted credits, distribution by major, and retention and graduation rates for our community college partners involved in Stockton's Transfer Pathways program.</li> <li>Tuition and fee revenue by campus (coordinating with Administration &amp; Finance).</li> <li>Multiple retention analyses regarding various cohorts of students, including: Day in the Life attendees, Dual-Credit High School students, CSI summer camp yield, etc.</li> </ul>			
<b>14.</b>	<b>Student Affairs</b>	<b>Strengthen financial stewardship through enhanced expenditure approval processes.</b>	<b>S</b>
<u>100% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Held 10% of divisional allocations in reserve to conserve resources for usage toward strategic initiatives.</li> <li>Implemented a pre-approval process for travel requests resulting in a decrease in travel expenditures by 3% between FY18 and FY19.</li> <li>Student Development implemented the finance tool within Osprey Hub to create greater awareness and transparency of student organization expenditures</li> <li>Student Development updated and clarified RSO use of SA fees for better accountability and effectiveness</li> <li>Developed disbursement guidelines for the Student Relief Fund.</li> <li>Utilized Qualtrics to implement an automated pre-approval process for professional development activities, to track professional development expenditures.</li> <li>Ensured that staff adhered to new pre-approval process in submitting professional development requests.</li> </ul>			
<b>15.</b>	<b>Student Affairs</b>	<b>Strengthen Student Affairs fundraising expertise and outcomes.</b>	<b>E</b>
<u>100% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>Developed the Student Affairs CASE statements for support of programs for the Division of Student Affairs.</li> <li>Collaborated with Foundation to initiate marketing campaign for the Student Relief Fund.</li> <li>Participated in the August '18 Student Relief Fundraiser and coordinated student recipient to be in attendance -event netted more than \$11,000.</li> </ul>			

- *Piloted Alumni Outreach Initiative to leverage staff conference attendance to developing relationships with alumni and friends at conference location.*
- *Coordinated the 11<sup>th</sup> Annual G. Larry James Legacy Ride with net proceeds of more than \$27,000*
- *Served as contact for community financial donations to the Food Assistance Program*
- *Utilized new external vendor process in Atlantic City to fundraise for the Food Assistance Program, linking fundraising to the overall mission of the institution*

### **Strategic Priority #3**

Support human diversity and inclusion in all its forms and in a manner that serves the needs of our region and recognizes our place in a global society.

Goal	Lead Unit	Description	2020
<b>1.</b>	<b>All Cabinet</b>	<b>Continue to develop new approaches and strategic hiring practices to attract and retain diverse faculty and staff to the University.</b>	<b>E</b>
<p><i>Various stages of completion (see below); Ongoing</i></p> <ul style="list-style-type: none"> <li>• <i>The Office of the Provost has continued to support the training of search advocates. The Office of the Provost has worked with the Office of Institutional Diversity and Equity and Human Resources to develop a new search and hiring plan that will require search advocates for all faculty hires in the Division of Academic Affairs. <u>80% complete and ongoing</u></i></li> <li>• <i>A&amp;F staff participate in searches with an eye towards inclusive outcomes.</i></li> <li>• <i>A&amp;F is working with other divisions on ways to make Stockton more attractive to candidates of diverse backgrounds.</i></li> <li>• <i>Collaboration continued among three areas—Provost Office, OIDE, and Faculty Senate. The Search Advocate meet and greet was held in September with a short program emphasizing the important role search advocates have on search committees. The OIDE provides ongoing support to the search advocates. The content of the Search Advocate Handbook was completed after the draft search procedures was first discussed at Cabinet. Going forward more attention should be given to continuing education of search advocates, beyond the initial search advocate workshop for new search advocates.</i></li> <li>• <i>Student Affairs reviewed and revised search processes and strategies to support the recruitment, hiring and retention of diverse staff.</i></li> <li>• <i>The Office of Planning and Research finalized two reports that, while not developed directly for this goal, provided data and insight in support of this overall effort. The Impact Analysis Report is designed to examine statewide demographics and secondary/postsecondary enrollment data to provide context for Stockton’s long-term strategic planning efforts. The NSSE summary report analyzes how Stockton’s first-year and senior students remained engaged in high-impact learning practices (distributed to the Board of Trustees and Cabinet).</i> <i>The COO-AC has solicited seven businesses in Atlantic City that registered to participate in the Osprey Card Program.</i></li> <li>• <i>In partnership with two local middle schools (Richmond Ave and Sovereign Ave Schools), the COO-AC hosted 4 separate groups of students and teachers on campus for programs, in addition to the Homework Completion Program students.</i></li> <li>• <i>The COO-AC is collaborating on a proposed MOU with the African American Heritage Museum of Southern NJ (AAHMSNJ) and Stockton. <u>25% complete</u></i></li> </ul>			
<b>2.</b>	<b>All Cabinet</b>	<b>Continue to explore new and expanded partnership and engagement opportunities throughout Atlantic City and all our instructional sites.</b>	<b>E</b>
<p><i>Various stages of completion (see below); Ongoing</i></p> <p><b>ACADEMIC AFFAIRS: <u>50% complete and ongoing</u></b></p> <p><b><u>Office of Continuing Studies</u></b></p> <ul style="list-style-type: none"> <li>• <i>This summer the Office of Continuing Studies is offering courses at all instructional sites: Galloway and Hammonton <a href="http://online.fliphtml5.com/fmpdu/udiy/#p=2">http://online.fliphtml5.com/fmpdu/udiy/#p=2</a>; Woodbine <a href="http://online.fliphtml5.com/fmpdu/udiy/#p=6">http://online.fliphtml5.com/fmpdu/udiy/#p=6</a>; A birding course is in development for Manahawkin. The Office of Continuing Studies’ staff will meet in July with the Manahawkin Chamber of Commerce to make plans for facilitating a strategic planning process for them.</i></li> </ul> <p><b><u>School of Arts and Humanities (ARHU)</u></b></p> <ul style="list-style-type: none"> <li>• <i>Established connection with Chicken Bone Beach Jazz Historical Society (CBB) for ARHU Music faculty and students to provide music instruction for existing CBB summer youth jazz camp and future programming at the CBB Youth Jazz Institute at 726 Indiana Avenue in Atlantic City. Drs. Lisa Honaker, Chris DiSanto, and Beverly Vaughn sit on the CBB Board of Directors.</i></li> </ul>			

