

POLICY STEERING COUNCIL
MEETING SUMMARY

*Higher Education Strategic Information
and Governance (HESIG)*

June 27, 2012

Darryl G. Greer, Ph.D.
Senior Fellow, Center for Higher Education
Strategic Information and Governance
The Richard Stockton College of New Jersey



Meeting Summary

Higher Education Strategic Information and Governance (HESIG)

Policy Steering Council

June 27, 2012

Richard Stockton College

Acknowledgements

The inaugural meeting of the HESIG Policy Steering Council was supported by a grant from the President's Strategic Initiative Fund. HESIG deeply appreciates the support of President Herman Saatkamp and his executive staff in helping to provide for the meeting. Special thanks, too, are extended to Provost and Executive Vice President Harvey Kesselman and his entire Academic Affairs team, and to Sharon Schulman, Dan Douglas and the staff of the William J. Hughes Center for Public Policy for significant guidance.

Finally, the meeting could not have been successful without the creative and diligent planning efforts of Corrine Wilsey, Stockton graduate student and staff member of the Hughes Center.

July 25, 2012

Darryl G. Greer, Ph.D.

Senior Fellow, Higher Education Strategic Information and Governance

The inaugural meeting of the Policy Steering Council of the Center for Higher Education Strategic Information and Governance (HESIG) was held June 27, 2012 at The Richard Stockton College of New Jersey. A list of Council members in attendance is appended. The Council's discussion was facilitated by HESIG Senior Fellow, Darryl G. Greer. The meeting was supported by the Presidents Strategic Initiative Fund, and with assistance from the William J. Hughes Center for Public Policy, and the Office of the Provost. An agenda and discussion questions for the meeting are appended; and a compendium of special background materials and data supporting the agenda is available at <http://inraweb.stockton.edu/eyos/page.cfm?siteID=135&pageID=107>.

Charge:

The charge to the Council was to advise HESIG on its mission and vision (attached); top priorities; structure; and partnerships for 2012-13.

Assumptions:

An introductory essay excerpted from a 2010 published paper by Darryl Greer and Michael Klein, CEO, NJ Association of State Colleges and Universities, that provided a foundation for creation of HESIG, set forth the underlying premise for the discussion: Higher education is a public good. The means by which we finance public colleges is severely broken and needs to change. Without new models to support public colleges, higher education will fail its principal purpose of providing broad college access. Furthermore, without new funding rationales that have transparency and predictability for all funding partners, colleges will lose public trust- a critical element in sustaining the American democratic experience through education. The challenge of meeting the goals of improving college completion and finding new cost models presents a significant policy opportunity (On the Horizon, 2010). Accordingly, two large questions were at the center of the Council's discussion:

