

Stockton University's "Choosing Our Path" Strategic Plan

Strategic Theme #3: Teaching & Learning – FY24 Update (Nov 2024)

Complete (possibly ongoing)
 On Track
 Some Progress
 Little or No Progress

Theme #3	Teaching & Learning (4 priorities, 8 goals)	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10				
Priority 3.1	Advance Academic Assessment	FY21													
Priority 3.2	Strengthen Academic Programming	FY21													
Priority 3.3	Embrace Diverse Teaching and Learning Styles	FY21	FY22												
Priority 3.4	Enhance the Scholarship of Teaching and Learning (SoTL)	FY21	FY21	FY22											

Strategic Theme #3 Teaching and Learning

- Enhance information about study skills, time management, and adaption to campus life through a variety of venues, such as Welcome Week, FRST courses, freshman/transfer seminars, and other initiatives, to start students on the right academic footing.
- Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.
- Reinforce our Essential Learning Outcomes (ELOs) with students and encourage faculty to align curricular and co-curricular activities to create a well-rounded education, relevant to a changing world.
- Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.

Priority 3.1 Advance Academic Assessment: Promote continuous improvement of academic programs through ongoing and systematic assessment of academic quality, productivity, and achievement of inclusive student success. Develop, execute, and evaluate an academic assessment plan that aligns institutional goals with program learning objectives and provides data about student outcomes.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Academic Affairs	Develop, execute, and evaluate an academic assessment plan that aligns institutional goals with program learning objectives and provides data about student learning outcomes. <ul style="list-style-type: none"> ▪ <i>DEI connective action: Diversity is crucial to achieving the mission of a broad, liberal arts education. Structural, curricular/co-curricular, and interactional campus diversity creates an inclusive and respectful environment for all students and employees (Diversity).</i> 	90%	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- The Office of Global Engagement has implemented a proposal process for Faculty-Led Study Abroad in order to ensure risk management, quality assurance, and assessment. This is part of a longer-term project of developing processes and standards and providing training for faculty who teach these high-impact courses.
- Each Periodic Program Review reviews the academic program's past assessment efforts and creates an opportunity for the program to receive support from our Assessment Office to strengthen assessment operations in general and student learning outcomes, specifically.

- The Office of Academic Assessment is onboarding a new assessment management platform, HelioCampus.
- The Office of Academic Assessment has created a repository for assessments, annual reports, and periodic program reviews and has strengthened the scheduling and reporting processes.
- The Center for Teaching & Learning Design (CTLD) offers consultations, professional development activities, and resources focused on course design based on alignment with institutional goals (ELOs), accreditation standards, program learning objectives, and student learning outcomes in a manner promoting effective academic assessment
- The School of Business launched a curriculum committee.

FY23 Update

- <https://stockton.edu/academic-assessment/academic-reporting.html>

FY22 Update

- Middle States and on-site review completed - Academic portion included assessment of programs, general education, advising etc... Positive review from site-visit team
- 8 Academic Program Reviews completed
- New Director of Academic Assessment determining digital program to facilitate, track and amalgamate assessment results.
- Annual Report template revised and instituted across schools, program, departments, and centers
- Gray Data purchased and instituted to benchmark program/major, outcomes and incorporated into
- Pathways for success review of institutional data for past 5-years to inform advising, currently under review – ongoing.
- Provost office - \$1000 for assessment of programs – 9 programs utilized the Program Assessment Awards
- Compass Funds – ACJ revamp entrance requirements test score inclusive

FY21 Update

- Hired a new designated manager as Director of Academic Assessment.
- Initiated a new template process for assessment initiatives to provide a needed degree of consistency across the division.
- Revised both annual and periodic review reports for academic programs, as well as centers and institutes, based on recommendations from the Faculty Union and the Faculty Leadership Task Force.