- *Have continued to play integral role in partnership with Atlantic City Arts Foundation on 48 Blocks Atlantic City, which involves continuing contact and evolving connections with politicians - from the city, county, and state, with business owners, non-profits, and residents. Dr. Lisa Honaker is on the Executive Board of the organization and serves as its Secretary.*
- *Continuing to collaborate with the Atlantic City Police Athletic League (ACPAL) to offer summer arts workshops for two weeks during ACPAL's summer camp for Atlantic City youth. This program is now in its 4<sup>th</sup> year and has involved Stockton faculty, alumni, and students as Instructors and aides. The Noyes Arts Garage serves as the site of the final art show by those students pursuing visual arts projects during the arts workshops.*
- *Created Stories of Atlantic City, a collaborative project focused on telling restorative, untold stories about the city and its people. The project is produced in partnership with Free Press, the Center for Cooperative Media at Montclair State University, Stockton University, The Press of Atlantic City, Route 40, SJNtv, and Breaking AC. This project inspired a new course for fall 2019, Restorative Journalism COMM 3604, to be taught on the Atlantic City location. The course will teach this style of non-fiction digital storytelling. This required applying for funding from the NJ Community News and Information Fund at the Community Foundation of New Jersey, a partnership of the Geraldine R. Dodge Foundation and the John S. and James L. Knight Foundation. The project launched in May 2019 and includes the work of five Stockton student journalists. Also, a part-time SSTV employee, a Stockton graduate, was hired to produce video stories for this project.*

#### **School of Education (EDUC)**

- *The School of Education has booked an annual bi-county Superintendent's Roundtable meeting at the Atlantic City location for the next several years, and has entered a long-term partnership with Girl Scouts of central and southern New Jersey to host Troop 11035. A new Coordinator of Youth Programs has begun meeting with the Coalition (Sergeant Monica Course) to plan additional ongoing partnerships with the Atlantic City Junior Explorers Club and the Council. These projects complement the Stockton Center for Community Engagement work (homework and food programs) with the same partners.*

#### **School of Health Sciences (SHS)**

- *Met with Executive Board members, volunteers, and staff from Coastal Volunteers in Medicine to explore opportunities for space sharing at the Manahawkin site.*
- *Exploring MED-ED opportunities in Atlantic City through AtlantiCare and the proposed inclusion of the Geisinger Commonwealth Medical School at their Atlantic City location.*

#### **School of Social and Behavioral Sciences (SOBL)**

- *The Criminal Justice program is developing a proposal to expand Class II officer coursework and housing in summer at the Atlantic City location.*
- *The Naturalization Pathways course continues as an example of a community partnership and engagement.*
- *The Atlantic City Executive Council has supported inter-agency engagement; Jim Johnson has been quite successful in building collaborations toward a common goal in Atlantic City, with Stockton as a major contributor toward this goal.*
- *The homework completion programs supported by the housing authority, police department, and Stockton exemplify successful inter-agency collaborations.*

#### **Stockton at Hammonton**

- *The Counseling program will welcome its first cohort to Kramer Hall in fall of 2019.*
- *Expanded the number of groups utilizing the spaces within the Hammonton site, thus creating additional revenue.*
- *Expanded Continuing Studies and SCOSA programming offered to the local community.*
- *Partnered with campus colleagues to offer professional development programs at the site (as opposed to having to travel to main campus) to various office employees to increase the likelihood of participation. These programs included procurement training, Chrome River training, AED/CPR certification, Clery training, stress management, and Banner 9 training.*

#### **Office of Research and Sponsored Programs (ORSP)**

- *OSRP Discussions began last fall with the director of AtlantiCare's HealthPlex on Atlantic Avenue in Atlantic City. Initial discussions concerned Dr. Larider Ruffin's smoking cessation program and trying to work on the logistics of access to the patient population. It is hoped that the research can expand into other areas.*

#### **Office of Service-Learning**

- *The Office of Service-Learning worked closely with the College Bound program to ensure that Bonner Leaders and ChangeBuilders were prepared to ass volunteer and apply to become College Bound mentors to support the First-Generation Impact Collaborative work.*
- *Conversation have been started to expand the Service-Learning and civic engagement consortium of the dual-credit program to Atlantic City High School.*
- *The MLK Day of Service Planning committee made sure to host service events at each Stockton University site (Atlantic City, Manahawkin, Hammonton, and Woodbine).*
- *This past year the Director and Changebuilder Coordinator spent one-day a week in the fall 2018 semester in Atlantic City, meeting with partners on and off campus during the planning for MLK Day of Service as well as working with the AC-EOF*

population of students in service activities. Planning ahead for fall 2019-spring 2020, our New Jersey Campus Compact AmeriCorps Changebuilder Coordinator will work remotely at the Atlantic City location to collaborate more with the AC-EOF program to assist AC-EOF students in becoming Changebuilders themselves as well help fulfill their service hours and leadership requirements.

**Stockton at Woodbine**

- The continuation of our role as a destination for field trips, world history lessons, and Holocaust education reflects our mission statement, which is based on the word TOLERANCE. Throughout the academic year, we host students and educators representing various multicultural urban and rural backgrounds. Our programs stress individual rights and freedoms and provide a welcoming and harmonious environment. As Stockton University's footprint in Cape May County, we represent the institution with pride and dedication and emphasize Stockton's commitment to academic achievement for students recognizing the uniqueness of each individual and their potential.
- During the current academic year, the addition of a Program Director has enhanced the ability of our instructional site to employ new programming that serves the University's mission.
- We have become a full partner with the Holocaust and Genocide Dual-Credit Consortium of Stockton University. We have also identified potential participants and presenters which enables the Director of the program to create new opportunities for students and advances the academic and economic engine of the University.
- Through hosting workshops and seminars at our instructional site we continue to build a strong relationship with social service entities and individual community organizations. The development of new affiliations and the support of community initiatives has enhanced the brand of Stockton University in the public and private sector.

**William J. Hughes Center**

- The Hughes Center has partnered with the Atlantic county Bar Association and Stockton's Office of Continuing Studies to provide continuing legal education to attorneys and judges in south Jersey. While this is still in the planning stage, we envision holding at least one training session at the Hammonton instructional site.

**Stockton Atlantic City**

- Partnered with the Miller Center for Community Protection and Resilience on "Building Resilience in the New Threat Paradigm: Targeted Violence against People of Faith," a two-day conference with more than 200 registrants held in June 2019 (<https://stockton.edu/academic-affairs/miller-center-event.html>).
- Partnered with the city of Atlantic City to secure a \$100,000 grant from the NJEDA for a feasibility study to explore the viability of a Coastal Resiliency Center in Atlantic City. Proposed activities include expanded facilities for coastal research and marine science field activities, as well as alternative energy research.

