

**Institutional Excellence Award:
The Nomination of Stockton University, Galloway NJ**

Introduction to Stockton University

Stockton University (“Stockton”) submits a nomination for NADOHE’s Institutional Excellence Award. We believe in our commitment to diversity, equity and inclusion. We also believe we have made demonstrated measurable progress in promoting and sustaining innovative diversity efforts with the campus community, with accelerated efforts occurring over the past three years and continuing. We also believe these accelerated efforts were bolstered by Stockton’s institutional leadership transformation in President Harvey Kesselman, his Cabinet, and his Senior Leadership Council.

Stockton is a young institution relative to other colleges and universities that began their stories centuries ago or decades earlier. On December 9, 1970, ground was officially broken on the new college campus in Pomona (Galloway) NJ. We have come a long way since our campus opened in 1971. To understand Stockton University’s journey and pathway towards equity, diversity and inclusion, we share our story.

Stockton is the only public comprehensive regional university in Atlantic County. Stockton’s main campus in Galloway, New Jersey is located in the Pinelands National Reserve, reminiscent of one of America’s beautiful national parks. Our campus is within easy driving distance of major metropolitan areas including New York City, Philadelphia, Baltimore and Washington, D.C. Stockton University is among the top 10 Public Regional Universities in the North according to the [U.S. News and World Report](#) 2018 “America’s Best Colleges.”

However, Stockton’s roots began in Atlantic City, New Jersey. In 2016, the estimated population in the city was 38,735 individuals, with a largest population being persons of color -- 38.9% Black or African American, 35.4% White, 28.0% Hispanic or Latino, and 17.0% Asian comprising a majority of the individuals. The nearby city of Pleasantville, New Jersey is predominantly comprised (66.0%) of individuals who identify Black or African American, Hispanic or Latino, Asian, two or more races, and races other than White.

In 1970 when it became clear the new college buildings would not be ready for the September 1971 admission of students, the Board of Trustees selected the Mayflower Hotel in Atlantic City on the Boardwalk as the temporary campus. In fall 1971, classes began on schedule with the commencement of the first academic year in September 1971. The College officially took shape as 1,000 students, (50 of whom were Educational Opportunity Fund students), 97 staff and 60 full-time faculty took over the former resort hotel. Our current president, Dr. Harvey Kesselman, was one of the original students who began his college education at Stockton in the Mayflower Hotel (*see companion nomination of President Harvey Kesselman for the Dr. Frank W. Hale Jr. Distinguished Service Award*).

The Council of Black Faculty and Staff formed in 1971 and continues to exist today. Since its founding, the Council honored many Stockton University faculty, staff and alumni, as well as

Stockton clubs. The Council holds an annual awards banquet that to date has raised nearly \$300,000 for student scholarships.



In 1983, Dr. Vera King Farris, a native of Atlantic City, was named third President of the College on May 25, 1983 during a time of institutional growth. Dr. Farris was the first woman, the first African American, and then became the longest-serving president to lead Stockton University. Equity, diversity and inclusion were important to Dr. Farris. In addition to her work in higher education and in science, Dr. Farris was dedicated to the advancement and the equality of all people and cultures, to the study of holocausts and genocides across the globe, and to her work with her church. During her 20-year tenure at Stockton, she mentored many individuals, including Dr. Kesselman who prominently displays a picture of the late Dr. Farris in his office. He continues to hold Dr. Farris' memory close to his heart and shares leadership stories about her (*see companion nomination of President Harvey Kesselman for the Dr. Frank W. Hale Jr. Distinguished Service Award*). In her honor, the Board of Trustees renamed the University's main road from College Drive to Vera King Farris Drive following her death in 2009.

In 1990, the College opened the Holocaust Resource Center, one of the first hosted by a public college. The Resource Center, including a library and archive of video and audio histories of Holocaust survivors and artifacts from the Holocaust, became the hub for the school's pioneering role in Holocaust and Genocide education. This role would grow to include offering the nation's first Master of Arts program in Holocaust and Genocide Studies (1999) and conducting teacher training in Holocaust Education for thousands of teachers.

In 1994, the College was a training site for the World Cup soccer team from the Kingdom of Saudi Arabia, which advanced to the second round of the tournament for the first time in the nation's history. An international soccer match occurred here with Trinidad and Tobago. The Saudis returned in 1996 for their Olympic Games training camp and exhibition matches vs. the United States and eventual gold medalists, Nigeria.

In 1997, Atlantic County awarded the College a \$450,000 grant awarded to start an Education Technology Training Center. The Center opened later in 1997, providing teachers in kindergarten through 12th grade school districts with professional development opportunities to infuse technology into the classroom. The Center continues to exist today and is known as the Southern Regional Institute and Educational Technology Training Center

In 1999, the Templeton Foundation recognized the College for outstanding leadership in the field of character development. The foundation lauded Stockton for the Civility, Harmony, Education, Environment, and Respect Conference to reduce prejudice, violence and bigotry in schools while championing cultural diversity and for the College's leadership role in Holocaust education. In

December of that year, Dr. Farris spoke at the Stockholm International Forum on the Holocaust, hosted by the Prime Minister of Sweden and attended by 44 national heads of state.