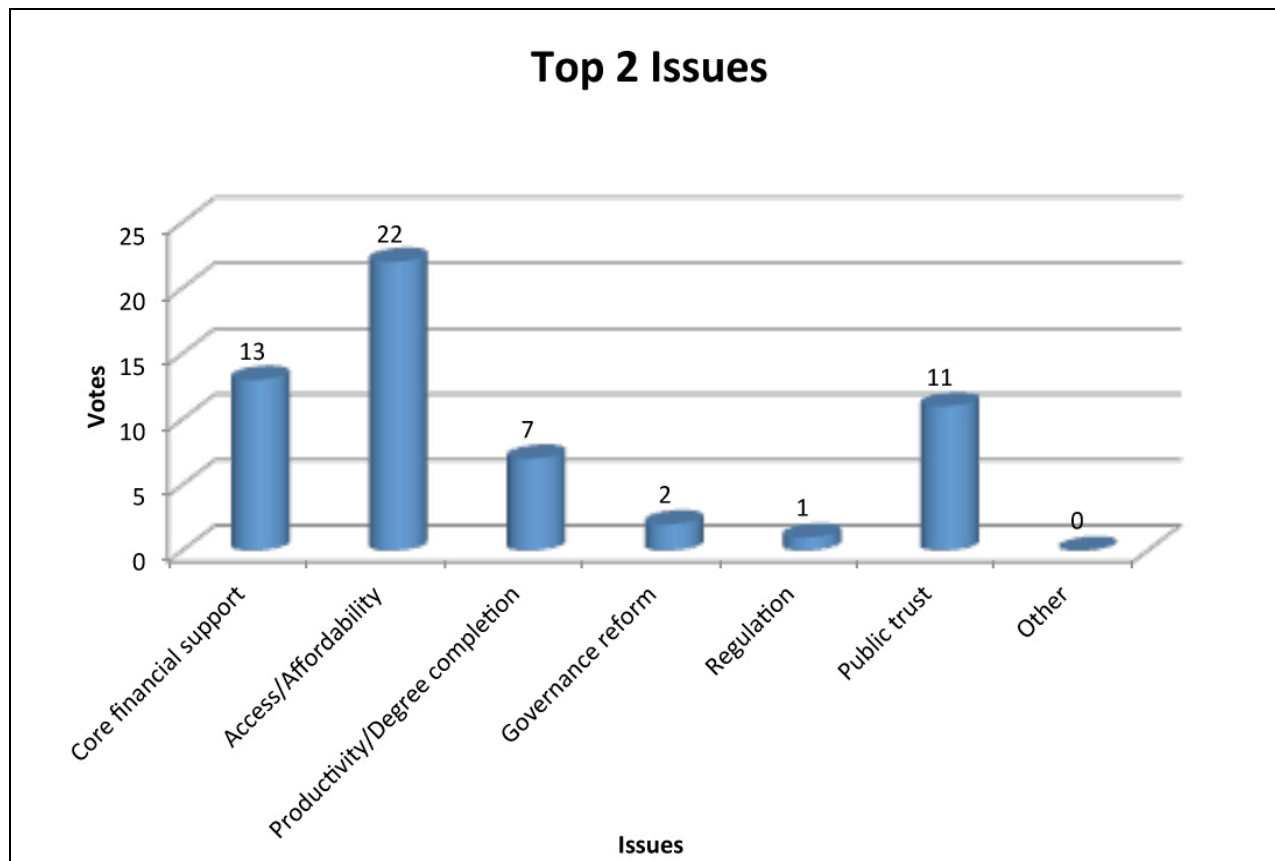
- What policy and practice needs to change to create new productivity and financial accountability models, and to build public trust?
- What is the role of HESIG, within its proposed mission?

Top Issues; Solutions; and HESIG Priorities:

Synthesized from Association of Governing Boards (AGB) and American Association of State Colleges and Universities (AASCU) publications (2012), the Council was presented with a choice of seven of the most pressing policy issues facing American higher education; seven choices for top solutions; as well as seven possible responses for top HESIG priorities. While not a scientific survey, the Council identified the "top two" responses in each category as indicated below:

