



2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

| General Application Information | |
|----------------------------------|--|
| Your Name | Daniel Fidalgo Tomé / Veronica Rowland |
| Your Email | daniel.tome@stockton.edu/ veronica.rowland@stockton.edu |
| Title of Project | Stockton Changebuilders |
| Project Leader | Daniel Fidalgo Tomé |
| LEGS Initiative Team Coach | John Smith/ Merydawilda Colón |
| Project Partner(s) | Office of Service-Learning, Center for Community Engagement, Office of Student Development, AC EOF, The Career Center, College Bound Program, Office of the Pres |
| Duration / Time Frame of Project | 2 Years |

| Proposal Category (choose one: one-time or ongoing) | |
|---|---|
| One-Time Event or Activity | Ongoing Event or Activity |
| <input type="checkbox"/> (A) \$5,000 or less | <input type="checkbox"/> (C) \$5,000 or less |
| <input type="checkbox"/> (B) More than \$5,000 | <input checked="" type="checkbox"/> (D) More than \$5,000 |

Strategic Theme (choose one)

| | |
|-------------------------------------|---------------------|
| <input type="checkbox"/> | Learning |
| <input checked="" type="checkbox"/> | Engagement |
| <input type="checkbox"/> | Global Perspectives |
| <input type="checkbox"/> | Sustainability |

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) in any themes

Learning

| | | | |
|---|---|---|---|
| - | Deliver high value-added learning experiences and promote scholarly activity (S1) | - | Reward scholarly applications (ER2) |
| S | Promote liberal arts ideal to develop lifelong learners (S2) | - | Establish additional revenue sources (RS1-L) |
| - | Strengthen internal processes to support learning (IP1-L) | - | Reduce expenses (RS2-L) |
| - | Develop faculty and staff skills to support learning (ER1-L) | - | Align resources to support strategic plan (RS3-L) |

Engagement

| | | | |
|---|--|---|---|
| - | Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3) | - | Foster an interactive environment among students, faculty, staff, and community (ER3) |
| P | Prepare students for active citizenship role (S4) | S | Increase opportunities for interactions between internal and external communities (ER4) |
| S | Create mutually reinforcing intellectual and co-curricular experiences (S5) | - | Establish additional revenue sources (RS1-E) |
| - | Strengthen internal processes to support engagement (IP1-E) | - | Reduce expenses (RS2-E) |
| - | Develop faculty and staff skills to support engagement (ER1-E) | - | Align resources to support the strategic plan (RS3-E) |

Global Perspectives

| | | | |
|---|---|---|---|
| - | Develop a globally diverse Stockton community (S6) | - | Strengthen opportunities for global interaction among members of the Stockton community (ER5) |
| - | Enhance capacity to participate globally (S7) | - | Establish additional revenue sources (RS1-G) |
| - | Strengthen internal processes to support global education (IP1-G) | - | Reduce expenses (RS2-G) |
| - | Integrate global program efforts among multiple units of the university (IP2) | - | Align resources to support the strategic plan (RS3-G) |
| - | Develop faculty and staff skills to support global education (ER1-G) | | |

Sustainability

| | | | |
|---|---|---|--|
| - | Increase sustainable infrastructure (S8) | - | Develop and implement sustainability programs (IP5) |
| - | Enhance sustainability education and research (S9) | - | Develop faculty and staff skills to support sustainability (ER1-S) |
| - | Increase recognition as a model of sustainability (S10) | - | Reward sustainable practices (ER6) |
| - | Partner to promote global sustainability (S11) | - | Establish additional revenue sources (RS1-S) |
| - | Strengthen internal process to support sustainability (IP1-S) | - | Reduce expenses (RS2-S) |
| - | Prioritize sustainability in plan operations and residential life (IP3) | - | Align resources to support the strategic plan (RS3-S) |
| - | Promote sustainability across the curriculum (IP4) | - | Seek efficiencies through sustainable practices (RS4) |

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

A Summary is attached separately.

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

The Stockton University Changebuilder project is also offering the Civic Minded Graduate (CMG) scale developed by Indiana University – Purdue University Indianapolis (IUPUI) for benchmarking students' civic learning. There are three dimensions that have been identified to evaluate progress in civic learning, scored from 1 to 6 by students. These dimensions are (a) civic-knowledge, (b) civic skills, and (c) civic dispositions. Given that each student brings unique experiences and merits, there is no prescribed baseline or final target score for Changebuilder students. Instead, there is demonstrated self-reflected progress in civic learning over time.