In 2003, Wendel A. White, Professor of Art, received a Guggenheim Fellowship in recognition for his photography of black communities in small towns.

In 2004, the College opened an instructional site in Atlantic City at the historic Carnegie Library Center, a multi-use facility that serves the College and the residents of Atlantic City and region as an educational and instructional facility and conference center. This instructional site would be the first of several Stockton instructional sites established in Atlantic County.

In 2007, the College established the Stockton Center on Successful Aging (“SCOSA”); its mission is to develop programs that promote healthy, successful and civically engaged aging among the rapidly growing older population in New Jersey.

In 2008, the College initiated Stockton 2020 as an ongoing planning process around Learning, Engagement, Global Perspectives and Sustainability (LEGS). Faculty, staff and students submit their ideas via proposals that address one or more LEGS components for 2020 funding. The funding provided by 2020 primarily provides seed money to start programs and initiatives that are new to Stockton. Over the years, the 2020 Committee awarded over \$386,000 to support the development of initiatives directly related to diversity and inclusion such as

- The Matter of Black Lives: Black Experiences in the United States and the Question of Genocide to interrogate the relationship between the experiences of Black Americans in the United States and the crime of genocide, thereby addressing an important current question in Genocide Studies not well represented in Stockton’s Holocaust and Genocide Program.
- International Writers in Residence Program that brings international writers to Stockton for longer residency periods.
- “Created Equal: Civil Rights in New Jersey” Exhibition. In 2013, the National Endowment for the Humanities selected Stockton as one of the sites for its “Bridging Cultures Initiative—Created Equal: America’s Civil Rights Struggle” for which the exhibition was created.
- “Growing Up in the Other Atlantic City” Production in collaboration with the Atlantic City African American community.
- Global Learning Pedagogy Retreats focused on the global awareness essential learning outcome and global awareness integration into across the curriculum.
- Women in Academic Conference held every year since its original funding to provide the campus community an opportunity to learn about stereotypes, inequity and more.
- Hip-Hop Summit, a daylong event that explored hip-hop culture.
- Recycling: Washi Tales exhibit and play on the history of papermaking in Japan, featuring traditional Japanese music and theatre forms.
- Model United Nations Travel Team to expand the international student learning experience.
- Portraits of Children of the Holocaust exhibit comprised of large-scale charcoal portraits of children murdered during the Third Reich.

- Sankofa Retention Initiative: Reclaiming Our Students to address retention of men of color, specifically Latino and African American males, at Stockton. Sankofa held its inaugural [Sankofa Summit](#) in spring 2017.
- STEM Collaborative: Pipelines to Success to connect faculty, staff and students to projects that will enhance the pipeline of talented STEM students, particularly from traditionally underrepresented groups, to Stockton and focus on recruitment and retention of these students in the STEM disciplines.
- Activist-in-Residence Program, a recurring yearlong position in which a selected community activist works directly with the Stockton community.

In 2014, with intention and purpose, the former president Dr. Herman Saatkamp, Stockton's fourth president, renamed the College's Office of Affirmative Action and Ethical Standards to the Office of Institutional Diversity and Equity ("OIDE") in order to pivot the institution and the office towards taking comprehensive approaches to diversity, equity and inclusion. The position of director became chief officer for Institutional Diversity and Equity. The OIDE utilizes a unit-based diversity archetype (Williams and Wade-Golden, 2007).

In February 2015, the Board of Trustees voted to change the school's official designation and name from that of a college to a university. On December 2, 2015 the Board of Trustees named Dr. Harvey Kesselman as the fifth President of Stockton University. At the time of his appointment to university president, Dr. Kesselman had more than 35 years of experience in higher education. He previously served Stockton in many leadership roles, including as provost and executive vice president, dean of the School of Education, interim vice president for Administration and Finance, CEO of the Southern Regional Institute and Educational Technology Training Center, and vice president for Student Affairs (*see companion nomination of President Harvey Kesselman for the Dr. Frank W. Hale Jr. Distinguished Service Award*).

In 2015-16, Stockton established institutional priorities representing a summary of the key initiatives of the President and his Cabinet. Within the strategic priorities emerged an integrated strategic diversity plan (Williams, 2016). As such, each year forward, the President and his Cabinet incorporate diversity goals and objectives within their key initiatives that become the institution's strategic priorities from which the integrated strategic diversity plan emerges.

In 2016, Provost Vermeulen established Stockton University Grants in support of Strengthening Diversity of student, faculty, and staff populations at Stockton. An article about the diversity grants appears in the [April 13, 2017 issue](#) of the Stockton Times.

In 2016 and 2017, Stockton earned Higher Education Excellence in Diversity ("HEED") Awards, increasing its profile of innovative inclusive excellence. Stockton continues to apply for the HEED Awards as a way to establish and raise the bar for itself on diversity and inclusion. It should be noted that Stockton applied for the HEED Award in 2015 but failed to get it. Instead of giving up, we used the HEED Award application and our responses to it as a benchmark and road map to actually doing better and we did. We continue to use the HEED Award application in this way.