**Stockton Center for Community Engagement (SCCE)**

- The SCCE added a fourth homework program at the Marina District in Atlantic City in collaboration with the Michaels Organization and Better Tomorrows.

**Levinson Institute for Gaming, Hospitality, and Tourism (LIGHT)**

- LIGHT formed a partnership with the Office of Continuing Studies and JEVS Human Services to deliver training to community members interested in earning nationally recognized credentials from the American Hotel & Lodging Association.
- Two grant projects were developed, and training classes were held at the Atlantic City location. LIGHT's portion for the 2019 grants totaled \$146,300.
- LIGHT has entered into an agreement with the New Jersey Casino Association to provide consulting services currently focused on data collection and analysis for the industry.

**DEVELOPMENT AND ALUMNI RELATIONS 100% complete and ongoing**

- Utilized social media and other communications channels to promote academic and other programs at all instructional sites to alumni, Foundation Board members and donors.

**ATHLETICS AND RECREATION**

- Partnered with Boardwalk Hall management and IMG to host a Men's Basketball game at Boardwalk Hall  
Partnered with the Atlantic City Marathon and the Milton & Betty Katz JCC to convene the G. Larry James Legacy Run 5K on the boardwalk in conjunction with the AC Marathon weekend.

<b>3.</b>	<b>EVP</b>	<b>Ensure that the University commitment to diversity and inclusion is a key component to everything we do.</b>	<b>E</b>
<i>Various stages of completion (see below).</i>			
<b><u>DEVELOPMENT AND ALUMNI RELATIONS: 100% complete and ongoing</u></b>			
<ul style="list-style-type: none"> <li>• Participated in premier diversity and inclusion events on campus, such as the Annual Diversity Dinner, and required staff to attend national conferences focused on incorporating diversity, equity, and inclusion initiatives into alumni and philanthropic outreach</li> </ul>			

- Collaborated with key campus partners, such as the Council of Black Faculty and Staff and Unidos, to support a culture of inclusion across the campus and alumni communities.

**HUMAN RESOURCES: 80% complete and ongoing**

- Partnered with Office of Institutional Diversity & Equity (OIDE) to continue efforts to infuse diversity and equity into all aspects of the search process.
  - Partnered with OIDE to provide impact diversity training & development opportunities to the Stockton Community including but not limited to; Unconscious bias training, Sexual harassment training, Microaggressions, Search advocate training, Search committee training.
  - Conducted 33 sessions with approximately 565 employees to date.
- Partnered with OIDE to acquire Vector Solutions for all employee/staff EEO related trainings.
- Expanded diversity sourcing capabilities by establishing additional relationships with professional networks and organizations (Black Doctoral Network, National Society of Hispanic MBAs, Society of Hispanic Engineers, National Black MBA Association, National Urban League, National Organization for Women, American Association of University Women)

**UNIVERSITY RELATIONS & MARKETING: 100% complete and ongoing**

- Developed and published news stories and received coverage on topics that demonstrated and promoted the diversity of students, faculty and staff. Publicity placed Stockton's share of voice/media mentions in the top three among peer NJ Colleges and Universities for FY19. Publicity contributed to 1% gain in overall diversity/ethnic enrollment for AY2018-19.
- Conducted focus groups and Open House surveys to ensure integrated marketing communications and promotional collateral accurately portray our diverse student body and campus. As a result, marketing campaign communications were delivered effectively through highly ranked media channels and platforms targeting diverse audiences including Latino, African Americans, Asians, Veterans and out of state audiences contributing to 1% gain in overall diversity/ethnic enrollment for AY2018-19.
- Ensured stockton.edu meets and exceeds WCAG 2.0 guidelines in web accessibility recommendations
- Curated social media content to showcase expertise of University and its resources and build audience and reach in support of the strategic enrollment management priority to increase quantity, quality, diversity and yield of applicant pool.
- Provided leadership and support on strategic committee for Stockton's Culture of Respect initiative.

<b>4.</b>	<b>OIDE</b>	<b>Continue to collaborate with identified stakeholders in the review and enhancement of the search process.</b>	<b>E</b>
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90% or more complete and ongoing

- Draft Search Procedures were developed by Human Resources and OIDE in committee through weekly meetings. As the OIDE shifts some of the search oversight responsibilities to Human Resources, additional edits to the draft search procedures before they become final. It is now possible to create, review, and approve documents online through the Hire Touch applicant tracking system, paper was diminished or eliminated. For example, the review and approval of search waivers is transitioning from paper to online reviews and approvals.

<b>5.</b>	<b>Student Affairs</b>	<b>Integrate equity measures in the assessment of student satisfaction, achievement, engagement and wellness to identify baseline and aspirational metrics for inclusive student success.</b>	<b>E</b>
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100% complete

- Collaborated with Academic Affairs and Institutional Diversity and Equity to examine the Diversity Score Card and its potential usage at Stockton to address equity gaps amongst the student-body.
- Conducted an equity audit of student participation in high impact leadership experiences, retention and graduation rates.
- Assessed equity in student participation in orientation and transition programs and discontinued inequitable programs.
- Increased demographic diversity for Stockton Entertainment Team (SET); a student organization with \$200,000 budget oversight and T.A.L.O.N.S orientation leaders.

<b>6.</b>	<b>Student Affairs</b>	<b>Promote student belonging and safety by leading the University's Culture of Respect campaign.</b>	<b>E</b>
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100% complete

- Promoted Culture of Respect sponsored events and programs to 11,000 Stockton community members each week during AY 2018-19.
- Piloted Consent and Respect on-line Title IX education module with 500 new students during the Spring 2019 semester. All students will have the opportunity to complete the module beginning in the Fall 2019 semester.
- Educated Stockton community members about resources that support civility, safety and community on Culture of Respect Town Hall 1.0 and 2.0 and other programs.

- Launched 24-7 Sexual Assault Hotline.
- Co-sponsored undergraduate student sexual harassment survey with Dr. Manish Madan and the Office of Diversity and Equity. 895 total students participated in the survey with 630 students completed at least 75% of the survey.
- Implemented Healthy Masculinities Dinner Conversation Program that featured student athletes, veterans, and members of the Greek community. Fifty-two (52) students attended the event.
- Launched “Let’s Talk” and “We Are Diverse” Counseling Outreach groups to extend the reach of the Counseling Center within the student community and promote connections with African American and Latino students.
- Initiated La Mesa: Residential Oasis for Intercultural Engagement Cultural Programming Initiative in Residence Life to enhance sense of belonging of students from emerging communities at Stockton. La Mesa sponsored eleven (11) large scale programs with over 300 student attendees.
- Initiated First Osprey’s Initiative and inaugural Access Week programs to provide support for first-generation students and families.
- Hired new Assistant Director for Women’s Gender and Sexuality Center to support the sexual assault education, advocacy and support.
- Expanded students’ usage of Food Assistance Program and Student Emergency Relief fund.
- Screened over 1000 students during Suicide Prevention Month.
- Trained twenty-two (22) staff; one (1) faculty member and two (2) graduate students through Green Dot Bystander Intervention Training.
- Initiated Stockton University Violence Intervention Project (SUVIP) to expand the network of campus advocates who serve as a resource for survivors of sexual violence.
- Launched inaugural SPACES Multicultural Reception and Deeper SPACES Social Justice Retreat to facilitate students’ connections with Stockton community members and dialogue around issues of power and privilege.
- Implemented To.Get.Her mentoring program to support undergraduate women of color.