<http://csl.iupui.edu/teaching-research/opportunities/civic-learning/graduate.shtml>

We believe this type of assessment will demonstrate over time the value of investment in these students. Regional businesses will also be interested in student development of 21st century workplace skills.

(Copy attached)

See Last Page for Revised/Reduced Budget Approved by Engagement Team

| Budget Summary – 2020 Requested Funding Only* | | | | | | |
|---|-------------------------|---|---|---|---|--|
| | Item | FY2019 July 1, 2018 – June 30, 2019 | FY2020 July 1, 2019 – June 30, 2020 | FY2021 July 1, 2020 – June 30, 2021 | FY2022 July 1, 2021 – June 30, 2022 | Notes/Comments (stipends, supplies, hospitality, etc.) |
| 1. | Programming Funds | | \$ 13,250.00 | \$ 13,250.00 | | Supplies for programs |
| 2. | Guest Speakers | | \$ 6,000.00 | \$ 6,000.00 | | Speakers for professional development trainings |
| 3. | Incentives for Students | | \$ 4,000.00 | \$ 4,000.00 | | Apparel, Osprey Cash, Bookstore gift certificates, etc. |
| 4. | Reflection Journals | | \$ 200.00 | \$ 200.00 | | Simple Journals |
| 5. | Matching funds for | | \$ 14,000.00 | \$ 14,000.00 | | |
| 6. | AmeriCorps | + | | | | |
| 7. | | | | | | |
| Total | | \$ 0.00 | \$ 37,450.00 | \$ 37,450.00 | \$ 0.00 | |

* Please note: a proposal can only receive 2020 funding for two fiscal years.

| Funding Questions | |
|---|---|
| Are you receiving any other University funding for this project? | Office of Service-Learning/GENS/MLK Day Funds/Provost Office - Currently funded matching funds for the AmeriCorps Position. |
| What department or academic school will your budget for this project reside? | Office of Service-Learning |
| Who will be the Budget Unit Manager (BUM)? | Daniel Fidalgo Tomé |
| Who will be the budget processor? | Shawn Cooper |
| If you are requesting 2020 funding to hire a TES or consultant, is that person a current Stockton employee? | Yes, Currently Paid as a/an: <input type="radio"/> Adjunct <input type="radio"/> Faculty <input type="radio"/> Staff <input type="radio"/> TES <input checked="" type="radio"/> No |
| Will you need 2020 funds for <u>immediate</u> use to begin your project? | <input checked="" type="radio"/> Yes, Date Needed: 8/1/2019 <input type="radio"/> No |

| Additional Support Questions | |
|---|--|
| Will your project require support from Information Technology Services? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If so, please provide details: | |
| Will your project require support from Plant/Facilities & Operations? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If so, please provide details: | |

| Supervisor Approval/Support^ | |
|---|--|
| Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support? | Attached is an email of support from Rob Gregg, Dean of GENS |

^ Please note: proposers who answer "no" to this question may be required to submit additional documentation in support of their 2020 application form.

CC: Dean/Director/Supervisor

2020 Proposal- goals of the Changebuilder Program/bio of Changebuilder Coordinator

Bio

Veronica Rowland is an AmeriCorps Member currently serving as the New Jersey Campus Compact Changebuilder Coordinator at Stockton University in The Office of Service-Learning. She graduated from Stockton University in May 2018 with a BA in Sociology/Anthropology. Her service year is specifically focused on developing civically engaged college graduates at the university, and she spends much of her time planning service-oriented events, such as the MLK Day of Service.

Introduction/Background:

Stockton University's Office of Service-Learning works collaboratively with New Jersey Campus Compact to run an AmeriCorps program called Changebuilders. New Jersey Campus Compact (NJCC) and Stockton University both strive to dramatically increase opportunities for college-going millennials to demonstrate excellence while engaging with and volunteering in communities, thereby enabling them to make a difference in their local communities as Changebuilders.

