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	**44**
Staff	70	28	9	4	3	1	**115**
Students/Other	3	0	0	0	0	0	**3**
Totals	**105**	**33**	**14**	**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.

People Communication, Shared Governance
Co-hosts: Susan Davenport & Amee Shah

Specific Session Goals

1. Review our understanding of shared governance and effective communication.
2. Identify examples where shared governance and communication worked well.
3. Identify pitalls and challenges with communication and shared governance.
4. Develop SMART goals that would strengthen and empower the people of Stockton.

Discussion Questions

1. Provide an example when shared governance worked well at Stockton. What were the guiding principles that led to a good process?
2. Provide an example when shared governance did not work well at Stockton. Suggest a process that would have worked better.
3. Who participates in shared governance at Stockton? Who is left out of shared governance at Stockton? How can we clarify how and when to participate in shared governance?
4. What are some values of shared governance that faculty and staff can subscribe to for effectiveness?
5. What are some values of shared governance that administration can subscribe to for effectiveness?
6. Lunch Question: Discuss how we see things differently based upon our different roles at the university. How did you react to learning of Stockton's plan to swap the Carnegie Library for the boathouse in Atlantic City? Who are the people that were involved in that decision? Who should have been involved?
Who are the stakeholders outside of Stockton? What is our responsibility to them? How should the issue communicated and discussed?
7. What's broken with Stockton's internal communications, if anything, that needs fixing? Suggest strategies that will fix it.
8. Do you feel comfortable speaking your truth at Stockton? Why or why not?
9. Do you feel heard at Stockton?
10. Discuss Stockton's open e-mail policy. What are the advantages and disadvantages? Does this policy help or hinder communication at Stockton?

Ideas for building SMART Goals

1. Shift Stockton's culture in communication to one where more people will feel empowered to speak up and to be involved.
2. Develop transparent and open methods for appointment/election/application to committees and leadership roles.
3. Establish a Staff Senate and clearly articulate its role in shared governance.
4. Develop a communications strategy that will ensure timely and transparent communication about major university decisions.
5. Create a policy and training for effective use of e-mail.
6. Examine and clarify organizational structures and communication strategies.
7. Routinely monitor campus climate and take actions to address climate issues.
8. Develop a Leadership Institute that will have the goal of empowering individuals to provide leadership from wherever they are in the institution.

Strategic Enrollment Management
Co-hosts: Bob Heinrich & Jess Kay

Session Specific Goals

1. Review our understanding of strategic enrollment management at Stockton and in New Jersey.
2. Identify examples where strategic enrollment management works well.
3. Identify challneges to strategic enrollment management.
4. Use SWOT analysis to develop potential SMART goals that will inform the SEMP implementation team.

Discussion Questions

1. Do you see enrollment growth as positive or negative for Stockton and its students?
2. Who, if anyone, is missing from the table when we plan enrollment management? Who might we be leaving out?
3. What works well at Stockton that explains our relatively high third semester retention rates, when compared to the national average?
4. What changes will affect our future retention rates? How can we keep retention high?
5. Who is left out in the third-semester retention rates? What is a more inclusive way to think about and plan for student persistence and success?
6. Do you think Stockton's test optional policy has made Stockton more inclusive? Why or why not?
7. Should Stockton modify its merit-based scholarship awards for test-optional admits? If so, how?
8. Do you think Stockton's dual-credit high school programs have made Stockton more inclusive? Why or why not?
9. Some students aren't able to get into their chosen majors either because there is not capacity for them or the students are a general admit. How should Stockton address this?
10. According to New Jersey's strategic plan for higher education, Where Opportunity Meets Innovation, every student in New Jersey should have high-quality, career-relevant academic programs that will prepare them to succeed in the global economy. With this in mind, how can Stockton grow to respond to the demographic shift that suggests more adult learners?
11. According to New Jersey's strategic plan for higher education, Where Opportunity Meets Innovation, every student in New Jersey should have high-quality, career-relevant academic programs that will prepare them to succeed in the global economy. Who or what unit at Stockton should determine which programs should be delivered?
Lunch Discussion:What do you think Stockton will look like in five years? Discuss ways that Stockton can support the central goal of New Jersey's strategic plan for higher education, Where Opportunity Meets Innovation, known as 65 by 25? Also, discuss how other aspects of the NJ plan, such as free community college, and AA degrees offered in the high schools will affect Stockton?

Ideas for building SMART Goals

1. Create a Center for Student Success that connects all efforts in Academic Affairs, Student Affairs, and elsewhere across campus that support student success.
2. Create academic programs and delivery models that will support post-traditional students.
3. Provide resources commensurate with growing enrollment.
4. Develop a faculty certificate for online and hybrid teaching that will certify faculty teaching with these modalities.
5. Develop three-year degree options.

