Strategic Planning Information/Learning Sessions, May-June 2019
Overview
Throughout the months of May and June, Provost Vermeulen hosted six strategic planning learning sessions. Each session provided opportunities for those who attended to learn about and to discuss one of the strategic plan pillars:

> Session 1: People, Communication, and Shared Governance
> Session 2: Financial Sustainability
> Session 3: Diversity and Inclusion
> Session 4: Strategic Enrollment Management
> Session 5: Teaching and Learning
> Session 6: Inclusive Student Success

Provost Vermeulen co-hosted the sessions with a Cabinet member and one or two faculty/staff. In total 162 individuals attended the six sessions. Below is data regarding attendance:

Number of Sessions Attended	1 Session	2 Sessions	3 Sessions	4 Sessions	5 Sessions	6 Sessions	Total
Faculty	32	5	5	1	0	1	**41**
Staff	70	28	9	4	3	1	**118**
Students/Other	3	0	0	0	0	0	**3**
Totals	**106**	**31**	**15**	**5**	**3**	**2**	**162**

Provost's Goals
Overarching goals: Provost Vermeulen hoped to accomplish the following two goals with the information/learning sessions: 1) to maintain open communication about the strategic plan and 2) to determine interest from among the attendees for joining implementation teams. The Provost found the sessions successful in meeting both of these goals.

Common Goals for Participants
Goals common for participants in all of the sessions included:
- Gaining a deeper understanding of issues related to the session's area of focus.
- Engaging in meaningful discussion with colleagues about the session's area of focus.
- Hearing, respecting, and learning from the perspectives of others.
- Working collaboratively to develop potential SMART goals for implementation teams to consider.

Session-Specific Goals
Session-specific goals are described on the attached spreadsheet. They include objectives that will carry forward to the implementation teams.

Session Format
Each session followed a similar format which included mindful listening, seeing things differently, quizzes, small group discussions and SMART goal development.

Evaluation and Results
After each session, the Office of the Provost staff sent a session evaluation to the attendees. The evaluations aimed to collect data from attendees on satisfaction with the session and perceptions of the extent to which common and session-specific goals were met. Generally, the sessions proved extremely useful to participants; they offered attendees an opportunity to meet colleagues and discuss important Stockton matters and generated productive thinking in relation to next steps in the strategic planning process.
Many attendees did not have background in SMART goals, so the sessions provided them with an

occasion to learn about SMART goals and to begin creating them. FInally, the sessions provided all attendees with opportunities to learn about the data Stockton collects about itself; to peruse national data on graduation rates, faculty complements, diversity, etc.; and to develop tools for understanding and using this data in the context of attendees' own work.

Much of the discussion at every session focused on student learning, student success, and student access to education and to particular types of educational experiences, such as high-impact practices. This is encouraging since inclusive student success is at the core of Stockton's mission. Some of the themes that emerged throughout the six sessions are the importance of:

- Identifying the needs of all learners.
- Making sure that student-focused practices are student-centric.
- Considering the value of creating a multicultural/social justice center.
- Maintaining ongoing curriculum review to ensure that the curriculum is current, comprehensive, and inclusive of all learners.
- Identifying and dismantling internal and external barriers to diversity and to student success.
- Generating student-friendly communications.
- Increasing opportunities for online and hybrid learning experiences.
- Attending to the complexities of today's students' lives and learning styles, including their physical, mental health, financial, and lifestyle needs.
- Making sure that high-impact practices, such as student research/travel, are available to all students, underrepresented students and first-generation students.
- Engaging students in the Stockton community through student clubs and organizations and other types of co-curricular activities.
- Maintaining mindfulness about internal and external culture shifts and the ways in which they affect the work of the University, student learning, and faculty growth as scholars and teachers.
- Continuing to involve the entire campus in recruitment and retention efforts.

More details from the evaluations are on the attached spreadsheet.