## **Strategic Priority #4**

Develop and support planning and governance processes that are integrative, collaborative, transparent, and sustainable.

Goal	Lead Unit	Description	2020
<b>1.</b>	<b>Academic Affairs</b>	<b>Establish an Academic/Student Affairs Council to strengthen collaborative strategies that support inclusive student success.</b>	<b>L</b>
<i>100% complete</i>			
<ul style="list-style-type: none"> <li>• The Academic Affairs/Student Affairs Council was established in spring 2019. The Council is beginning to develop actions in alignment with the Strategic Plan’s theme of inclusive student success.</li> </ul>			
<b>2.</b>	<b>Facilities &amp; Operations</b>	<b>Prepare the outline scope of work for RFP for Master Planning and Campus Engineering update.</b>	<b>E</b>
<i>25% complete and ongoing</i>			
<ul style="list-style-type: none"> <li>• The master plan is supplemented by two primary categories, including Capital Project and Deferred Maintenance.</li> <li>• The university maintains an updated version of priority capital projects that are reviewed and recommended for approval by the Cabinet, then approved by the BOT for submission to the state. This capital request process has a total project estimate range of \$350,000,000 each year. This represents approximately 25% of the total master planning process.</li> <li>• The University maintains an updated deferred maintenance list of projects to address ongoing renovation, restoration repair or replacement of facility-based components. This deferred maintenance process has a total project estimate range of \$80,000,000 each year.</li> </ul>			
<b>3.</b>	<b>Facilities &amp; Operations</b>	<b>Develop an institutional energy management plan and space management &amp; inventory plan.</b>	<b>S</b>
<i>50% complete and ongoing</i>			

- Energy management plan has made no progress this past year. The intention was to hire a new position of Project Manager – Engineering. This position would have a key responsibility to build the Energy Management data and procedures. The position has not been filled, and a new strategy is currently being developed. 0% percent complete
- Space Management plan is in development. This past year the software program was procured, and loaded, training is complete, field verification and inventory implementation is in progress. 60% complete
- Space Management Planning is in progress and in full operation. A committee has been implemented including, cabinet members, faculty, staff and students. Priority projects have been identified and progress on renovation and occupancy is in progress. This past year the following projects are advancing including, service learning, women’s gender and sexuality center and veteran services. 50% complete

<b>4.</b>	<b>ITS</b>	<b>Support institution-wide awareness of learning technologies.</b>	<b>L</b>
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86% complete and ongoing

- Completing Help Desk tips email and KnowBe4 cyber security awareness training. 60% complete, cyber security awareness training ongoing
- Learning Access Program/Library/ITS website collaboration, cross listed site with LAP resources for students. 100% complete
- Updated Learning Access Program software across campus to assist with addressing accessibility concerns. 100% complete

<b>5.</b>	<b>Planning</b>	<b>Develop a new institutional funding system to support the University’s new strategic planning efforts (restructuring Stockton’s 2020 Initiative Process).</b>	<b>E</b>
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50% complete and ongoing

- With the revised strategic planning timeline, a decision was made in Fall 2018 to maintain the 2020 Initiative’s LEGS themes for the entirety of fiscal year 2019. A revised funding system proposal for fiscal year 2020 will be presented for review and consideration at the July 11, 2019 Cabinet retreat.
- For fiscal year 2019, while maintaining the LEGS themes and prevailing operational procedures, the 2020 initiative process approved 14 projects with a combined funding amount totaling \$223,185.

<b>6.</b>	<b>Planning</b>	<b>Create communication and operational plans to advances the University’s new strategic and implementation plans.</b>	<b>E</b>
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100% complete

- Throughout summer and early fall 2018, the Planning Office concluded its responsibilities regarding the University’s new strategic planning effort. This included organizing and facilitating the following activities:
  - July 17, 2018: DumontJanks returns to campus for fifth visit; presents revised draft strategic plan to Stockton’s Board of Trustees (summer retreat).
  - July 26, 2018: DumontJanks submits revised draft of strategic plan to Stockton’s Strategic Planning Steering Committee.
  - Aug 13, 2018: Strategic Planning Steering Committee meets to discuss revised draft strategic plan; additional questions, comments, and revisions are sent back to DumontJanks.
  - Throughout August and September, feedback from the Stockton community is collected via email exchanges as well as submitted comments from an electronic “questions & feedback” form housed on the institutional strategic planning web page.
  - Sept 4: Fall Faculty Conference; draft strategic plan made available to Stockton community.
  - Sept 18, 2018: DumontJanks returns to campus for sixth visit; meets with Strategic Planning Steering Committee to discuss draft strategic plan and complementary implementation plan and to host a community-wide open forum.
  - Oct 4, 2018: Strategic Planning Steering Committee meets to review the community comments received regarding the draft strategic plan and to engage in a preliminary discussion regarding the complementary implementation plan.
  - Oct 16, 2018: DumontJanks returns to campus for seventh and final visit; meets with Strategic Planning Steering Committee, Provost’s Council, Cabinet, and President, Executive Vice President, and Chief Planning Officer to discuss strategic and implementation plans.
  - Oct 31, 2018: Delivery of final strategic plan document from DumontJanks.

<b>7.</b>	<b>Student Affairs</b>	<b>Strengthen staff engagement in the accomplishment of divisional and University priorities through the implementation of strategic area and leadership teams.</b>	<b>E</b>
<p><u>100% complete</u></p> <ul style="list-style-type: none"> <li>Facilitated Strategic Implementation Planning Sessions for the Division in efforts to more effectively and efficiently map the divisional planning to the institutional strategic goals.</li> <li>Revised BOT Student Affairs Committee name, structure and membership to encompass enrollment, athletics, student life/success and safety areas of the student experience.</li> <li>Launched Student Affairs Communications and Marketing Team to create synergies among departments in developing and promoting programs and services for students.</li> <li>Provide professional development opportunities for Divisional Teams to better prepare them to accomplish goals.</li> <li>Developed a Student Affairs Teaching Circle to strengthen professional development staff currently teaching and others considering stepping in the classroom. Collected syllabi, shared best practices, offered trainings and met several times this year.</li> </ul>			

## Strategic Priority #5

Improve and expand the University’s internal operational efficiencies.