Financial Sustainability
Co-hosts: Michael Angulo, Jennifer Potter & Alex Hampson

Specific Session Goals

1. Review our understanding of the University's financial situation.
2. Identify potential ideas for revenue generation and cost-cutting.
3. Identify where processes for resource allocation are clear and transparent and where they are not.
4. Develop potential SMART goals that would assist in making the financial implications of decisions more comprehensively understood by members of our community.

Discussion Topics

1. In a recent report, it was shown that millennials are financially worse off than the previous generation and the future generation at the same age, in part, because of the impact of the great recession and because of the burden of student loan debt. What should Stockton's role be in addressing student loan debt?
2. What factors have led to rapid increases in tuition and fees over the past ten years? Which of these factors can we control? Which factors can we not control?
3. Discuss ways to enhance revenue at Stockton.
4. Discuss ways to reduce expenses at Stockton.
5. Why is Stockton implementing level funding for non-salary expenditures for FY20?
6. What does it mean for resource allocation to work well at Stockton?
7. Give examples of where resource allocation works well in your unit.
8. Give examples of where resource allocation does not work well in your unit.
9. Where do you think there is resource waste or over-spending at Stockton?
10. Where do you think additional resources are needed to be allocated at Stockton?
11. Lunch Question: Take a moment to read the Credit Opinion provided by Moody's. What questions do you have?
12. Lunch Question: How does/should Stockton evaluate the financial implications of its decisions? For example, what factors are relevant to deciding whether Stockton should trade the Carnegie Library for the boathouse?
13. What's broken with Stockton's internal communications about finances and allocation of resources, if anything, that needs fixing? Suggest strategies that will fix it.
14. Do you feel comfortable speaking up about resource allocations and Stockton's financial situation at Stockton? Why or why not?
15. Should resources better support the people at Stockton? If so, how? Which people?
16. How can/should Stockton prepare for change, such as changing demographics, and the potential for free community college?

Ideas for building SMART Goals

1. Identify new revenues that maximize use of facilities and Stockton's location.
2. Enhance revenue through donations, partnerships.
3. Create a University Budget Council that would provide transparency and enhanced communication about Stockton's financial situation.
4. Eliminate structural deficit over time with input from stakeholders.
5. Secure additional state support for Stockton.
6. Develop a financial model that is aimed at reducing student debt.

Teaching and Learning
Teaching and Learning **Co-hosts: Michelle McDonald & Norma Boakes**

Session Specific Goals

1. Review our understanding of teaching and learning.
2. Identify factors that contribute to success in teaching and learning at Stockton.
3. Identify ways to enhance current strategies and tactics for teaching and learning at Stockton.
4. Develop potential SMART goals that would further develop a creative and meaningful learning environment.

Discussion Questions

1. How can Stockton utilize its unique learning environment to target the needs of the new generation of university student?

2. In what new and existing ways can technology be utilized to target the needs of the new generation of university student?

3. How can Stockton support teaching and learning by supporting the mental health of the new generation of university student?

4. What should Stockton be doing with regard to course design and delivery in order to meet the needs of a new generation of university student?

5. Reflect back on your own educational experiences. What would you think is a "high impact practice" within or beyond the classroom?

6. Why do you think HIPs are important? What HIPs do we do well at Stockton?

7. How do you think the impact of HIPs will compare across gender, race/ethnicity, and first-generation v. non-first-generation college students? What is the potential impact of these differences, and what solutions could Stockton implement to address this?

8. How can we better support HIPs at Stockton?

9. Lunch Discussion: Review the engagement indicators and High-Impact Practices aligned with the NSSE survey. Based on the results of our most current NSSE results, what area(s) should Stockton target over the next five years and why? What strategies do we already use? Are there others we should consider? Do you know what other universities or colleges are doing? What supports would be needed? What challenges do you anticipate?

10. In what ways are ELOs currently used outside of the classroom and how can we continue to develop and strengthen the use of ELO's as part of the Stockton curriculum?

11. Are Stockton's 10 ELO's the correct ones? Should any be added, deleted, or modified?

12.How does Stockton acclimate new students and keep them connected? What other methods can we consider to ensure students persist at Stockton on a path to academic success?

13. During the spring of 2019, Stockton launched a new Early Alert Form to help faculty and staff identify students who might need extra assistance. Did anyone at your table submit a form? If so, can you describe the experience? Do you think the Early Alert is helpful? How might it fall short in helping students?

14. How can Stockton reach out to students who stop attending class?

Ideas for building SMART Goals

1. Support and increase the level of high impact practices, including study abroad opportunities, research experiences, etc.

2. Create a common research project/topic during the first year that is introduced through the freshman seminars.

3. Support professional development for faculty regarding pedagogy and working with high-risk students.

4. Review the current infrastructure for pedagogical support and curriculum development for effective practices to strengthen collaboration of various entities including the IFD, the CLD, the library, and others.