The Changebuilders program is focused on these 5 outcomes:

1. Develop sequences of community engagement opportunities throughout each student's educational experience to deepen knowledge of and commitment to local community issues. (Students intending to transfer from partnering community colleges to baccalaureate institutions will also be included.)
2. Increase employability by developing 21st century workplace skills through high quality community engagement sequences of experiences. These local experiences will also contribute to millennial Changebuilders staying in New Jersey upon graduation and supporting the economy.
3. Increase student retention by offering a greater range of community engagement experiences and partnerships with community colleges and baccalaureate institutions. This will also improve positive transfer pathways for a more diverse population of student volunteers.
4. Significantly increase overall college student community engagement in New Jersey, a state struggling near the bottom on national statistics of community service for citizens (46th out of 50) and specifically for postsecondary students (49th out of 50). We will grow the number of community engaged students each year by 50 per participating campus annually, ultimately helping to develop thousands of engaged citizens ready to graduate and address pressing local community issues such as education equality, family health choice, and meaningful career opportunity.

5. Ensure that a significant number of nonprofits and social service agencies increase their capacity to develop and deliver impactful services and programs for populations struggling at the margins of society. Efforts will include college access and success, educational equality, access to healthy lifestyle options, alcohol and substance abuse reduction, and neighborhood safety. For a more detailed description, visit:

https://docs.wixstatic.com/ugd/45290c_68640be330cc46c4bef558b979af7834.pdf

2020 Budget Proposal (FY20&FY21)

Stockton University Changebuilders Program

Refer to Daniel Tomé and/or Veronica Rowland

- **Semester of Service Program and Activity Funding (\$13,250 per year)**
 - October- Make a Difference Day (\$2,500)
 - Food, promotional material, project supplies, apparel
 - November- Hunger and Homelessness Awareness Week (\$2,500)
 - Project supplies, Food for OxFam dinner, Covenant House Sleep out, Screening rights for documentary, and promotional materials, apparel
 - March- Read Across America (\$750)
 - Books, educational material, project supplies, food, apparel
 - April- National Volunteer Week (\$2,500)
 - Service Year panel, food, supplies for service projects, promotional materials, screening rights for documentary, apparel
 - Summer of Service (\$5,000)
 - Project supplies, promotional material for open houses and for visitors of the AC Campus, AC EOF Service Budget, honorariums for workshop leaders, apparel

- **Changebuilder Student Leadership Opportunities/Promotional Material (\$10,200)**
 - Reflection journals, food for trainings, funds for guest speakers, honorariums for workshop leaders, promotional material, apparel, incentives for students such as osprey cash or bookstore gift cards

- **AmeriCorps Matching Funds (\$14,000)**

Grand Total: \$37,450 per fiscal year to support the Stockton University Changebuilders Program

Civic Minded Graduate (CMG) Scale

For the following items, please rate your response by circling the appropriate number on the scale. (1 = Strongly Disagree, 6 = Strongly Agree)

| Strongly Disagree | | | | | | Strongly Agree | |
|------------------------------|---|---|---|---|---|---------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | 1. My college experiences have helped me know a lot about opportunities to become involved in the community. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 2. My experiences as a college student have enabled me to plan or help implement an initiative that improves the community. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 3. My college education has helped me appreciate how my community is enriched by having some cultural or ethnic diversity. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 4. My college education has given me the professional knowledge and skills that I need to help address community issues. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 5. Because of my college experiences, I plan to stay current with the local and national news after I graduate. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 6. When discussing controversial social issues in college, I have often been able to persuade others to agree with my point of view. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 7. Through my experiences in college, I am very familiar with clubs and organizations that encourage and support community involvement for college students. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 8. My college education has prepared me to listen to others and understand their perspective on controversial issues. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 9. My college education has increased my confidence that I can contribute to improving life in my community. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 10. After being a college student, I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 11. As a result of my college experiences, I want to dedicate my career to improving society. |

| Strongly Disagree | | | | | | Strongly Agree | |
|------------------------------|---|---|---|---|---|---------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | 12. My college experiences helped me to realize that I like to be involved in addressing community issues. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 13. My college education has motivated me to stay up to date on the current political issues in the community. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 14. Based on my college experiences, I would say that the main purpose of work is to improve society through my career. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 15. Based on my experiences in college, I would say that most other students know less about community organizations and volunteer opportunities than I do. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 16. My experiences as a college student have helped make me a good listener, even when peoples' opinions are different from mine. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 17. My experiences in college have increased my motivation to participate in advocacy or political action groups after I graduate. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 18. My college experiences have helped me develop my ability to respond to others with empathy, regardless of their backgrounds. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 19. Because of my college experiences, I intend to be involved in volunteer service after I graduate. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 20. Because of the experiences I have had in my college education, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 21. My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 22. My college education has made me aware of a number of community issues that need to be addressed. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 23. My college education has convinced me that social problems are not too complex for me to help solve. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 24. As a result of my experiences in college, other students who know me well would describe me as a person who can discuss controversial issues with |

civility and respect.