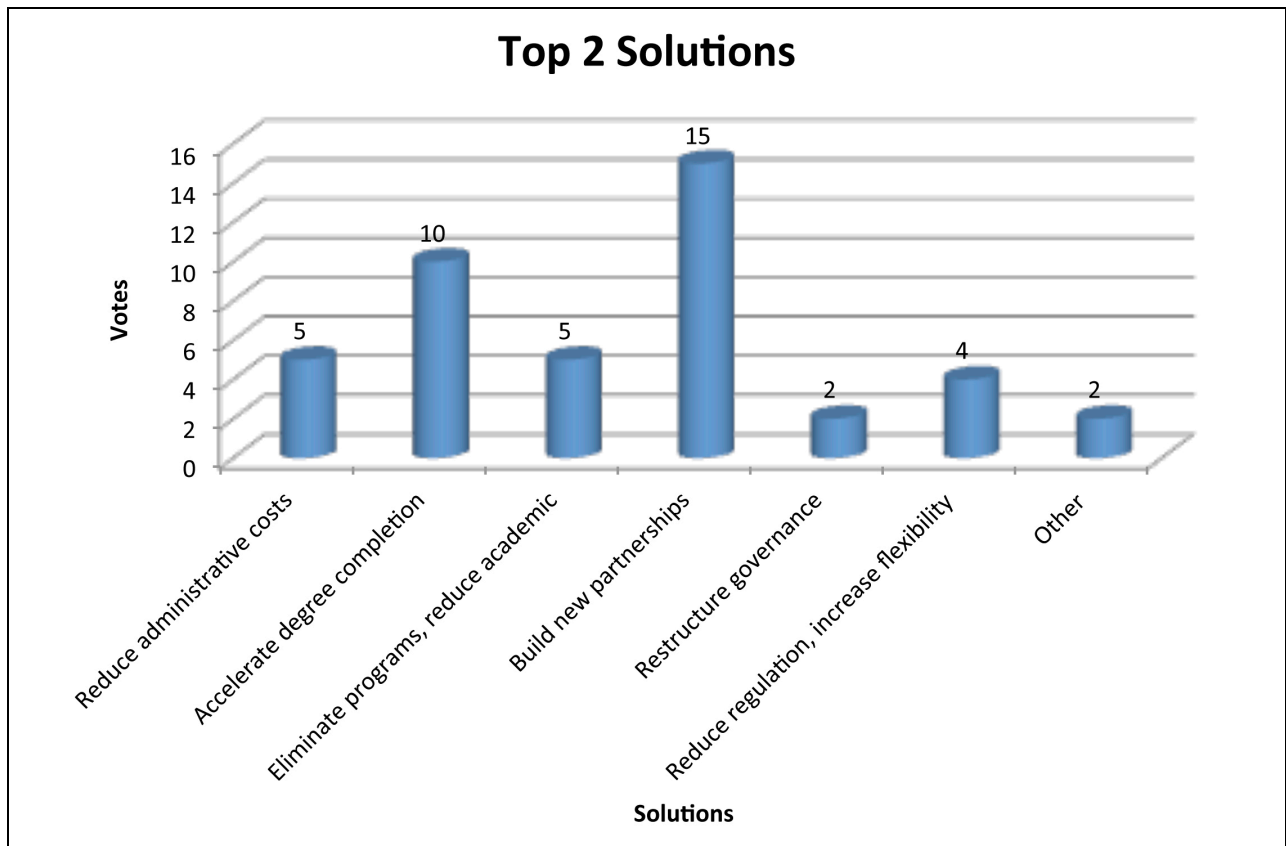
□ What are the top two issues facing American higher education?

1. Core financial support
2. Access/affordability
3. Productivity/Degree completion
4. Governance reform
5. Regulation
6. Public trust
7. Other