Also, during this time, Stockton updated its [Mission Statement](#). Inclusive excellence is prominent in its mission, vision, guiding principle, and values.

In 2017, President Kesselman established a [Strategic Enrollment Management Planning \(“SEMP”\) Council](#), comprised of key faculty and staff, including the chief officer for Institutional Diversity and Equity. The SEMP Council is charged with leading the creation and implementation of the University’s long-term strategic enrollment management plan in an inclusive, systematic, and coordinated process with a strong emphasis on cross-divisional cooperation. Over the past decade, the diversity of Stockton’s students increased; however, it remains the least diverse public university in New Jersey when compared to its peers. Therefore, one of the institution’s critical goals is to increase student diversity at Stockton, which was widely communicated to faculty and staff on September 1, 2017. Along with the critical goal of increasing student diversity is ensuring retention and persistence to graduation.

New Jersey’s Secretary of Higher Education Rochelle Hendricks invited Stockton to participate in the [launch](#) of the New Jersey Coalition of Anchor Institutions, in which 19 public and private colleges and universities have committed to help revitalize Atlantic City, Camden, Newark, Trenton and Paterson. “Stockton University is pleased to have been officially designated as an Anchor Institution,” President Harvey Kesselman said. “Our commitment to the Atlantic City Gateway Project is steadfast and we look forward to being a partner in the renaissance of Atlantic City.”

In fall 2017 in the aftermath of the events in Charlottesville, North Carolina, Stockton reflected on its own monuments and statues. This reflection resulted in [The Stockton Exhibition Project](#), which continues to unfold over the 2017-18 academic year. The project explores the history of Stockton University, including how and why the state college was named for Richard Stockton (1730-1781), a New Jersey signer of the *Declaration of Independence*, in 1776. Our goals through this project, and its associated public programming, are to provide opportunities to engage in discussions about the study of history and the processes of memorialization and commemoration, as well as produce a well-documented, comprehensive study about our institution's past. The Stockton Exhibition Project will chronicle the decision-making process and explore what the Stockton name has meant to members of the campus community and larger public, from the institution’s founding to the present. History embraces both information about the past and its interpretations. By contextualizing a monument, or studying the lives of people whose names commemorate streets, buildings, or schools, we do not erase history; rather, we broaden our understanding of the past. In this ongoing project, we will be researching past historical interpretations and circumstances that influenced the decisions about who or what would be remembered and honored.

In fall 2018, Stockton’s new residential campus in Atlantic City will open, known as the anchor institution called the Atlantic City (“AC”) Gateway Campus. In advance of the fall open, nearly 120 friends of Atlantic City joined members of the Stockton community on July 8 at the Stockton Seaview Hotel & Golf Club for an intimate reception to discuss how Stockton’s new campus will contribute to the resurgence of the city. President Kesselman asked the audience to, “Imagine the positive impact of nearly 2,000 students, faculty and staff living and learning in the heart of Atlantic City.” The event also launched the “Catch the Wave” campaign.

Once the AC Gateway Campus is completed, the event room there will be named after Fannie Lou Hamer Event Room, the late civil rights activist. Stockton recognizes its role in preserving Hamer’s legacy and her pivotal speech at the 1964 Democratic National Convention in Atlantic City. Distinguished Professor Patricia Reid Merritt and Professor Emeritus Joseph Walsh originally brought the idea forward to the community. Since 2004, Stockton has hosted the annual [Fannie Lou Hamer Human and Civil Rights Symposium](#).

The brief timeline above tells our growing story by providing a summary of some events contributing to Stockton’s efforts to strengthen diversity, equity and inclusion. The next section provides some more information on Stockton’s approach to campus diversity and inclusive excellence.

Stockton’s Comprehensive Approach to Diversity, Equity and Inclusion

Stockton centers its approach to diversity, equity and inclusion on the following:

1. Legal (equity) – the New Jersey Law Against Discrimination (“NJLAD”), which is more expansive than federal nondiscrimination law in protecting individuals from discrimination. The NJLAD prohibits discrimination/harassment based on their race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.
2. Research-based approach (diversity and inclusion) – The research literature on diversity in higher education focuses on (a) **campus diversity** comprised of structural, curricular & co-curricular, and interactional diversity (Gurin, 1999) and (b) **inclusive excellence** comprised of (a) access, equity and success, (b) diversity in the formal and informal curriculum, (c) campus climate, and (d) student learning and development (Williams, Berger, and McClendon, 2005).

As Stockton continues to approach its work on diversity, equity and inclusion, we refer to this and other research on diversity in higher education. Stockton continues to explore new and innovative approaches that it has not used before to enliven and demonstrate our stated commitment to diversity, equity and inclusion.

Committee on Campus Diversity and Inclusive Excellence

In 1981, Stockton established by policy the Committee on Diversity and Affirmative Action. In 2016, this committee was renamed the Committee on Campus Diversity and Inclusive Excellence (“CCDIE”). The CCDIE serves as an advisory body to the President and Chief Office for Institutional Diversity and Equity and assist the University in enacting its espoused committee to diversity and inclusion.