Goal	Lead Unit	Description	2020
<b>1.</b>	<b>All Cabinet</b>	<b>Collaborate in the development of a plan to attract and increase summer activities to campus including: expanding summer internships and job opportunities for students; and developing unified marketing materials to solicit external groups to campus in summer.</b>	<b>L</b>
<p><u>Various stages of completion (see below); Ongoing</u></p> <p><b>A&amp;F</b></p> <ul style="list-style-type: none"> <li>A&amp;F participates in initiatives intended to increase summer revenue including the AC Operations Working Group and Summer Revenue Working Group</li> </ul> <p><b>STUDENT AFFAIRS</b></p> <ul style="list-style-type: none"> <li>The Office of Event Services and Campus Center Operations launched a Choose Stockton for Your Next Event campaign to include the production of print materials and a new website</li> <li>The Office of Event Services and Campus Center Operations launched a website to centralize information regarding youth summer camps and conferences opportunities at Stockton University</li> <li>Residential Life created 12-month contracts, and currently have 350 students and affiliates staying in the Atlantic City residential complex for the Summer of 2019. Previously the most students that resided on campus in the summer were 175.</li> </ul> <p><b>COO-AC</b></p> <ul style="list-style-type: none"> <li>AC Campus hosting four conferences and one, 7-day residential camp in summer 2019.</li> <li>In collaborating with Residential Life, recruited several non-Stockton students to reside at the AC campus for summer while they intern at local companies.</li> </ul> <p><b>ACADEMIC AFFAIRS: 60% complete and ongoing</b></p> <p><b>School of Arts and Humanities (ARHU)</b></p> <ul style="list-style-type: none"> <li>Offering weeklong Why the Humanities Matter Summer Teachers Institute in at Atlantic City location, with residential option for teachers. Plans to continue this programming each summer.</li> <li>Have begun to explore possibilities of one-week summer camp for scholars and students from Aristotle University of Thessaloniki that will alternate each year between Calandra, Greece and Atlantic City.</li> <li>Saturday Art Days at the Noyes Arts Garage: a series of free art classes from June through August for Atlantic City children.</li> <li>Ducktown Summer Festival offers a series of concerts and activities throughout July 2019 at Dante Hall and the Noyes Arts Garage.</li> </ul>			

**School of Education (EDUC)**

- Participated in joint marketing campaign with URM by emailing all currently enrolled spring 2019 students about high-demand summer courses.
- Increased Organizational Leadership to three simultaneous cohorts, all with summer courses that span first through third-year activities.

**School of General Studies (GENS)**

- Extended the three-courses-for-the-price-of-two deal to the Atlantic City location. Face-to-face enrollment was strong in Atlantic City.
- Holocaust Resource Center bringing Yad Vashem to campus in July.
- GENS faculty supporting the new EOF Atlantic City cohort.

**School of Health Sciences (SHS)**

- The first Regional Interprofessional Education (IPE) in Healthcare Conference, IPE: From Conception to Action, will be held on the Atlantic City location on June 5, 2020.

**School of Social and Behavioral Sciences (SOBL)**

- CSI camp is an example of a summer program that has increased activity on campus as well as created a positive experience for high school students/prospective college students.

**Office of the Registrar**

- Automation of our degree clearance system which currently uses CAPP will be modified to use the new DegreeWorks system. This new process will be an upgrade to the current process.
- The dual-credit high school program has grown since its inception. The goal is to streamline the application and registration process to accommodate new schools coming on board.

**Office of Service Learning**

- The Office of Service-Learning is offering stipends to the Bonner Leaders who are part of the Bonner Leader Team (BLT) to plan for the next academic year, specifically to work on the programming calendar for the Office of Service-Learning.
- The Office of Service-Learning offers a Bonner summer internship for a student to work five days a week on campus in the office and to assist with orientation and recruitment of new Bonner Leaders. In addition, this Bonner intern works closely with the BLT to organize the academic calendar.
- Our New Jersey Campus Compact AmeriCorps Changebuilder Coordinator is working on our Summer of Service series in collaboration with the Office of Residential Life in Atlantic City to offer service projects to students during the summer.

**William J. Hughes Center**

- The State of New Jersey Beaches event on July 1 is expected to bring local officials and residents to Atlantic City at the start of the summer season.
- The Hughes Center is working with Michael Rodriguez and Atlantic county government to establish a Stockton student internship program with the county. The for-credit internships will be available year-round.

**Stockton's Center for Community Engagement (SCCE)**

- Since 2014, the SCCE has employed student fellows in the summer to contribute to programs in the community and the creation of the SCCE annual report.

**Levinson Institute for Gaming, Hospitality, and Tourism (LIGHT)**

- LIGHT contacted various gaming, hospitality, and tourism industry stakeholders and connected them with Atlantic City stakeholders to assist in the promotion of the residential complex as a lodging option for summer workers and interns.
- LIGHT worked with various casino properties to augment internship and employment opportunities for Stockton students. In particular, LIGHT coordinated a "Hard Rock Day" with several Hard Rock executives recruiting on the Galloway campus and the Atlantic City location. This event was held in collaboration with the Office of Career Services and the internship coordinators and resulted in 50 student interviews being conducted between April 10<sup>th</sup> and 11<sup>th</sup>.

**Child Welfare and Education Institute**

- The Child Welfare Education Institute hosted the annual National Title IV-E Roundtable on Child Welfare Training and Education at the Atlantic City location in May. There were 230 attendees from 31 states and 3 tribal nations in attendance.

<b>2.</b>	<b>All Cabinet</b>	<b>Develop standardized business continuity procedures, succession plans, and process documentation regarding inter- and intra-divisional functions.</b>	<b>S</b>
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*Various stages of completion (see below); Ongoing*

**A&F**

- A&F has developed succession plans for its respective departments. Managers are trained to perform the duties and responsibilities of their Directors in the event of short- or long-term absence. Department procedures are well documented and cross-training regularly occurs.

**CEMO**

- The Enrollment Management Division has spent considerable time consolidating process documentation into a comprehensive centralized electronic document. The division is now using Microsoft OneNote to organize the documentation to provide easy access from within one interface and monitor changes that are made. Any time a process update is made, the documentation is updated in the OneNote repository.