Priority 3.2 **Strengthen Academic Programming: Review existing curricula and experiment with new academic programs to respond to emerging and pedagogical opportunities.**

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Academic Affairs	Review existing curricula and experiment with new academic programs to respond to emerging fields and pedagogical opportunities. <ul style="list-style-type: none"> • <i>DEI connective action: Diversity is crucial to achieving the mission of a broad, liberal arts education. Structural, curricular/co-curricular, and interactional campus diversity creates an inclusive and respectful environment for all students and employees (Diversity).</i> 	25%	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- In School of Social & Behavioral Sciences we proposed a change from the BA in Criminal Justice to a BS. This change will allow the program to offer more courses in DEI within the major. We also proposed a Public Policy minor which expands our students' knowledge regarding health and aging of global populations.
- Bjork Library teaching librarians collaborated with First Faculty to incorporate an online assessment exercise of information literacy into the Freshman reading teaching and discussion.
- The Center for Teaching & Learning Design (CTLD) offers professional development opportunities and consultations to promote effective pedagogical practices to support curricula and program learning outcomes aligned with best practices
- The School of Business added BS programs in Hemp and Cannabis Business Management, Entrepreneurship, an MS in Accounting, an MBA concentration in Sustainability and 4+1 Programs in Esports Management.

FY23 Update

- Review/revise Essential Learning Outcomes

- *The Faculty Senate Taskforce has developed three ELOs, tentatively*
- *Launch and assess Year One of RISE*
- *Developed several new degree programs to respond to market need and student demand. Specifically, In the past year:*
 - *LIBA online adult program launched Fall 2023*
 - *LEAD – Social Justice launched Fall 2023*
 - *Business online adult program launches Fall 2024*
 - *Health Sciences online adult program launches Fall 2024*
 - *E-Sports (HTMS) - Approved for Fall 2024*
 - *Education Support and Human Development – pending AIC approval for Fall 2024*
 - *Developed Badging for Live-Work-Learn program*
- *Developing several new degree programs to respond to market need and student demand. Specifically, In the past year the following are in various stages of development:*
 - *Accounting 4+1 – Anticipating Fall 2024 start*
 - *BSHS to MPH – Anticipating Fall 2024 start*
 - *Gaming - Anticipating Fall 2024 start*
 - *Cyber Security/AI - Anticipating Fall 2024 start*
 - *Community Reporting – in development*
- *Partnerships*
 - *Law – contract for summer 2023 to host Widener University Law students on AC campus for summer externships.*
 - *Conversations to host students for 1-year of their law school experience occurring for 2024/2025 potential start*
 - *Community Reporting Innovations lab (partnership with AC press) - Started Spring 2023*
- *Developing Scaffolding Certificates to Degrees*
 - *Continuing Education*
 - *Developed new programs in real estate and fire fighter test preparation.*

FY22 Update

- *Task-Force Created for FY23 to revitalize Essential Learning Outcomes*
- *Developed several new degree programs to respond to market need and student demand. Specifically, In the past year:*
 - *Digital Studies launched FY22, New concentrations were developed as 4+1 programs in American Studies In Three B.A. Degree Programs In Africana Studies (AFRI), Historical Studies (HIST) And Sociology/Anthropology (SOAN)*
- *Developing several new degree programs to respond to market need and student demand. Specifically, In the past year the following are in various stages of development:*
 - *E-Sports (HTMS)*
 - *E-Sports Management (Business)*
 - *Accounting 4+1*
 - *BSHS to MPH*
 - *Gaming*
 - *Occupational Therapy Doctorate*
 - *Law*
 - *Medical Humanities*
 - *Physician Assistant*
 - *Refugee Management*
 - *Adult Online Completion Programs – Business, Psychology and Health Science*
 - *Community Reporting Innovations lab (partnership with AC press)*
 - *Commercial music track*
 - *Cyber Security*

- Education Support and Human Development
- Reconceptualized several existing programs to reflect field trends:
- LIBA Degree online for Adult Education
- LEAD – Social Justice
- Expanded University’s Transfer Pathways program to pilot a 2+3 BS/MBA program with Atlantic Cape Community College; this program can scale to include additional county college partners in FY22.
- Developing Innovative persistence and retention programs for FY 23 start
- Student/Parent joint entry program
- Developing Badging for Live-Work-Learn program
- Developing Scaffolding Certificates to Degrees

FY21 Update

- Developed several new degree programs to respond to market need and student demand. Specifically, In the past year:
- MBA in Healthcare Administration and Leadership
- MS in Coastal Zone Management
- MA in Public Health
- BA in Digital Studies
- Reconceptualized several existing programs to reflect field trends:
- Created separate BS in Computer Science and BS in Computer Information Systems degrees
- Created separate BA in Visual Arts and BA in Performing Arts degrees
- Added several concentrations to the existing MBA program that allow for greater specialization (beginning in fall 2021): Forensic Accounting and Fraud Examination; Finance; Marketing; Business Analytics; and Hospitality Management.
- Expanded University’s Transfer Pathways program to pilot a 2+3 BS/MBA program with Atlantic Cape Community College; this program can scale to include additional county college partners in FY22.