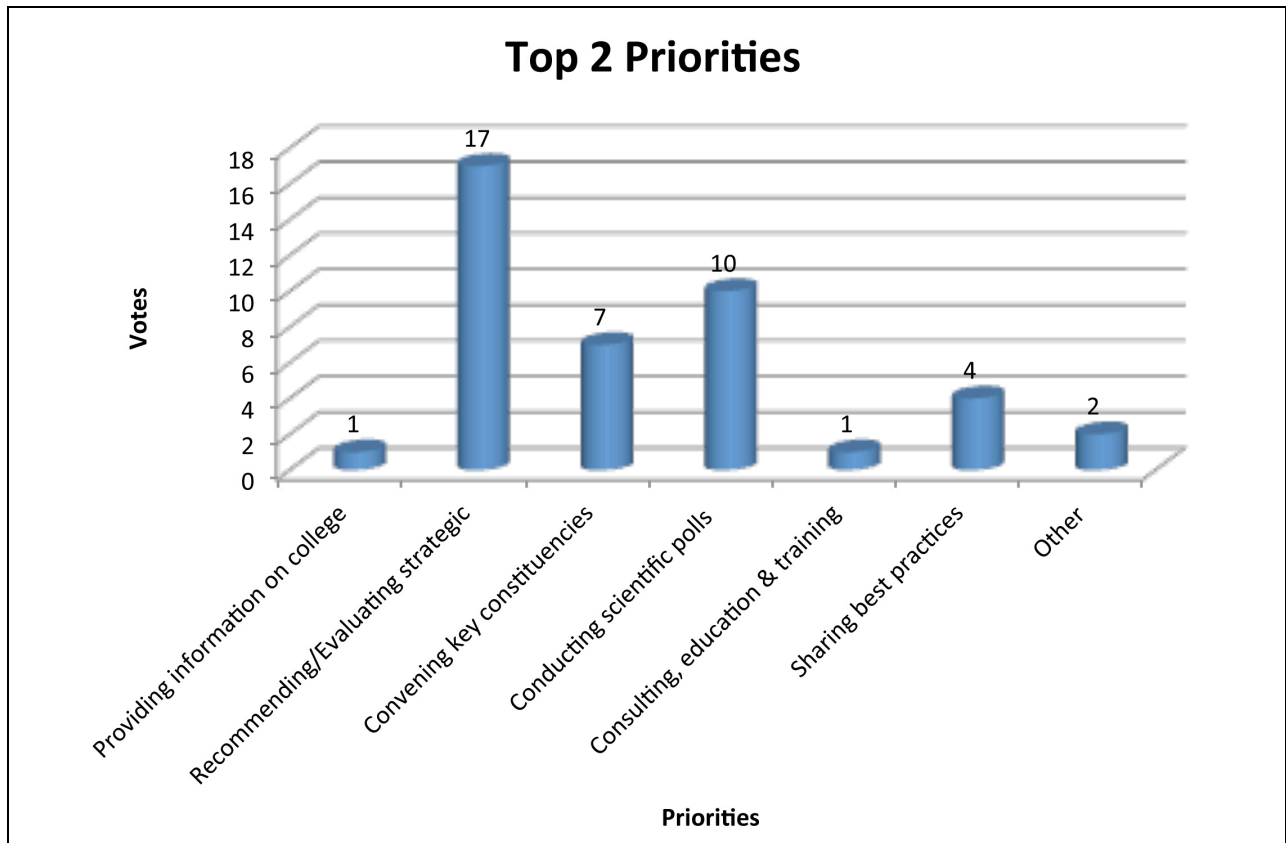
□ *What are the top two solutions?*

1. Reduce administrative costs
2. Accelerate degree completion
3. Eliminate programs, reduce academic costs
4. Build new partnerships
5. Restructure governance
6. Reduce regulation/increase flexibility
7. Other



□ *What should be HESIG's top two priorities?*

1. Providing information on college effectiveness
2. Recommending/evaluating strategic policy action and reform
3. Convening key constituencies
4. Conducting scientific polls
5. Consulting, education and training
6. Sharing best practices
7. Other



The council was not asked to reach consensus about these issues, but instead, to provide candid advice about how HESIG might address them. In suggesting these priorities, the Council highlighted the relationship among core financial support and degree completion, affordability and public trust. Furthermore, the Council stressed throughout its discussion the need, especially in NJ, for HESIG to help identify, and support a larger “public agenda;” and the need

to build communications strategies that lead to greater public input, support for policy change, and strengthening of public trust for colleges.

Summary of Top Advice and HESIG Priorities:

The top advice from the HESIG Steering Council included:

- To recommend and evaluate strategic policy options and priorities for higher education that complement larger regional and state needs.
- To promote public engagement strategies to build public trust, (such as scientific polling) to help define the means by which policy makers and citizens can agree on outcomes and means for achieving and measuring success.
- To serve as an “honest broker” that is an objective voice for policy options related to higher education, and to recommend strategies free of political or institutional interests.

Furthermore, the Center was encouraged to:

- Work closely with the New Jersey Secretary of Higher Education and the legislature, as well as all segments of the higher education community, schools, business and labor to create a collaborative model for access to college and policy for degree completion.
- Identify, disseminate and encourage “best practices” using empirical data leading to effective policy solutions on college affordability and productivity.
- Seek advice from the business and labor communities regarding workforce needs and useful college outcomes for graduates related to civility, participation in the democratic process, and global awareness.
- Create a technical working group to assist in evaluating innovative business models to help finance college and to help families pay for it.

Council Discussion by Topic:

I. Access, Capacity and Completion (Provocateur- Dennis Jones, National Center for Higher Education Management Systems)

Overview: New Jersey can be characterized as a leading state for high school completion, college aspiration and college completion; degree production (taking into account total funds available); high price; high financial aid; and high college-bound student out-migration. Challenges for New Jersey include expanding degree productivity and completion, especially focusing on the needs of the adult and emerging populations, and maintaining a commitment to equity and diversity. Data indicate that the state needs to increase college completion and degree

productivity, in the face of declining state investment, by reducing the number of college-bound students it exports and college graduates it imports. This goal has a better chance of being accomplished through alignment with a public agenda, through more consistent higher education policy and with a place such as HESIG to explore collaboration solutions, to help set policy priorities and objectively promote positive policy change.