Late in the spring 2015 semester, the chief officer for Institutional Diversity and Equity with the support of President Kesselman changed the committee structure to include working subcommittees to further advance diversity and inclusion efforts. Currently, there are six working subcommittees with committee members and other volunteers actively engaged in campus diversity and inclusive excellence work. A description of the six subcommittees and their accomplishments to date follow.

1. Employee Affinity Networks - This subcommittee explores the creation of new employee affinity networks and, in the name of the Committee, continues to support the networks created throughout the year. Where possible, this subcommittee connects the employee affinity networks with student organizations and, if appropriate, teaching circles.

Accomplishments to date include the creation of a Stockton University Retirement Association, with an International Faculty and Staff Association under formation. The Council of Black Faculty and Staff continues to be the model used for the creation of new employee networks.

2. Diversity Benchmarking (Campus Climate) - This subcommittee develops and administers the campus climate survey, as well as evaluates the survey data. Their work could include, but may not be limited to, seeking the involvement of appropriate campus offices in survey development, approvals, administration, as well as data analysis and recommendations. This subcommittee also makes recommendations on the cycle of survey administration, for example, every two years, every three years, and so on.

Accomplishments to date include the development, distribution, and analysis of a staff/faculty campus climate survey. The subcommittee published the survey results to faculty and staff and held follow-up focus groups. The faculty convener of the subcommittee who is also the Faculty Senate President and the chief officer for Institutional Diversity and Equity are working closely with the Office of Human Resources to address education and training concerns identified in the campus climate survey results, as well as accountability for managers and others who attend such offerings.

This subcommittee is presently working on developing a student campus climate survey.

3. Diversity Branding and Communication – This subcommittee explores best practices of marketing and raising awareness of Stockton’s diversity and inclusion programs and efforts. These programs and efforts include, but may not be limited to, working with the Office of Institutional Diversity and Equity in maintaining the Diversity Committee’s website, with University Relations and Marketing on stories about diversity and inclusion, and/or with the campus community on the content of a diversity newsletter.

Accomplishments to date include the development of the [Celebrate Diversity web page](#). This subcommittee also worked with the Social Justice and Education subcommittee to create the Stockton Celebrates Diversity Passport Program.

4. Social Justice and Education - This subcommittee continues working with the information provided by the two-part webinar on Microaggressions and Bullying in the Workplace and possible next steps provided by webinar attendees, as well as identifying additional areas where the University can be proactive in educating the campus community on diversity and inclusion topics.

Accomplishments to date include the development of a Stockton Celebrates Diversity Passport (“SCDP”) Program open to faculty, staff and students. SCDP Program is a means through which Stockton advances campus diversity education through existing and new programs and events offered each academic year through the efforts of faculty, staff, alumni, and students. This subcommittee and the Diversity Branding and Community subcommittee worked together to develop this program. The President’s Cabinet endorsed the program, providing useful comment and feedback. The goal is to pilot the program at the 2018 Unite Against Hate Day that will be held on February 6, 2018 (*see more information about this day under Campus Climate*).

5. Strategic Diversity Plan Implementation -- This subcommittee continues to map current diversity efforts against Stockton’s Diversity Statement utilizing various measures including the HEED Benchmarking Report and discovers ways in which the Diversity Committee supports Stockton’s integrated diversity plan, i.e., discover its role in learning about and supporting the explicit and implicit diversity and inclusion objectives.

Accomplishments to date include revision of the former diversity statement and establishing an evidence-based method that makes connections between the Statement on Diversity, Equity and Inclusion and the goals and objectives outlined in Stockton’s Integrated Strategic Diversity Plan. In other words, Stockton wants to ensure it moves the needle on equity, diversity and inclusion. This method provides an evidence-based inquiry on whether or not Cabinet members and the areas met stated goals and objectives based on the espoused statements we make in our Statement on Diversity, Equity and Inclusion. The President’s Cabinet endorsed this approach to holding itself and the areas reporting to Cabinet accountable for their diversity and inclusion goals.

6. Decolonizing the Curriculum - This is a new subcommittee established in September 2017. Their deliberations and activities will focus on ways of de-centering white and European perspectives in our pedagogy, as well as strategy in helping faculty recognize ways in which all disciplines perpetuate narratives that may not foster diversity and inclusion. This subcommittee strives to work on prioritizing non-white and non-Western perspectives.

Stockton also has an ADA-504 Steering Committee that provides ongoing assistance to the Chief Officer/ADA-504 Coordinator in coordinating Stockton’s effort to ensure that its (1) living, learning, and working environments are accessible to persons with disabilities and (2) procedures, practices and plans for addressing disability issues are responsive to the current understanding of the ADA and Rehabilitation Act requirements. The committee’s work is about inclusion, as much as it is about compliance.

In 2017, Provost Lori Vermeulen also established the Academic Affairs Diversity Advisory Committee that will advise the Provost on how best to support faculty/student interactions both inside and outside the classroom, as it relates to diversity and inclusion.