Priority 3.3 Embrace Diverse Teaching and Learning Styles: Diversify course delivery methods and scheduling, including online and hybrid formats, programming for summer and adult learners, and professional development opportunities, to ensure that academic offerings are broadly available to a diverse range of learners.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Information Technology Services	Enhance teaching and learning through services to promote quality and reliable technology support. <ul style="list-style-type: none"> ■ DEI connective action: n/a 	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- ITS implemented a new technology solution for securely managing and providing remote support to Faculty and Staff Apple computers.
- ITS completed an update to the helpdesk ticking system allowing for more efficient and reliable technical support.
- Monitored and analyzed data metrics including ticket data and problem resolutions timelines to make informed decisions on the optimal work location of our employees to support productivity and enhance business efficiency after conclusion of the flexible work pilot.

FY23 Update

- Worked with ARHU to deploy Adobe Creative Cloud to additional classroom spaces.
- Performed annual routine classroom update and maintenance while also reviewing and upgrading system controls, Zoom support, and user accessibility.
- Reconfiguration of system organization and management policies through Microsoft Intune and Group Policy to provide a more reliable and secure user experience.

FY22 Update

- Provided on-demand training sessions for individual offices to best meet their specific technology needs based on their own workflows and tasks.
- Performed frequent updates to the ITS website with training documentation to reflect relevant technology training items and changes in product offerings available to the campus community.
- Coordinated with URM to publish and distribute technology tips in the University newsletter designed around common support requests needs frequently observed by the ITS Help Desk.

FY21 Update

- Adjusted Helpdesk hours to meet the needs during the Covid-19 switch to remote learning.
- Expanded operator hours to handle influx of questions coming into the University during pandemic.
- Reallocated staff when not needed from locations outside of the Galloway campus to handle surge in demand at the main campus.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	Academic Affairs	Diversify course delivery methods and scheduling, including online and hybrid formats, and programming for summer and adult learners, to ensure that academic offerings are broadly available to a diverse range of learners. <ul style="list-style-type: none"> ▪ <i>DEI connective action: Stockton University strives to have an active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in its internal and external communities where individuals connect (Inclusion).</i> 		75%	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- Starting Fall 2025, the School of Social and Behavioral Sciences (SOBL) will move the Social Work Masters program to a hybrid, evening program (instead of a fully face-to-face, predominately weekend program) to support the ways in which current and prospective MSW students want to learn.
- The Office of Student Records and Registration underwent a successful audit internal audit, with no findings.
- The Center for Teaching & Learning Design (CTLD) supports faculty and programs with consultations, professional development activities, and resources to develop effective course delivery methods meeting the needs of a diverse range of learners.
 - Online Teaching Certificate, course design training & consultation, traditional, hybrid & hyflex classroom strategies, LMS (Blackboard) training, active learning strategies, inclusive teaching, pedagogical best practices, Scholarship of Teaching and Learning (SoTL) resources, and innovative practices.

FY23 Update

- Recommend guidelines on course modality to recommend guidelines for Fall 2022 based on retention information, student survey, course enrollments, course retention information (from the Faculty Senate Task Force)
- ELO Task Force (see 1.1)
- Discuss/assess ability to create OER/OAR as general education requirement for courses.
 - Currently Charge to Faculty Senate that has not been addressed since Fall 2023
- Three adult learning options in Business, Health Science will start Fall 2023
- Assess learning modalities to enhance student persistence.
 - Assessment indicated no statistical significance
 - Charge to faculty senate to create guidelines since Fall 2023 – not yet addressed
- Assess optimal pathways for students on academic notice
 - Assessment and review of data indicated no statistically significant themes.
 - Mental health, health and financial issues thematically the largest issues in lack of persistence for students on academic probation
- Audit advising functions to optimize including learning options.
 - Hired new Advising Director who has assessed advising functions for the Faculty senate task force to review.
 - Charge to faculty senate to create recommendation on improving preceptorship since Fall 2023 – not yet addressed
- Assessment of Policies & Procedures

- See 2.2.4

FY22 Update

- Definition of Online, Hybrid and Face-to-Face modified with faculty senate support.
- Courses met 75% Face-to-Face.
- Scaffolding of course modalities by program created and embedded in university bulletin.
- Faculty Senate reviewing and recommending modality scaffolding guidelines FY23.
- Automating & digitizing Registrar's office through FY23.
- Automating and digitizing Advising office – Must-take/may-take to maximize scheduling through FY23.