Discussion Highlights:

- Place less attention on policy process and governance structure, and greater focus on service to the state; and creation of a “place” to consider and advocate policy change, one that can sustain a consistent set of strategic priorities.
- Help college/university leaders close the gap on achieving policy objectives through inter-institutional efforts, recognizing the special strengths of each higher education segment; and by taking a stronger leadership role in communicating higher education’s role in serving the state.
- Establish a clearer definition of the purposes of college, and its value as defined by citizens, workforce needs, and a larger public agenda, recognizing that failure to do so will erode public trust and lead to external certification of the value of a college degree.
- Focus HESIG’s priorities and communications strategies on the purposes of college linked to larger social needs; access for a changing population; degree completion; and measuring outcomes in a manner that can be communicated and supported by numerous constituencies.

II. Alignment of Purposes of College with Broader Public Agendas and Public Trust(Provocateurs-Richard Novak, Association of Governing Boards of Colleges and Universities; Dan Hurley, American Association of State Colleges and Universities)

Overview: The multiple purposes of college include: providing individuals with a liberal education; serving as a workforce provider; and serving broader public good purposes, such as preparing individuals to understand and sustain a democratic experience. The more colleges are viewed by citizens as only workforce providers, and less as involved in preparing students for broader social engagement, the harder it is to gain and build public trust. Accordingly, public trust in the value of college goes far beyond measuring the return on financial investment. Once trust is lost, it is difficult to regain.

While the “public agenda” has many facets, higher education is more likely to win public trust by communicating in plain language, tested in public forums, the values

of higher education and how they are achieved. Higher education leaders, entrusted with institutions and acting as “stewards of place,” should actively engage citizens beyond immediate populations served, and beyond the immediate benefits of a college education. Keeping the publics’ trust should be viewed as a continuing collaborative endeavor.

Discussion Highlights:

- Given that the principal mission of college is to educate students, measures of student success following college completion are the best way to illustrate the value of college.
- Colleges need to be clearer in empirical ways about what they expect from students (learning objectives). Higher education leaders need to provide convincing and compelling evidence about learning outcomes for citizens, employers and policy makers.
- Building public trust requires strong advocacy based on empirical data showing value added for the public/private investment. Higher education should not expect others to take a lead on this.
- The current disinvestment in higher education, in many states, should not be confused as a cause-and-effect coherent policy critique of the value of college. Such disinvestment is not fundamentally driven by a loss of faith in the purposes of college.
- Good governance of colleges grows not from a particular structure, but instead from presidents and trustees asking and answering the right questions concerning mission, transparency and accountability for outcomes. Good governance practices, more than structural change, need to improve to sustain public trust.

III. New Models of Financial Accountability, Productivity and Affordability (Provocateurs, John Walda, National Association of College and University Business Officers; Jane Wellman, National Association of System Heads/Delta Cost Project)

Overview: Business models for funding colleges have consistently been changing, including tuition-price discounting; fund raising and endowment management; and generation of non-business related income. It is likely that the current funding trend will continue, away from public financing toward a greater share of funds coming from families and students, and other means. Colleges should take advantage of emerging economies such as increased use of technology in service delivery and administration; reducing time to degree; outsourcing; more effective and flexible

use of facilities; and innovative, integrated business practices for energy usage/generation; and facilities management.

It is unlikely to expect a turnaround in public investment; and colleges cannot simply look to increase marginal revenue or decrease marginal cost as a substitute funding solution. Instead, institutions should move to an “investment model,” from a budget balancing approach, which takes into account income from all sources, rather than trying to increase particular pots of money (e.g. state appropriations, tuition). The investment model allows institutions to approach service and spending in a more targeted, strategic manner based on priorities over multiple years instead of annually; and stresses reallocation of internal resources based on need and evaluation. This approach is more dynamic and less dependent on reacting to swings in revenue. Furthermore, the model, more readily provides for funding student success, by targeting resources to higher risk students at lower division levels, thereby advancing persistence, affordability and degree completion goals.