On September 26, 2017, NADOHE hosted a webinar called Chief Diversity Officers and Chief Academic Officers in Collaboration that had the stated purpose of discussing the collaborative role of the CDO and CAO to engage campus activism and addressing contentious freedom of expression issues on today's college campuses. Stockton subscribed to this webinar inviting CCDIE members and others to join the conversation. Stockton looks forward to participating in other NADOHE webinars.

In the next several sections, Stockton attempts to compartmentalize its campus diversity and inclusive excellence programs, initiatives and efforts; however, it should be understood that in a cohesive, comprehensive diversity and inclusion program the boundaries among the categories are fluid and seamless.

Structural Diversity

Diversity in leadership matters. The leadership of Stockton University is comprised of a diverse group of individuals. The President's Cabinet consist of 17 individuals, comprised of 41.2% persons of color and 35.3% women.

Stockton has approximately 8,400 full-time undergraduate students but less than 1,000 full-time graduate students. We have an enrollment goal of 10,000 students. By the spring 2017 snapshot, women comprised 59.0% of the undergraduate population and 78.0% of the graduate population. By the spring 2017 snapshot, students of color and international students represented 28.4% of the student body. Hispanic and Latino students represent the largest population at 12.2%. In fall 2017, however, Stockton admitted its [largest class](#) and its most diverse entering class of students.

At Stockton, structural diversity also applies to the faculty and staff diversity. By the spring 2017 snapshot, faculty of color and international faculty represented 29% of the full-time tenure and tenure track faculty; 42.0% of the non-tenure track faculty; and 13% of the adjunct faculty, a group from which Stockton does draw its non-tenure and tenure-track faculty.

For the benefit of our students and the campus community, faculty diversity is critical to the mission of Stockton University. We realized that we can no longer continue to do the same thing and expect different results. Therefore, beyond advertising in diverse sources, we believe it is extremely important to nurture relationships and establish pipelines, which is an ongoing activity.

Stockton is nurturing a relationship with Yale University and the Edward A. Bouchet Society co-founded by Yale and Howard Universities to support diverse graduate students through to the PhD. Yale inducts diverse graduate students into the Society, which we tap to announce our faculty positions. A representative from Stockton attends the Society's conference held in the

spring to meet and introduce diverse PhD candidates from a number of schools around the country to Stockton and its faculty and fellow opportunities.

The [Dr. Vera King Farris Fellowship](#) program provides funding and an environment to teach, write, and network for promising scholars committed to diversity in research and curriculum in public higher education. The Dr. Vera King Farris Fellowship program is named after the third president of Stockton University, who served the institution for two decades and received many awards for both academic and administrative accomplishments. In her memory, the Dr. Vera King Farris Fellowship awards deserving scholars an opportunity to showcase their research and to teach on a campus fully committed to diversity and inclusion.

Stockton is a member of the [Black Doctoral Network](#) (BDN) and a few of our faculty and staff attend the BDN conference to recruit doctoral students. In the fall 2017 semester, one of those students, [Dr. Garrison Paige](#), joined Stockton as a Dr. Vera King Farris Fellow. Dr. Paige teaches two General Studies courses: GSS 3295, African American Movies and GIS 4634, Rhetoric of the African Diaspora. Throughout the academic year, she will also work on designing curriculum for a major in Africana Studies.

In spring 2015, the Office of Institutional Diversity and Equity (“OIDE”) and the Provost’s Office, joined by the Vice President of the Faculty Senate, began thinking through ways to diversify the faculty. This small group is the Faculty Diversity think Tank (“FDTT”), which has grown since then. Those early discussions of the FDTT resulted in an invitation to Dr. Veronica Watson (English) and Dr. Melanie Hildebrandt (Social Work) of Indiana University of Pennsylvania (“IUP”) to come to Stockton in early fall 2015 to deliver a portion of the [Oregon State University \(“OSU”\) Search Advocate Program](#) that addressed structural and implicit bias in the faculty search process. Two years earlier, both IUP faculty had attended the OSU program on OSU’s campus. Between fall and spring 2016, the FDTT membership grew in number to include some members of the Council of Black Faculty and Staff. The FDTT share a single goal of enhancing the search process and increasing faculty and staff diversity. The FDTT’s goal is consistent with the institutional strategic priority of supporting diversity efforts throughout the institutional enterprise. In fall 2016, the OIDE and the Provost Office invited the founder of the OSU search advocate program Anne Gillies, Search Advocate Program Director, to deliver a two-day workshop on the OSU search advocate program. From there, several participants piloted the search advocate program during the 2016-2017 faculty search season. Immediately after the fall 2016, a few individuals who attended the training participated in a pilot of the search advocate role and participated on active out-of-program faculty searches. Near the end of the spring 2017, the search advocates provided valuable feedback on the pilot program.

Stockton also reaches into the local community. On February 13, 2018, Stockton will participate in the Atlantic City Gateway Career Fair for the residents of Atlantic City and surrounding areas. Over 40-50 business, corporations, and organizations will participate in the fair.

We continue to explore and advance methods to increase the diversity of our faculty and staff populations.