Priority 3.4 Enhance the Scholarship of Teaching and Learning (SoTL): Promote a culture of teaching and learning supported by the promotion and tenure process that supports systematic inquiry into student learning, builds an institutional resource repository, and makes inquiry findings public.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
1.	Academic Affairs	<p>Further develop the Stockton Center for Teaching and Learning Design to facilitate teaching excellence, assessment, and scholarship, support systematic inquiry into student learning, build an institutional repository of resources, and publicly disseminate scholarship about pedagogy valued and recognized in the promotion and tenure process.</p> <ul style="list-style-type: none"> ▪ <i>DEI connective action: Stockton University strives to promote ways that increase awareness, content knowledge, cognitive sophistication, emphatic understanding of the complex ways individuals interact within systems and institutions (Inclusion).</i> 	35%	75%	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- The Bjork Library is collaborating with CTLD to advance faculty knowledge and use of AI; developed an extensive and updated Library guide.
- The Center for Teaching & Learning Design (CTLD) provided increased faculty support services by 21% over FY23 providing 1,143 faculty assistance and training hours in FY24. A 22% increase over FY23 was observed with accessing CTLD website resources.
 - Professional development opportunities, consultations, and resources provided to facilitate teaching excellence, assessment, scholarship, and student success
- CTLD Scholarship of Teaching and Learning (SoTL) activities:
 - Faculty Academic Writing Network (FAWN) opportunities including 347 faculty support hours facilitated and contributed to 55 publication submissions with 33 publications. SOTL publications are noted on CTLD SoTL webpage
 - CTLD added a part-time temporary employee (Dr. John Young) to serve as a Faculty Research Advisor in FY24 with funds provided by the School of Education
 - Developed and published AY 23-24 Scholarly Activity Report featuring staff and faculty scholarly activities
 - Inaugural Scholarship, Teaching, and Research Symposium (STARS) held 4/22 -26 as a series of 14 student, staff, and faculty research and creative events
 - Week of Teaching held concurrently with STARS
 - Celebration of Scholarship & Teaching held 4/25 included 142 presenters representing a 54% increase over FY23
 - Collaborated with Bjork Library to include FacultyWorks event (featuring faculty scholarship)
- CTLD Summer Institutes
 - Stockton Institute - Peer Evaluation of Teaching (SIPET) was completed by 6 participants
 - Online Teaching Institute was completed by 8 participants
 - SFT Inclusive Teaching Session with 10 participants

FY23 Update

- Revise Library as Learning Commons.