**OFFICE OF PLANNING AND RESEARCH**

- The following procedures and process documents have been finalized and repositied in the Planning Office’s shared drive (folder title: “*BID – Business Intelligence Documentation*”):
  - Argos report writer training process
  - Atlantic City registration report process
  - Daily digest report process
  - Daily registration report process
  - E-DSS annual update pertaining to budget request process
  - General Admit interest codes process (with Enrollment Management and ITS)
  - Headcount goals: fall and spring weekly goal creation process
  - Legislative district data request process
  - Orientation registration report process
  - Race/ethnicity question to students coded as unknown (with Enrollment Management and ITS)
  - Undergraduate continuing student retention communication plan

**ITS: 83% complete and ongoing**

- Continued enhancement of policies and procedures related to IT functions. 100% complete
- Realigning existing cyber security policies and procedures to conform to the NIST 800-171 Controlled Unclassified Information framework. 65% complete

**COO-AC**

- Developed operations/training manual and program for student operations assistants (SOA) and successfully completed 3.5 days of training and orientation for those SOAs in August 2018.
- Completed the full transfer of budget and operations of the Fitness Center in the residential complex to AC Operations.

**ACADEMIC AFFAIRS: 80% complete and ongoing**

- The Office of the Provost has worked collaboratively with the Division of Administration and Finance and Human Resources to clarify position control and the approval process for hiring new and replacement staff. The Office of the Provost, with support from the Division of Administration and Finance, established a process in Academic Affairs for planning and approving re-classifications and upgrades. The Office of the Provost continues to require a clear and transparent process for requesting searches for faculty positions, vetting, and approving them in alignment with strategic priorities.

**EVP: 25% complete and ongoing**

- The Office of Human Resources has developed a comprehensive training plan in order to train each of the cabinet members, as well as department heads, in completing an Operations Preparedness Plan (OPP). Enrollment Management and Athletics are testing the template prior to launching the comprehensive training. These training workshops will first be offered as stand-alone sessions and will be incorporated into New Manager Orientation. Furthermore, the class will be made available through the Blackboard learning system under the Orientation to HR Services class offered to all managers. In addition to the OPP training, there will be training conducted on how to best utilize the Talent Pool Development template, providing an opportunity for each of the cabinet members to discuss real-life scenarios and create a plan in the event of a disruption or loss of key individuals.

**ATHLETICS AND RECREATION: 70% and ongoing**

Worked with Human Resources to develop an Operational Preparedness Plan: Steps 1 – 3 of the OPP template are complete.

<b>3.</b>	<b>All Cabinet</b>	<b>Initiate Year One of the University’s new strategic plan and corresponding implementation plan, focusing on four key components: Inclusive Student Success, Enrollment and Pedagogy, Financial Sustainability, and Organizational Structure.</b>	<b>L</b>
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80% complete and ongoing

**OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH AND THE OFFICE OF THE PROVOST**

Throughout summer and early fall 2018, the Planning Office concluded its responsibilities regarding the University’s new strategic planning effort. This included organizing and facilitating the following activities:

- July 17, 2018: DumontJanks returns to campus for fifth visit; presents revised draft strategic plan to Stockton’s Board of Trustees (summer retreat).

- July 26, 2018: DumontJanks submits revised draft of strategic plan to Stockton’s Strategic Planning Steering Committee.
- Aug 13, 2018: Strategic Planning Steering Committee meets to discuss revised draft strategic plan; additional questions, comments, and revisions are sent back to DumontJanks.
- Throughout August and September, feedback from the Stockton community is collected via email exchanges as well as submitted comments from an electronic “questions & feedback” form housed on the institutional strategic planning web page.
- Sept 4: Fall Faculty Conference; draft strategic plan made available to Stockton community.
- Sept 18, 2018: DumontJanks returns to campus for sixth visit; meets with Strategic Planning Steering Committee to discuss draft strategic plan and complementary implementation plan and to host a community-wide open forum.
- Oct 4, 2018: Strategic Planning Steering Committee meets to review the community comments received regarding the draft strategic plan and to engage in a preliminary discussion regarding the complementary implementation plan.
- Oct 16, 2018: DumontJanks returns to campus for seventh and final visit; meets with Strategic Planning Steering Committee, Provost’s Council, Cabinet, and President, Executive Vice President, and Chief Planning Officer to discuss strategic and implementation plans.
- Oct 31, 2018: Delivery of final strategic plan document from DumontJanks.
- The leadership for the finalization of the strategic plan and its implementation transitioned to the Provost in fall 2018, commencing with 7 School Meetings co-presented by the President and the Provost.
- A website, e-mail address, and 10 open forums were provided in spring 2019 to solicit feedback from the community on the draft of the Strategic Plan.
- A revised draft was completed in March of 2019, taking into account feedback from the community, the Cabinet, and the Strategic Plan Steering Committee, with an outline for implementation steps going forward.
- Six Learning Sessions were held in May and June 2019 corresponding to the 6 revised themes (Inclusive Student Success, Diversity and Inclusion, Teaching and Learning, Strategic Enrollment Management, People, Communication, & Shared Governance, and Financial Sustainability). The Learning Sessions were well-attended with representation from all sectors of the campus. All sessions resulted in proposed goals for the Implementation Teams to consider.
- The Faculty Senate reviewed the new draft of the Strategic Plan at its May Retreat and had no substantive suggestions for revision.
- The Provost will consult with the Steering Committee and the Faculty Senate Leadership to determine the process for creating the Implementation Teams, which will commence their work in fall 2019.

<b>4.</b>	<b>EVP</b>	<b>Develop and innovate operational efficiencies to be better stewards of our resources.</b>	<b>S</b>
<p><b>DEVELOPMENT AND ALUMNI RELATIONS <u>100% complete</u></b></p> <ul style="list-style-type: none"> <li>• Developed new reports to accurately and effectively reflect the full scope of development activity.</li> <li>• Implemented Microsoft Teams messaging software to increase office communication and efficiencies.</li> <li>• Launched new portal for donors to more easily access endowment reports and other materials thus eliminating the need to mail several hundred reports annually.</li> <li>• Centralized budget management and contract process within Advancement Services to ensure greater transparency and efficiency.</li> </ul> <p><b>HUMAN RESOURCES: <u>75% complete and ongoing</u></b>  Leveraged technology to enhance human resources operations to enhance recruitment, on-boarding, performance management, professional development, and employee engagement (morale &amp; retention).</p> <ul style="list-style-type: none"> <li>• Maximized the functionality of the current ATS system (presently HireTouch) by working to automate processes such as the following: <ul style="list-style-type: none"> <li>○ Candidate interviewing, screening, scheduling and processing</li> <li>○ Hire processing and tracking</li> <li>○ Job advertisement aggregator (one touch posting to multiple job sites)</li> <li>○ Electronic employee offers, contracts, search files, and nomination files</li> <li>○ Pact Workflow Processing in ATS</li> </ul> </li> <li>• Developed standardized business continuity procedures, succession plans, and process documentation regarding inter and intra divisional functions: <ul style="list-style-type: none"> <li>○ Assessed the current status of business continuity procedures, succession planning documents, and related process documentation.</li> <li>○ Partnered with Chief Enrollment Manager Officer &amp; Executive Director of Athletics to develop an Operational Preparedness Plan (OPP) template.</li> <li>○ Crafted Talent Pool Development Plan (TPDP) Template.</li> </ul> </li> </ul>			