Access, Equity and Success

In addition to the faculty's efforts around the academic success of our students, Stockton has support programs available to students to undergird their access and success.

The [CARE Program](#) (Coordinated Actions to Retain and Educate) is a program designed to assist students with their overall experience here at Stockton University. The Program aims to help students navigate and maximize the benefits of various academic and student life resources available at Stockton and includes individualized mentoring by Stockton faculty and staff and trained peer mentors.

Stockton has been committed to serving veterans and active military since the college opened in 1971, when Vietnam-era veterans attended Stockton and helped develop our programs. We are ranked [Best for Veterans](#). The [Office of Military and Veteran Services](#) provides comprehensive support for veterans and active service members to meet their unique academic needs. A primary mission of the military and veteran's program is to guide Stockton service members to a variety of services that may benefit them and help them to connect with one another. Through this office, service members and veterans can explore their eligibility for G.I. education benefits, receive referrals to a wide range of support services and connect with their fellow veterans by becoming a part of Stockton's Student Veterans Organization.

The [Women's Gender and Sexuality Center](#) empowers students who identify as women, and all genders who identify as LGBTQIA+, victims of power-based personal violence and all community allies.

To increase access to a Stockton education, Stockton created an [Educational Opportunity Fund Program](#) at the AC Gateway Campus. The EOF program was established by the state of New Jersey to provide assistance in attending college to promising young men and women from economically and educationally disadvantaged backgrounds. More local students will have the opportunity to participate in Stockton University's Educational Opportunity Fund (EOF) program under a new EOF-AC program approved by the state EOF Board. Stockton's new EOF-AC program will accept up to 50 students, and will be housed primarily in Stockton's new Atlantic City campus, which will open in the fall of 2018. Student recruitment is statewide, but will focus heavily on Atlantic City and Pleasantville. Also, Stockton will make an effort to reach students who are aging out of foster care and need additional support to attend college. Stockton currently has more than 350 students in its EOF program, many of whom have become active leaders through student clubs, community organizations, Student Senate, and as Student Trustees. Additionally, with a \$2 million goal, the "Catch the Wave" campaign is focused on raising scholarship support for Stockton students who graduated from Atlantic City High School and for the Atlantic City Opportunity Fund, an endowed fund to provide resources designated to expand Stockton students' engagement with and in Atlantic City. The Press of Atlantic City article about Stockton's Atlantic City campus opening opportunities for local students appears [here](#).

In October 2017, about 300 middle school and high school boys from Atlantic City attended Stockton's inaugural Change the World Youth Conference. The conference was designed to create pathways of success and increase the retention of young men of color. The conference featured the debut of the documentary, "From Boys to Men: Rising to Success in Atlantic City," which captures local stories of the success of youth from the Atlantic City area. The conference was developed in partnership with several University leaders representing the best amongst Stockton's students, faculty, staff, alumni and with the support of President Kesselman and Vice President for Student Affairs Dr. Thomasa González who recently retired from Stockton. An article about the Change the World Youth Conference appears in the [October 26, 2017 issue](#) of The Stockton Times.

In October 2017, Stockton entered into a new transfer partnership that will provide additional access for students from the local community college. The "Stockton University at Atlantic Cape" program enhances existing agreements, and will provide students with more opportunities to earn both associate and bachelor's degrees. Stockton welcomed 988 transfer students this fall, and 208 of them – more than 20 percent – came from Atlantic Cape Community College.



Atlantic Cape Community College President Barbara Gaba and Stockton University President Harvey Kesselman sign a new partnership agreement that provides for seamless transition from the two-year-college to the four-year bachelor's degree program Sept. 29.

The terms of the partnership include:

- Students in the program who earn their associate degree at Atlantic Cape can enter Stockton as fully-matriculated juniors. Any Stockton application fees will be waived for participating students.
- Eligible students who apply to, but are not admitted to Stockton as freshmen, can instead attend Atlantic Cape but receive counseling and advising from both Stockton and Atlantic Cape. All eligible students will receive a letter conditionally accepting them to Stockton University at Atlantic Cape. They will be officially admitted to Stockton upon receiving their associate degree.
- Credits earned at Stockton can also be applied to an associate degree at Atlantic Cape in a "reverse transfer" agreement.
- Stockton will provide five annual scholarships of \$2,000 to top performing Atlantic Cape graduates who enroll at Stockton through this agreement.
- Students enrolled in the "Stockton University at Atlantic Cape" program will be eligible to apply for Stockton housing.

- Atlantic Cape will prominently display a “Stockton University at Atlantic Cape” banner at its Atlantic City Campus to signify the importance of the relationship.

The article about the new transfer partnership appears in the [October 5, 2017 issue](#) of The Stockton Times.

Stockton University has been approved by the Panamanian Ministry of Education approved Stockton to offer training to teachers from Panama as part of the government’s Bilingue Initiative. The University has also signed a Memorandum of Understanding with Universidad Latina de Panama to expand opportunities for Stockton students to study in Panama. The Panama Bilingue initiative is a national effort to improve public education and economic development by increasing the English language fluency of its citizens. The goal of the program is to train as many as 10,000 Panamanian teachers over five years in the latest teachings methods and techniques for classroom success, including the use of technology. Participants will also have the opportunity to expand on their own language skills, as they are immersed in an English-speaking culture. Twenty-one (21) Panamanian students will arrive on January 15, 2018 to start their program. More information about the agreement appears in the [July 20, 2017 issue](#) of The Stockton Times.