- See 1.3.1
- Review/Assess ORSP office with recommendations.
 - New organizational structure created
 - New Director Hired
 - Review of compliance policies and procedures - currently in revision process
 - Create Compliance Training (IRB) - New process to start Fall 2024
 - New Handbook for IRB will be in place Fall 2024
- See 1.1, 2.2.
- Finalize changes to Faculty Evaluation policy (pedagogy as scholarship).
 - See 3.3.3
- Review preceptor evaluation process and instrument
 - Currently under revision for FY24
- Work with Student Affairs and Enrollment Management to optimize registration of first-year and transfer students
 - Pre-registration pilot for Fall 2024 implemented, assessment of process Fall 24
- Center for Teaching & Learning Design (CTLD) filled two vacant positions (instructional designer & project and office coordinator).
- Scholarship of Teaching & Learning
 - CTLD piloted a junior faculty mentoring program for scholarship of teaching and learning (SoTL).
 - Six faculty participated in an IRB-approved research project to work on publication of SoTL efforts
 - Calabrese, J. (2023). A Pilot Study to Compare Lecture and Active Learning. *Journal of Occupational Therapy Education*, 7 (2). Retrieved from <https://encompass.eku.edu/jote/vol7/iss2/8>
 - Klein, K., Calabrese, J., Aguiar, A., Mathew, S., Ajani, K., Almajid, R. & Aarons, J. (2023). Effectiveness of Traditional and Active Lecture Approaches in Higher Education. [Manuscript submitted for publication]
 - Faculty presented preliminary study findings at Day of Scholarship and Celebration of Scholarship.
 - Stockton's Celebration of Scholarship held April 24, 2023 showcasing student and faculty scholarship was coordinated by the CTLD.
 - Celebration of Scholarship consisted of 35 sessions, 61 presenters, and 125 participants.
 - ORSP Fall Day of Scholarship was held on November 7, 2022 with 29 sessions, 55 presenters, and 148 participants.
 - CTLD hosted Week of Teaching from February 20-24, 2023 with 48 sessions, 46 presenters and 199 session attendees.
 - This event highlights best practices and scholarship of teaching and learning (SoTL).
 - CTLD maintains the Scholarly Activity Report and is developing a repository of SoTL publications in coordination with other stakeholders.
- FY23 Summer Institutes
 - Stockton Institute on the Peer Evaluation of Teaching (SIPET)
 - CTLD 2023 on-campus summer institute held June 13-15, 2023. Number of participants accepted: 8.
 - Facilitated by CTLD Executive Director and two faculty facilitators.
 - FY23 SIPET institute revised to include updated information on peer observation of online courses in alignment with Online Courses MOA
 - Navigating Academic Freedom & Protecting Free Speech held May 24, 2023. Number of participants anticipated: 80 (50 faculty and 30 administrative leaders)
 - Compass-funded program with additional support provided for faculty compensation by the Offices of the President and Provost
 - Planning by CTLD Executive Director, Chief Officer for Diversity and Inclusion, Faculty Senate President and one faculty member.
 - PEN America speakers will conduct the workshop.
 - Online Course Design held online from May 23-June 17, 2023. Number of participants accepted: 8 out of 37 applicants
 - Facilitated by CTLD Senior Instructional Specialist, CTLD Instructional Designer, and two faculty mentors.
 - Inclusive Teaching (STILT) held on June 20, 2023. Number of participants accepted: 18
 - Facilitated by CTLD Executive Director, CTLD Diversity Fellow, and three faculty mentors.
- Newly Hired Faculty Orientations coordinated by the CTLD
 - Faculty Welcome & Information Session (formerly Faculty Orientation) for newly hired faculty renamed for FY23 to avoid confusion with OHR's New Faculty Orientation

- Faculty Welcome & Information Session held on August 2, 2022 with 23 faculty in attendance (67% of new hires).
- Survey results received from 61% of participants with additional measured outcomes indicating a highly successful event
- Event coordinated with CTLD, Office of the Provost, Human Resources, and an event planning team (representation from each school)
- Twenty-three Stockton employees participate as speakers during the session and faculty mentors attend lunch to meet with newly hired faculty
- Adjunct Faculty & Information Session
 - Session for Fall 2022 newly hired adjunct faculty held virtually on August 3, 2022 with 21 adjunct faculty in attendance
 - Session for Spring 2023 newly hired adjunct faculty held virtually on January 10, 2023 with 17 adjunct faculty in attendance
 - Survey results and measured outcomes indicate highly successful events
 - Twenty-five Stockton employees participate as speakers during each information session
- Fall Faculty Academy (formerly New Faculty Workshop) is a semester long professional development and orientation series equivalent to a four-credit course meeting held Mondays, Wednesdays, and Fridays from 9:55-11:10am in hyflex format (live and virtual participation).
 - 16 faculty (50% of newly hired faculty) participated with survey results and measured outcomes indicating a highly successful learning experience
 - Many Stockton employees participate as speakers during the Academy.
 - Stockton service activities involving CTLD staff include RISE, Precepting Task Force, ITMS Task Force, Library Learning Commons, 504 ADA Subcommittee, and Employee Recognition Day.