- Developed Flight Risk Analysis Template.
- Developed Relationship Matrix Template.
- Developed/implemented a Pilot program to demo the OPP template and TPDP template using Athletics, Human Resources, and Enrollment Management as test subjects.
- Developed and implemented an enhanced employee exit interview e-questionnaire and automated out-processing workflow to facilitate employee exit process.
- Led the implementation (in partnership w/IT) to implement an Equifax integration to include the Work Number functionality to automate the employment verification process.
- Partnered with ITS to develop e-Workflow for Tuition Waiver, Tuition Reimbursement and Tuition Waiver for Spouses, Dependents, Domestic Partners and Civil Unions.
- Developed online employee guide to replace hard copy employee handbook.
- Worked collaboratively with institutional partners to develop Grant PACT process template.

**UNIVERSITY RELATIONS & MARKETING: 100% complete and ongoing**

- Streamlined news delivery through the development of a news hub for internal and external audiences and the media.
- Developed a beat system to mine for stories; developing and strategically distributing an experts list to promote Stockton faculty/staff; and promoting content through publications (including Stockton News), the website and social media.
- Demonstrated best practices in web communications and development by leading other NJ colleges and universities rankings in all categories for website accessibility through Google Lighthouse.
- Developed and implemented a new distribution plan for the University's FY18 Annual Report, including the development of a responsive, web-based version on OU Campus, digital ads, email distribution, and a two-sided, printed takeaway piece that highlights quick stats and an URL. The change resulted in a budget savings of \$10,000.
- Developed a plan for a new tracking method to evaluate and monitor readership of Stockton Now e-zine, including but not limited to tracking email opens/clicks, homepage carousel and promo banner clicks and social media clicks. Tracking now provides an opportunity to send follow-up distribution to audience that may have overlooked initial distribution. Results show the follow-up is successful in gaining new readers.
- Lead the transition of distributing University digital publications, including Stockton Now and Stockton News, from Vertical Response and Microsoft Outlook to Emma, including coordinating training sessions for the URM team, email list migration and eblast/newsletter templates. New technology features heat mapping that identifies the most popular content week to week. This helps planning by identifying preferred themes and stories that are popular with readers.

<b>5.</b>	<b>Academic Affairs</b>	<b>In anticipation of expired Coordinators' Agreement, explore new models that improve efficiencies and optimize the use of tenured/tenure-track faculty time.</b>	<b>L</b>
<u>70% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>● The Office of the Provost has discussed potential new models with the Deans and the negotiation team and Administration and Finance and is awaiting some feedback from the Taskforce on Faculty Leadership before pursuing next steps.</li> </ul>			
<b>6.</b>	<b>Academic Affairs</b>	<b>Implement goal-setting for majors and student credit hours generated by program.</b>	<b>S</b>
<u>90% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>● Academic Affairs has obtained buy-in from faculty regarding strategic enrollment management at the program level. A template was developed by the Academic Affairs Strategic Enrollment Action Team that has been incorporated in both the annual reports and the five-year program reviews.</li> </ul>			
<b>7.</b>	<b>Academic Affairs</b>	<b>Support and streamline process for academic program development.</b>	<b>E</b>
<u>70% complete and ongoing</u>			
<ul style="list-style-type: none"> <li>● An Academic Affairs team has developed a new draft of the Lifecycle Document and has vetted it with leadership in the Faculty Senate. The draft will be under review by the Faculty Senate Academic Policies Committee in fall 2019. The Provost supported a workshop for academic program development in Summer 2018, which led to the development of several new academic programs including the MBA in Healthcare Administration and Leadership, a BA in Africana Studies, a minor in Sustainability, and a BA in Digital Studies.</li> </ul>			
<b>8.</b>	<b>A&amp;F</b>	<b>Continue to improve operational and customer service efficiencies.</b>	<b>S</b>
<u>90% complete and ongoing</u>			
<b>General</b>			
<ul style="list-style-type: none"> <li>● A&amp;F maintains a robust phone answering system to ensure customer service and prompt response</li> </ul>			

- Turnaround for requests from A&F are routinely prompt and reliable
- A&F internal goal of professionalism is an ongoing priority

**Procurement**

- Implemented a new procedure in which University Service Provider Agreements are no longer required for services below the bid threshold (\$33,300).
- Implemented commodity level accounting for requisitions.

**SASI**

- Completed the installation and integration of a new Pitney Bowes system for the mailroom, which provides better reporting capabilities and delivery workflow.
- Worked with Chartwells to improve the customer experience in our dining operations, specifically N-Wing.

**Fiscal Affairs**

- Partnered with Disbursements on a P-card project which resulted in the assignment of specific accounting information (fund, organization, account, program, activity, and location) to P-cards/P-cardholders to help eliminate incorrect information posting to the general ledger and after-the-fact budget transfers and journal entries.

**Disbursements**

- Completed the implementation of the Chrome River travel expense management software package.
- Developed and offered numerous trainings including the New Manager Orientation training, Chrome River training, and Year End training.
- Implemented budget transferability for 2020 funds for the functional end user.
- Partnered with Fiscal Affairs on the P-card project described above.
- Transitioned Payroll from Human Resources to A&F.
- Identifying and implementing payroll process enhancements - ongoing.

**Budget Office**

- Successfully piloted (non-salary) zero-based budgeting with Facilities and Operations, Student Affairs, and the School of Education.
- Developed and offered individual and small group Banner budget application training, New Manager Orientation, and Zero-Based Budgeting training.
- Conducted periodic/monthly position control meetings with various divisions to promote open communication with the Budget Unit Managers and ensure accuracy of the position control report.
- Compiled and distributed non-salary deficit reports on a biweekly basis.