| Strongly Disagree | | | | | | Strongly Agree | |
|--------------------------|---|---|---|---|---|-----------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| | | | | | | | 25. I believe that I have a responsibility to use the knowledge that I have gained through my college education to serve others. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 26. My experiences in college have helped me to develop my sense of who I am, which now includes a sincere desire to be of service to others. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 27. Because of my college experience, I believe that having an impact on community problems is within my reach. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 28. My experiences as a college student have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 29. My college experiences have helped me to realize that I prefer to work in a setting in which I interact with people who are different from me. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 30. My experiences in college have helped me realize that it is important for me to vote and be politically involved. |
| 1 | 2 | 3 | 4 | 5 | 6 | | 31. My experience at college has helped me develop excellent written communication skills |
| 1 | 2 | 3 | 4 | 5 | 6 | | 32. My experiences at college have given me the ability to work in groups toward a common goal |
| 1 | 2 | 3 | 4 | 5 | 6 | | 33. Because of my experience at college, I can maintain a team's focus on achieving an objective |
| 1 | 2 | 3 | 4 | 5 | 6 | | 34. Because of my experience at college, I have the ability to organize people around a common objective |
| 1 | 2 | 3 | 4 | 5 | 6 | | 35. Because of my college experiences, I am committed to improving the lives of people I have engaged with over the past number of years |
| 1 | 2 | 3 | 4 | 5 | 6 | | 36. My experience at college has helped me develop excellent oral communication skills |



EDUCATIONAL
OPPORTUNITY FUND (EOF)
ATLANTIC CITY

March 19, 2019

Dear Colleague,

It is with great pleasure that I write this letter of support for the Changebuilders Program at Stockton University. As the Associate Director of the Atlantic City Educational Opportunity Fund (EOF) Program, I take great pride in our tagline, “Building Tomorrow’s Leaders Today.” The Changebuilders Program has helped students develop their leadership skills while contextualizing their presence in Atlantic City and developing an appreciation for not only impacting the community, but to be impacted by it as well.

In partnership with the Office of Service-Learning, the Changebuilders Program has developed service-learning opportunities for Atlantic City EOF students and helped them get involved with other University initiatives such as the *MLK Day of Service*. This semester alone, many of my students are engaging in service-learning in partial fulfillment of their commitments to the AC EOF program.

As the Atlantic City EOF program prepares to welcome its second cohort of 50 additional students, the Changebuilders Program will be instrumental in placing, coordinating, and tracking student’s service-learning hours, while facilitating much-needed reflection to foster student’s growth and development. This summer (2019) the Changebuilders Program and the Stockton Center for Community Engagement will facilitate service-learning and volunteer opportunities during the Summer Academy. This would not be possible without the support of Changebuilders and SCCE. Next year, we will need to coordinate service projects for two cohorts of students instead of one—the Changebuilders Program would take the lead on this and more in support of Atlantic City EOF’s commitment to service-learning and serving the greater Atlantic City areas.

Another pillar of the Atlantic City EOF program is career readiness. The Changebuilders program is dedicated to engaging community partners and future employers, in order to provide opportunities for our students to develop professionally as well as personally.

In summation, the Changebuilders Program develops leaders, serves communities, and helps prepare student for post-college success. If there are any additional details that I can provide or questions I can answer, please do not hesitate to contact me at angel.hernandez@stockton.edu or 609-761-1237.

Sincerely,

Angel Hernandez, Ed.D.

Associate Director, Educational Opportunity Fund—Atlantic City

Memo of support for the Changebuilders program

Jackson, Brian

Thu 3/21/2019 4:16 PM

To: Tome, Daniel <Daniel.Tome@stockton.edu>;

Co: Marino, Alexander <Alexander.Marino@stockton.edu>; Rowland, Veronica <Veronica.Rowland@stockton.edu>;

Dear Daniel,

On behalf of the Atlantic City Campus Operations team, I am happy to endorse the continuation of the Changebuilders Program at Stockton University. I am particularly enthusiastic about opportunities for our students to be more engaged with the communities within Atlantic City.