FY22 Update

- Faculty Fellows program restructured to enhance leadership and succession planning with outcomes – 17 fellows participated
- Re-oriented internal grants to require “report out” at Day of Scholarship to share experiences and scholarly outcomes
- Center for Teaching and Learning Design to oversee both academic assessment planning and ongoing academic professional development provided 17 programs on assessment planning and PD with 76 participants. Delivered 15 individual professional development workshops on student learning assessment, Student Ratings of Teaching, UDL, and assessment reporting practices and led two workshops during Stockton’s Week of Teaching.
- Created a repository to collect best practices about teaching and learning and promote a broader emphasis on the scholarship of engagement (this work is ongoing), approximately 30 in repository currently
- Stockton’s Summer Institute on the Peer Evaluation of Teaching (SIPET) to CTLD, beginning in Summer 2021 – 16 faculty participated
- Restructured coordination of New Faculty Orientation, previously housed in the Office of the Provost, to CTLD.
- Center for Teaching and Learning Design to oversee both academic assessment planning and ongoing academic professional development provided programming on assessment planning and PD with # participants
 - The CTLD no longer oversees academic assessment planning as oversight was moved to the Office of the Provost. The CTLD works closely with the Director of Academic Assessment to provide professional development opportunities and promote assessment of student learning outcomes. In FY 22, there were 14 programs on assessment planning with 67 participants.
- Created a repository to collect best practices about teaching and learning and promote a broader emphasis on the scholarship of engagement (this work is ongoing).
 - CTLD engaged in conversations with FAWN, library, ORSP, SCCESL & OGE to discuss creation of a repository to highlight SoTL and scholarship of engagement presentations and publications by Stockton faculty. CTLD engaged in a review of the Scholarly & Professional Activity report for 2020-2021, FAWN activity records, program reports, and Library resources to identify SoTL published works including Kirzner, R., Alter, T., & Hughes, C. A. (2021). Online Quiz as Exit Ticket: Using Technology to Reinforce Learning in Face to Face Classes. *Journal of Teaching in Social Work*, 41(2), 151–171.; Adelung, M., Prol, L., Calabrese, J., Guenther, L. A., & Copes, A. (2021). Teaching the Teacher: Improving Supervisory Roles for Clinical Educators Using Interprofessional Workshops. *Journal of Allied Health*, 50(1), 9–13.; Barr, J., Li, WX, & Abbott, J. (2020). A Framework for Contemplating and Redesigning an Undergraduate Business Core. *Journal of Higher Education Theory and Practice*, 20(5), 56–60. Faculty have presented SoTL work at regional, national and international venues.
 - The CTLD Week of Teaching promotes SoTL with a week of sessions and teaching observations to promote dissemination and learning from Stockton SoTL work. In FY22, Week of Teaching offered 53 sessions with 82 faculty participants.
 - In FY22, the CTLD developed and received IRB approval for a pilot program with six new faculty to work on publication of SoTL work promoting a broader emphasis and developing early career faculty skills in SoTL presentation and publication.
 - The CTLD promotes best practices on teaching and learning and use of empirical evidence in its programs, services, and website resources.
- Stockton’s Summer Institute on the Peer Evaluation of Teaching (SIPET) to CTLD, beginning in Summer 2021 – PUT HERE NUMBER PARTICIPATED.

- CTLD planned the 3-day summer 2021 SIPET from July 13-15, 2021. The institute was held online due to the pandemic. There were 10 tenured faculty participants. The CTLD Executive Director and two summer faculty SIPET fellows facilitated the institute (all facilitators were previously SIPET trained with expertise in peer observation). Summer 2021 participants completed 27 peer observations in academic year 21-22.
- The 2022 SIPET was held on campus from May 24-26, 2022, with three participants (additional faculty indicated interest in attending but missed the deadline; lower attendance may have been based on only one email invitation for participation and timing of applications being due during Middle States visit). The 2022 institute was facilitated by the CTLD Executive Director and 2 faculty facilitators (same as FY21). Survey responses and work completed by the 2022 participants indicate another successful institute.
- SIPET is a successful program benefiting faculty and the University. CTLD continues tracking outcomes in an annual SIPET report. As requested, the CTLD shares information with the Faculty Senate SIPET Task Force.
- Restructured coordination of New Faculty Orientation, previously housed in the Office of the Provost, to CTLD.
 - CTLD worked with the Office of the Provost, Human Resources, and a planning committee with representation from each School to plan and implement the New Faculty Orientation on August 17, 2021. Improvements in notification (using Hire Touch) and coordination with the Schools were achieved. The New Faculty Orientation was held on Main Campus and the Atlantic City Campus with 8 participants (53% of new hires). Results indicate high satisfaction from new faculty participants and presenting staff.
 - CTLD worked with the planning committee to review 2021 New Faculty Orientation and make appropriate changes for the 2022 New Faculty Orientation.
 - The CTLD provides the New Faculty Workshop as a 4-credit course during the Fall semester to continue the orientation process and provide faculty with a background in instructional best practices.
 - CTLD coordinated the Fall Adjunct Faculty Information Session (August 24, 2021) with 16 adjunct faculty in attendance and Spring Adjunct Faculty Information Session (January 6, 2022) with 10 adjunct faculty in attendance.