5. Examine ELO's with a fresh consideration of current student needs, such as mental health issues.

Diversity & Inclusion
Co-hosts: Valerie Hayes & Allison Sinanan

Specific Session Goals

1. Review our understanding of diversity and inclusion.
2. Identify example of where diversity and inclusion at Stockton worked well.
3. Identify pitfalls and challenges of achieving increased diversity and inclusion at Stockton.
4. Develop potential SMART goals that would stregthen and empower the people of Stockton to advance the university's mission, vision and values regarding diversity and inclusion.

Discussion Questions

1. How do you experience diversity at Stockton?
2. How do you experience inclusion at Stockton?
3. Provide an example when diversity and inclusion efforts worked well at Stockton. What were the guiding principles that made diversity and inclusion efforts work well?
4. Provide an example when diversity and inclusion efforts did not work well at Stockton. Suggest ways in which diversity and inclusion efforts would have worked better.
5. Do you feel a sense of acceptance and belonging at this University?
6. How can we make the campus more inclusive?
7. Why do you think retention of faculty of color is a problem at Stockton? It is more of a problem in certain programs?
8. Do you feel the students here are respectful of people of different races?
9. Do you feel the faculty here are respectful of people of different races and cultures?
10. Lunch Question: Mindful Challenge Question: How often have you felt discriminated against or harassed on this campus for the following reasons: Age; Disability; Socio-economic status; Gender; Race or Ethnicity; Religious beliefs; Sexual orientation; English speaking ability/accent; political affiliation/views; other.
11. What's broken, If anything with Stockton's diversity and inclusion efforts? Suggest strategies that will fix what is broken.
12. Without using the word respect, describe what respect means to you? For example, what did the other person do that made you feel respected? If you have never felt respected, then what would you like others to do differently to help you feel respected?
13. Do you feel comfortable speaking your truth at Stockton? Why or why not?
14. Do you have a sense of acceptance and belonging at Stockton?

Ideas for building SMART Goals

1. Create a multi-cultural center focused on social justice issues.
2. Enhance diversity education for students through Stockton's curriculum.
3. Examine support structures related to retention of minority students and improve them.
4. Examine achievement gaps and develop intentional efforts to close them.
5. Require training for all employees related to diversity, inclusion, and implicit bias,
6. Increase diversity of faculty in all schools.

Inclusive Student Success
Co-hosts: Chris Catching & Christine Ferri

Session Specific Goals
1. Review our understanding of inclusive student success. 2. Identify factors that contribute to inclusive student success at Stockton. 3. Identify better ways to support inclusive student success at Stockton. 4. Develop potential SMART goals that would further support inclusive student success.

Discussion Questions
1. How and what does Stockton do well to help students to feel safe, supported, and included? 2. Where and how can Stockton improve in helping students to feel safe, supported, and included? 3. Think of the barriers that you overcame to realize your own success? Were the people around you aware of the barriers that were there? What obstacles might we be placing, either knowingly or unknowingly, as barriers to inclusive student success? 4. Has Stockton's move to a test optional admissions policy allowed Stockton to be more inclusive? How has this policy supported or not supported inclusive student success? 5. Does the diversity of Stockton's faculty, staff, administration, and leadership support inclusive student success? Where and how can Stockton better support student success? 6. Other than providing more counseling staff, what are the ways that Stockton can support wellness for its students? 7. Examine the data provided about new freshman and transfer students. What conclusions can you draw about inclusive student success? What additional information do you need to make recommendations about how to be more inclusive when it comes to access to Stockton? 8. Examine the retention data provided. What conclusions can you draw about inclusive student success? What additional information do you need to make recommendations about how to be more inclusive when it comes to persistence at Stockton? 9. Examine the retention data provided. What conclusions can you draw about inclusive student success? What additional information do you need to make recommendations about how to be more inclusive when it comes to persistence at Stockton? 10. Examine the data presented about participation in high impact practices. What conclusions can you draw about inclusive student success? What additional information do you need to make recommendations about how to be more inclusive when it comes to engagement in High Impact Practices at Stockton? ⍰

Ideas for building SMART Goals
1. Examine and close achievement gaps. 2. Create a multi-cultural center focused on social justice issues that will improve retention of students currently under-represented at Stockton. 3. Examine potential barriers to student success and remove them. 4. Create new articulation agreements with county colleges in northern New Jersey. 5. Analyze the utilization of the Early Alert form and CARE and its effectiveness and optimize these tools to promote student success. 6. Create consistency in the first-year curriculum that will assure students are set up for success adapting to college. 7. Create a systematic way to collect information about students' personal success goals and evaluate success through the student's perspective.