Discussion Highlights:

- Colleges and universities need to improve communication about emerging cost models, thereby reducing confusion and misinformation among key constituencies that erode public trust.
- Language needs to be developed together with new financial/business models that tie directly to colleges’ public purposes and educational outcomes.
- College presidents and boards need to provide stronger leadership in bringing about change by making firmer decisions on resource allocation, especially allocation of faculty work, timing and sequence of course offerings, growth in new programs and administrative support systems, given that personnel is the major cost driver for colleges. While addressing these matters improves the likelihood for productivity gains and support for greater public investment, it is important to recognize the critical role of faculty in delivering educational service. Faculty should not disproportionately carry the productivity burden.
- Some innovative ideas include: shortening time to earn a degree for students who can; extending the academic year and critical course offerings; reducing total credits needed for graduation; blending more online credits and partnerships with other colleges; and reducing administrative costs – all to increase productivity and to reduce the steady increase in price.
- It may be time for higher education to answer the questions: Is college for everyone; are we attempting to educate too many citizens in the absence of a national vocational/technical education policy; are all partners spending too much as a result?

IV. HESIG’s Mission and Priorities (Facilitator, Darryl Greer, Richard Stockton College)

In response to the question: What is an appropriate role for HESIG to play, and what should be its priorities, Council members suggested the following:

- HESIG should be a place for setting higher education priorities, tied to a public agenda. It should be a leader in making policy recommendations, encouraging action and measuring results in a manner that strengthens public trust.
- HESIG can play a leadership role as an informed part of the national search for policy solutions, by documenting and disseminating evidence of refined models for financing college that achieve the goals of access, affordability, productivity and accountability.
- The Center should be the means for helping educational leaders, policy makers and citizens reach collective decisions about taking action to achieve policy change.
- HESIG should act as an active “honest broker” in identifying explicit policy priorities, evaluating ideas, and building communications strategies that help to strengthen public trust, tied to a public agenda.
- In summary, two top priorities for HESIG should be to recommend and evaluate opportunities for strategic policy action and reform; and to build communications and public engagement strategies including scientific polling to help bring about desired policy collaboration and change, and that promote public trust.**

Next steps for HESIG include:

- Refine the HESIG mission and vision statement.
- Appoint a working group to help define specific objectives and a time line for achieving them.
- Beyond Stockton and the Hughes Center for Public Policy, build regional, state and national partnerships, and identify funding to help the Center achieve its mission.

Appendix A

HESIG Policy Steering Council Members

		Title
Peter	Caporilli	CEO, Tidewater Workshop; Member, RSC Foundation Board
Henry	Coleman	Professor Public Policy, Rutgers University; Trustee, N.J. City University
Jan	Colijn	Dean, General Studies, Richard Stockton College
Daniel	Douglas	Director, William J. Hughes Center for Public Policy
Stanley	Ellis	Chair, Board of Trustees, Richard Stockton College
Michael	Frank	Professor, Psychology, Richard Stockton College
Thomasa	Gonzalez	Vice President of Student Affairs, Richard Stockton College
*Louis	Greenwald	NJ State Assembly, Majority Leader
Darryl	Greer	Senior Fellow, William J. Hughes Center for Public Policy
Brad	Hartman	Student, Economics, Richard Stockton College
*Rochelle	Hendricks	N.J. Secretary of Higher Education
David	Hespe	Chief of Staff, N.J. Department of Education
Dan	Hurley	Director, State Relations & Policy & Policy Analysis, American Association State Colleges and Universities (AASCU)
Dennis	Jones	President, National Center for Higher Education Management Systems (NCHEMS)
Cheryl	Kaus	Dean, Social & Behavioral Sciences, Richard Stockton College
Claudine	Keenan	Dean, Education, Richard Stockton College
Harvey	Kesselman	Provost and Executive Vice President, Richard Stockton College
*Phillip	Kirschner	President, New Jersey Business and Industry Association