Community and civic engagement are central to Stockton University's vision and are clearly articulated within our shared values. Through programs like Changebuilders, students gain new experiences and insights, build and create new networks and relationships, and gain a sense of self and accomplishment which helps prepare them for the future. I also know that the Changebuilder Program remains dedicated to engaging community partners and future employers, in order to provide opportunities for our students to develop professionally as well as personally.

We have seen just from our first year of operations of the new Atlantic City campus, through community wide programs and initiatives such as the University's successful MLK Day of Service and Fall Day of Service, and other engagement activities throughout the year, that the partnership between Stockton and Changebuilders can and does help lead to building a stronger, healthier, and more engaged community. Moreover, collaborating with Ms. Veronica Rowland this year has been a rewarding and productive experience for me, our Atlantic City Operations team, and the Stockton community. I look forward to nurturing that relationship further as we look to expand opportunities for community engagement for our students and community in Atlantic City.

Cordially

Brian

Brian K. Jackson, MBA
Chief Operating Officer, Atlantic City Campus
Stockton University
The Stockton-Rothenberg Building
3430 Atlantic Avenue
Atlantic City, NJ 08401
M: 609.652.5556
P: 609.652.4900
C: 609.992.3505
F: 609.441.3111
brian.jackson@stockton.edu





Talley, Destiny

Today, 12:15 PM

Rowland, Veronica ▾



↻ Reply all | ▾



Phish Alert



College Bound is in support of the service that Challenge Builders Program provides to students in the local school districts! College Bound is eager to establish the collaboration in the future to better service our students and local communities by providing Saturday instructional classes, mentoring, tutoring, academic/ career counseling, and creating college exposure to students grades 7 – 12. With this collaboration, we see a strong future with Challengebuilder and are fully committed to their mission and vision!

Educationally yours!
College Bound





Gregg, Robert

Yesterday, 12:27 PM

Tome, Daniel; Rowland, Veronica; Hagen, Peter



Reply all | v



Phish Alert



Daniel/Veronica,

You have my approval to move forward with the application.

Rob



Tome, Daniel

Yesterday, 11:10 AM



Reply all | v

Thanks Veronica.

Rob/Peter – we need supervisor approval before submitting our final version of the 2020 application to receive resources to support the Changebuilder program.

Cheers,
Daniel

Daniel Fidalgo Tomé
Director of Service-Learning
Office of Service-Learning/ School of General Studies
Stockton University

101 Vera King Farris Drive, F-009

Galloway, NJ 08205

P: (609) 652-4256

F: (609) 626-3467

Website: www.stockton.edu/servicelearning

Facebook: www.facebook.com/stocktonservicelearning

Twitter: @StocktonSL

Smith, John

From: Smith, John
Sent: Wednesday, April 10, 2019 2:33 PM
To: Tome, Daniel; Rowland, Veronica
Cc: Colon, Merydawilda
Subject: 2020 Engagement Proposal Outcome

Dear Daniel and Veronica,

Thank you for presenting on your proposal yesterday. The committee affirmed the success of the Office of Service Learning endeavors and those represented in the proposal (both ongoing and new). The committee agreed to fund new programming initiatives within the proposal in the amount of \$9,200 per fiscal year. They are identified below with allotted funding amounts. With your confirmation of the amended total funding for the proposal (\$18,400 total for two fiscal years), Awilda and I will present your proposal to the 2020 Initiatives Steering Committee later this month on your behalf. Please reply indicating your confirmation or intent to withdraw your proposal from consideration. Awilda and I are available to answer questions on the matter should any arise.

- Summer of Service (\$5,000)
 - Project supplies, promotional material for open houses and for visitors of the AC Campus, AC EOF Service Budget, honorariums for workshop leaders, apparel
- Changebuilder Student Leadership Opportunities/Promotional Material (\$4,200)
 - Reflection journals, food for trainings, funds for guest speakers, honorariums for workshop leaders, promotional material, apparel, incentives for students such as ospreycash or bookstore gift cards

Total \$9,200 for FY 2020 and \$9,200 for FY2021 subject to approval following FY2020 year end report

Cordially,
John Smith

John Smith
Director of Academic Operations
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