Campus Climate

In addition to the campus climate surveys developed, distributed, and analyzed by the Diversity Benchmarking (Campus Climate) subcommittee, the following other actions impact campus climate and assist us in being more comprehensive in addressing campus climate for all of our members.

The Women’s, Gender and Sexuality Center (“WGSC”) also promotes offers Safe Zone Program training for members of the campus community. The WGSC director worked closely with the chief officer for Institutional Diversity and Equity to inform our community about the use of bathroom facilities. Together, we informed our campus community of the following:

- The [Policy Prohibiting Discrimination in the Workplace](#) and the [Student Policy](#) Prohibiting Sexual Misconduct and Discrimination in the Academic/Educational Environment is based on the New Jersey Law Against Discrimination. Whether you are a transgender women or a cisgender women, the may use the women’s restrooms on campus. Transgender men and cisgender men may use the men’s restrooms on campus.
- Use of a restroom is not a special right; it is a basic need of each individual regardless of gender.
- Discrimination comes in many forms. Limiting transgender individuals to all-gender bathrooms, while other cisgender males and females have access to all-gender bathrooms and gender-specific bathrooms/restrooms is discrimination in violation of the New Jersey Law Against Discrimination.

For the first time, Stockton participated in the Campus Pride Index in June/July 2017. The Index is another benchmark that provides information on areas where we have made progress and areas in which we Stockton needs to improve. Although we had positive results in some areas, there were areas where we could improve. Similar to the Higher Education Excellence in Diversity

Award application, Stockton will improve in areas that we know we can do better and complete the Index each year.

Stockton is very serious about its guiding principle of students first; vision and strategy follow. As the 2016 presidential election season ripened and other national issues surfaced that had local impact on campus environments, on different occasions the President, the chief officer for Institutional diversity and Equity, other Cabinet-level administrators, and select senior administrators responded proactively to underscore our policies prohibiting discrimination and harassment on campus, as well as the university's diversity statement. As national focus turned to immigration, travel bans, and DACA, President Kesselman emailed a statement to the campus community that he signed the Statement in Support of the DACA Program, along with 250 or so of his colleagues, as well as his support of the few DACA students here. President Kesselman is made aware of any and all alleged incidents of hate, bias, and bigotry that are reported by members of our campus community. In Stockton's responsiveness to student concerns about campus climate and safety, President Kesselman issued a statement to the campus community on [DACA](#)

In spring 2017, [Stockton Safe](#) was established to provide a safe zone for all students, faculty, and staff regardless of immigration status. Also, as a joint effort of the Campus Police, the Student Senate, and the Office of Institutional Diversity and Equity, the [Bias Free Initiative](#) was established that includes, among other things, a bias response team. A bias incident reporting system was established for individuals in our campus community to report alleged bias incidents and, if any, hate crimes. Stockton refines and improves the existing bias response initiative based on feedback from the campus community and on internal reflections of the Bias Response Team.

At the beginning of the fall 2017 semester, flyer activity on campus by a white supremacist group raised concerns from students upon which Stockton needed to act. President Kesselman issued another statement to the campus community about the Student Senate's [Unite Against Hate](#) rally.

Student Learning and Development: Diversity in the Formal Curriculum

Across the formal curriculum, Stockton collectively has approximately 135 faculty who teach or conduct research in various areas of diversity and inclusion.

Also, Stockton has [academic programs and centers](#) that address diversity as defined and described in the Statement on Diversity, Equity and Inclusion.

Academic Programs

- Masters of Arts in holocaust Studies
- African Studies (minor)
- Holocaust & Genocide Studies (minor)
- Global Studies (minor)
- Jewish Studies (minor)
- Latin American/Caribbean Studies (minor)

- Women’s, Gender and Sexuality Studies (minor)
- Disability Studies (minor), the newest academic program proposed and lead by one of our adjunct faculty

Centers

- Sara and Sam Schoffer Holocaust Resource Center
- The Interdisciplinary Center for Hellenic Studies
- The Women’s, Gender & Sexuality Center
- Stockton Center for Successful Aging (SCOSA)

SCOSA hosted its first fall conference, in conjunction with the Cape Atlantic Caregiver’s Coalition’s “We Care Because You Care” event. The day combined 20 local providers of care in Atlantic and Cape May counties with six educational sessions presented by professionals in the field of aging. The event, held on Stockton’s main campus, featured engaging, energetic and educational speakers on topics relevant to professionals, providers and older adults. An article about the conference appears in the [December 7, 2017 issue](#) of the Stockton Times.