FY21 Update

- Established a revised Center for Teaching and Learning Design to oversee both academic assessment planning and ongoing academic professional development.
- Created a repository to collect best practices about teaching and learning and promote a broader emphasis on the scholarship of engagement (this work is ongoing).
- Shifted responsibility for Stockton’s Summer Institute on the Peer Evaluation of Teaching (SIPET) to CTLD, beginning in Summer 2021.
- Restructured coordination of New Faculty Orientation, previously housed in the Office of the Provost, to CTLD.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
2.	Information Technology Services	Adopt innovative technologies and solutions to provide reliable IT infrastructure for teaching and learning. <ul style="list-style-type: none"> ■ DEI connective action: n/a 	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	

FY24 Update

- ITS started (and completed in FY25) the technology upgrade of 24 classrooms in B and C wing using state awarded ELF funding
- ITS introduced a new printing platform for students that allows for enhanced mobile printing, flexible printing funds, interactive dashboards, and additional reliability.
- New campus ID cards: A multi-divisional project involving ITS, Academic Affairs, Facilities & Operations, and University Advancement. The new ID cards feature a stylish vertical layout, and plasticized top-coat for enhanced durability.
- Continued implementing cloud solutions for enterprise communications and collaboration, moving away from custom application development to the utilization of existing SaaS platforms to meet the needs of the division and university.

FY23 Update

- Completing work on campus fiber loop project. This project adds strategic redundancy to the network, adding a second network operations center described below, to help mitigate threats including physical plant damage (fire, electrical outage, flood, etc.).
- Starting work of secondary network operations center. This small facility will be designed to support critical services (DNS, DHCP, etc.) and is geographically isolated from the main campus buildings. This facility back feeds the switch closets on campus to assist with redundancy.
- Started the process of migrating employees to OneDrive to provide a more robust document backup solution and dynamic access to user data.

FY22 Update

- Deployed new VOIP-based phone system with remote capabilities to enhance business continuity.
- Added redundant data connection to Atlantic City campus in order to enhance data reliability.
- Continue to develop and extend Splunk environment to respond to threats to information systems and account credentials.
- Initiated the process of upgrading University staff workstations to Windows 11.

FY21 Update

- Migration of additional University IT services to Amazon Web Services providing further redundancy in the cloud.
- Splunk log aggregation utility fully installed and configured. Reporting has already defended the University from multiple security incidents.
- Started migration of employees to OneDrive and SharePoint to provide remote access to University data.

Goal	Lead Unit/s	Description	Percentage Complete				
			FY21	FY22	FY23	FY24	FY25
3.	Student Affairs	Cultivate a culture of educator-scholars in the Division of Student Affairs.		100% complete & ongoing	100% complete & ongoing	100% complete & ongoing	
		<ul style="list-style-type: none"> ▪ DEI connective action: Offer professional employee growth opportunities. 					

FY24 Update

- No major updates for FY24.

FY23 Update

- Successfully submitted and presented five (5) refereed national conference presentations.

FY22 Update

- Hosted professional development sessions focused on scholarly writing and institutional IRB research protocols for division.
- Received R1 designation for GENS Course: Inclusive Student Transitions.
- Received approval for GENS Course: Explore Your Career Connections
- Received approval for GENS Course: Peer Education, Sexual Violence
- Served as instructors for 15 courses in AY 22.
- Co-led Middles States Accreditation Standards Groups with institutional partners.
- Implemented and facilitated common readings for Student Affairs Leadership Council and Residential Life staff.
- Served a faculty at national institute for Student Affairs practitioners (Spring 2022).