<b>9.</b>	<b>A&amp;F</b>	<b>Expand revenue opportunities for the Stockton Affiliated Services, Inc. (SASI) and the National Aviation Research &amp; Technology Park (NARTP).</b>	<b>E</b>
<b><u>40% complete and ongoing</u></b>			
<ul style="list-style-type: none"> <li>• NARTP operations have transitioned to ACEA/Atlantic County</li> <li>• NARTP's first building is 90% leased. Demand is growing for a second building.</li> <li>• Development of an Aviation District at the NARTP/FAA Tech Center is progressing</li> <li>• SASI transportation fee will increase in FY20 to help cover operating costs</li> <li>• SASI graduate housing fees will increase in FY20</li> <li>• SASI exploring Qualified Opportunity Zone Fund opportunities</li> <li>• SASI initiated an audit of Chartwell's contract which could lead to additional revenue or reduced expenses.</li> <li>• SASI's conversion of 310 Orange Tree into additional graduate student housing will generate additional revenues.</li> </ul>			
<b>10.</b>	<b>Athletics</b>	<b>Undertake a Title IX/Gender Equity audit.</b>	<b>L</b>
<b><u>25% complete and ongoing</u></b>			
<ul style="list-style-type: none"> <li>• Created a Title IX Assessment Team comprised of representatives from Institutional Diversity &amp; Equity, Student Affairs, Academic Affairs, Faculty and Athletics.</li> <li>• SWA analyzed Parts I and II of the Title IX Manual for adaptation to Stockton assessment.</li> <li>• Documentation gathering for 13 Title IX athletics program components is underway.</li> <li>• Established timeframe for distribution of questionnaires and personnel interviews.</li> </ul>			

11.	OGC	<b>Improve current and develop new procedures and practices regarding: proactive counseling, procurement and contracting, University policies and procedures, and document management.</b>	S
<p><u>70% complete</u></p> <ul style="list-style-type: none"> <li>Conducted ongoing meetings with various University departments, including Academic Affairs, Administration and Finance, Facilities and Operations, Human Resources, and Student Affairs, to provide proactive legal counseling.</li> <li>Implemented revised procedures with the Office of Procurement and Contracting to simplify and expedite the processing of University contracts.</li> <li>Conducted ongoing preparation and review of University policies and procedures. Additional new policies and procedures in progress for completion in FY 2020.</li> </ul> <p><u>Incomplete</u></p> <ul style="list-style-type: none"> <li>Implementation of University wide document management system: narrower implementation required to address risk management and liability concerns.</li> </ul>			
12.	ITS	<b>Enhance services to promote quality and reliable technology support.</b>	E
<p><u>100% complete and ongoing</u></p> <ul style="list-style-type: none"> <li>User self-service password reset functionality for Stockton accounts.</li> <li>Increased capacity of campus internet service to ensure reliable internet services.</li> <li>Help Desk survey completed, 98.82% satisfaction rate for 2018-19; will continue to survey next year.</li> <li>Printer alerts to reduce downtime of campus lab/kiosk printers.</li> <li>Improvements to academic computing experience including auto start of podiums, change in classroom check procedure, additional kiosk printers.</li> <li>Documentation &amp; training to promote job sharing to reduce key man issues; ongoing initiative.</li> </ul>			
13.	ITS	<b>Enhance user protection of institutional and user data.</b>	S
<p><u>90% complete and ongoing</u></p> <ul style="list-style-type: none"> <li>Implemented Data Loss Prevention tool, which prevents outbound emails containing Social Security Numbers.</li> <li>Expansion of Amazon Web Services to better support institutional business continuity and disaster recovery operations. Increased off-site backup locations to include west coast data centers.</li> <li>Enhanced termination procedures and expansion of information security and IT help desk involvement in the employee exit process.</li> <li>Duo multi-factor authentication initiative for enhanced authentication and account credential protection.</li> <li>University windows update services reconfigured allowing for more reliable and faster roll-outs to protect institutional machines and data.</li> </ul>			
14.	OIDE	<b>Continue to oversee a comprehensive review of the ethics compliance process and collaborate with others to phase in identified changes, modifications, and/or enhancements as necessary.</b>	E
<p><u>90% or more complete and ongoing</u></p> <ul style="list-style-type: none"> <li>OIDE collaborated with University Relations &amp; Marketing and updated the Ethics web page and collaborated with ITS to design, review, and formalize the "Administrative Control Dashboard," which will allow OIDE staff to track employee submissions,</li> <li>A formal roll out of the new website and the online ethics forms and process is in progress</li> </ul>			
15.	Student Affairs	<b>Enhance use of institutional data to measure, evaluate, and present strategic and operational goals.</b>	S
<p><u>100% complete</u></p> <ul style="list-style-type: none"> <li>Implemented Student Affairs Assessment Committee.</li> <li>Conducted Project CEO National Benchmarking to assess undergraduate self-reported career-readiness.</li> <li>Identified Key Performance Indicators for each department.</li> <li>Completed Inaugural Student Affairs Impact Report.</li> </ul>			

<b>16.</b>	<b>Student Affairs</b>	<b>Strengthen the division’s impact on inclusive student success by conducting a comprehensive review of divisional policies, procedures, and practices.</b>	<b>S</b>
<u>100% complete</u> <ul style="list-style-type: none"> <li>• Conducted NASPA P.R.A.C.T.I.C.E.S. external review of student affairs polices, resources, alignment and partnerships with academic affairs, compliance, technology, inclusion, community, evidence-based practices and student success efforts. and institutional policies.</li> <li>• Completed external accreditation review for the Counseling Services (International Association of Counseling Services-IACS).</li> <li>• Completed external review of the Transitions &amp; Retention area to ensure that its departments, programs and initiatives were appropriately aligned with institutional and divisional strategic priorities.</li> <li>• Reviewed and revised eleven (11) divisional policies and procedures – pending institutional review.</li> </ul>			
<b>17.</b>	<b>Student Affairs</b>	<b>Strengthen the efficiency of data collection and usage in decision-making by implementing a comprehensive technology-based student affairs assessment solution program.</b>	<b>L</b>
<u>75% complete and ongoing</u> <ul style="list-style-type: none"> <li>• Installed Campus Labs Student Affairs Assessment Solution system.</li> <li>• Provided student affairs personnel with training to utilize assessment system.</li> <li>• All divisional professional staff will be certified with Student Affairs Assessment Credential.</li> <li>• Migrated all divisional assessments to Campus Labs platform.</li> </ul>			

*Priorities and goal developed and approved by Stockton University’s Cabinet Officers in July 2018.*