Student Learning and Development: Diversity in the Informal Co-Curriculum

The [Office of Service-Learning](#) provides the Students, Faculty/Staff and Community Partners of the Stockton University community with opportunities to engage in "Service with a Purpose". Our reciprocal relationships allow Stockton the ability to work with our communities and neighborhoods through classroom and co-curricular activities. This office also coordinates [Dr. Martin Luther King, Jr. Day of Service](#) where faculty, staff, students, and community members engage in service opportunities the main campus and instructional sites and throughout Atlantic County. In addition, Stockton won the American Association of State Colleges & Universities (AASCU) [Civic Learning and Community Engagement Award](#), one of AASCU’s [Excellence and Innovation Awards](#). Stockton was a founding member of the American Democracy Project (ADP), and its involvement demonstrates strategic and long-term commitment to institutionalizing and advancing student civic learning, community engagement and regional stewardship. At Stockton, the ADP has been a catalyst for creating a cohort of faculty, staff and students that take part in a number of projects related to service-learning, including workshops, public events and courses. Read article [here](#).

The [Stockton Center for Community Engagement](#) promotes university and community efforts to serve the public good. The Center (a) promotes the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff (b) facilitates training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies, and (c) cultivates connections between scholarship and the public interest. The Center coordinates community engagement opportunities such as food drives, after school programs, an English learners program, and more.

The [Office of Global Engagement](#), a gateway for cross-cultural learning, prepares our students for changing circumstances in a multicultural and interdependent world. The office hosts an [International Education Week](#) in the fall semester to celebrate the benefits of international

education and exchange worldwide. The office also houses Stockton's Study Abroad Program and other activities of interests to international and domestic students and scholars. Our [faculty-led study abroad programs](#) include excursions to the Coral Reef, Crete, Brazil, Dominica, Ecuador, Japan, Columbia, Italy, Holocaust Study, Senegal, South Africa, and Taiwan thus far.

Student Learning and Development: Interactional Diversity

The [Office of Student Development](#) provides purposeful and holistic opportunities for students to become involved in leadership programs, community service initiatives, organizations, and major campus events that enhance student learning and development. These opportunities provide students with an opportunity to interact across their different cultures and backgrounds.

Stockton's guiding principle of students first; vision and strategy follow. As such, interactional diversity not only applies to the interaction of students from different backgrounds, cultures, and perspectives, but also the University administration's interaction with students. Engagement with our students simultaneously helps the institution and students learn and develop together.

Earlier examples of this engagement included DACA and Unite Against Hate. However, we offer one another example. Our Unified Black Students Society ("UBSS") which proposed the permanent flag display of student organizations' flags and hosted the [first flag raising](#) on December 13, 2017 in the courtyard outside the Arts and Sciences building. The red, green and black Pan-African flag was raised on one of the 12 flagpoles that line the entrance. President Kesselman praised the UBSS and its president, Mahalia Bazile of Newark, New Jersey for having the patience and perseverance to help develop the process for student organizations to display a flag at the site. Senior Ahmad Shepherd-Sloan of Atlantic City came up with the idea when he mentioned at a UBSS meeting that while the flag was annually raised to celebrate Black History Month in February, it always came down at the end of the month. He said he also noticed that clubs can use their platform to help advance the University.

Additionally, weeks before the official raising of student organization flags on a permanent basis, the White House denounced the participation of transgender individuals in the military. At the request of PRIDE, our LGBT student organization, Stockton immediately raised the transgender flag as a sign of support for transgender individuals in our community. The responsiveness of the President's Office to raise the transgender flag before the official launch was a small gesture that had a huge impact demonstrating our guiding principal of Students first; vision and strategy follow.

In February 2018, Stockton will hold its first Unite Against Hate Day at which the campus community will engage in studying and deconstructing hate and terror. As mentioned earlier, Stockton is very serious about its guiding principle-students first, vision and strategy follow. Since its founding, Stockton University has always promoted civic learning and has fostered an environment that values civil debate, critical thinking, and multiple points of view. On September 21, 2017, the Student Senate held a Unite Against Hate Rally to oppose hatred, bias, and bigotry. The Unite Against Hate Day is an outgrowth of the Student Senate's stand against hate. Outside speakers include Joseph Levin, cofounder of the Southern Poverty Law Center, Arno Michaelis, former racist skinhead who was transformed by kindness, and Detective Kim

Nelson Edwards of the Montclair Police Department. The call for proposals and posters requested submissions from faculty, staff, and students on the following broad topics:

- Symbolism and hate
- Human and civil rights
- The history, culture and politics of hate
- Truth and reconciliation on a large or small scale
- Social activism and protests
- Microaggression, bias and bullying
- Domestic terrorism and law enforcement
- Systemic solutions or programs to eradicate hate
- The Science of hate
- The Sociology and psychology of hate
- The role of education in sustaining or eradicating hate
- The business and marketing of hate
- Genocide and hate

In November 2018, Stockton will host the [American Conference on Diversity](#) providing an opportunity for participants from around the state to experience Stockton, while also providing our faculty, staff, and students and opportunity to participate in a daylong diversity conference.

There is certainly more that Stockton can share with NADOHE in this nomination, but we hope this provides you with the information you need to determine whether we are worthy of the Institutional Excellence Award. Thank you.

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