Michael	Klein	CEO, N.J. Association State Colleges and Universities (NJASCU)
*Kurt	Landgraf	President, Education Testing Service (ETS)
Lewis	Leitner	Dean, Graduate and Continuing Studies, Richard Stockton College
Larry	Nespoli	President, NJ Council of County Colleges
Richard	Novak	Senior VP, Association of Governing Boards of Colleges and Universities (AGB)
David	Payne	Vice President & COO, Higher Education Division, Education Testing Service (ETS)
Jon	Regis	M.D., President & CEO, Reliance Medical Group
Herman	Saatkamp	President, Richard Stockton College
Sharon	Schulman	Special Assistant to President for External Affairs and Institutional Research
Alex	Vervoort	Chair, Student Welfare Committee, Richard Stockton College
John	Walda	President & CEO, National Association of College and University Business Officers (NACUBO)
Steven D.	Weinstein	Partner; Florio, Perrucci, Steinhardt & Fader
Dennis	Weiss	Dean, Natural Sciences and Mathematics, Richard Stockton College
Jane	Wellman	Executive Director (Delta Project on Postsecondary Costs); National Association of System Heads (NASH)
Corrine	Wilsey	Graduate Student, MA in Criminal Justice, concentration in Forensic Psychology
John B.	Wilson	President, Association of Independent Colleges & Universities, NJ
David	Wolfe	Assemblyman, District 10 (Ocean)

*** Denotes a council member unable to attend the meeting**

Appendix B

Agenda for June 26-27 Inaugural Meeting, HESIG Policy Steering Council

June 26

- 6:00pm Reception at the Seaview
- 7:00-8:00pm Dinner
Welcome – President Saatkamp & Chairman Ellis

June 27

- 8:00am Breakfast in Campus Center Meeting Room 5
- 8:45am Introductions – D. Greer
Purpose – President Saatkamp
HESIG Mission & Day’s Objectives – D. Greer
- 9:15-9:30am **Topic #1** -- Access, Capacity and Completion: Who will colleges serve?
Provocateurs – D. Jones (NCHEMS); R. Hendricks (N.J. Secretary of Higher Education)
- 9:30am Discussion
- 10:30am Break
- 10:45-11:00am **Topic #2** -- Alignment of Purposes of College with Broader Public Agendas: How to engage the public and account for public trust?
Provocateurs – R. Novak (AGB); D. Hurley (AASCU)
- 11:00am Discussion
- 12:00pm Lunch
- 1:00-1:15pm **Topic #3** -- New Models of Financial Accountability, Productivity, and Affordability: How will college be financed and paid for?
Provocateurs – J. Wellman (NASH, Delta Project); J. Walda (NACUBO)
- 1:15 Discussion
- 2:15-2:30pm **Topic #4** -- Bringing it all Together: HESIG Mission; Stockton as a Model for Change: What are HESIG priorities and comparative advantage?
Recapitulation – D. Greer
- 2:30pm Discussion
- 3:30pm Adjourn

Appendix C

HESIG June 27 Policy Steering Council Meeting Questions for Discussion

- TOPIC #1** *Access, Capacity and Completion: Who will colleges serve?*
1. Who should attend college in the next decade?
 2. How can colleges fulfill missions for traditional and emerging student populations, and expand service to new populations (e.g. adult non-completers) as well?
 3. What is the appropriate balance between collaboration and competition for students, with Community Colleges and other institutions?
 4. What are the most effective (promising) means of accelerating school partnerships and degree completion?
 5. How can traditional colleges provide or partner successfully with others to offer on-line education, as a means of improving productivity and affordability?
- TOPIC #2** *Alignment of Purposes of College with Broader Public Agendas: How to engage the public and account for public trust?*
1. Is it appropriate to assume that higher education is primarily a “public good?”
 2. What are the critical measures (metrics) of accountability for educational mission?
 3. How do colleges demonstrate a connection to the larger public agenda(s) outside of educational outcomes?
 4. What are the critical outcomes beyond jobs, after graduation?
 5. How should colleges communicate with the public, beyond those citizens that they currently serve?
 6. Are revised or new governance structures needed to achieve mission accountability in a new era of enterprise?
- TOPIC #3** *New Models of Financial Accountability, Productivity and Affordability: How will college be financed and paid for?*
1. What options are open to public colleges to achieve core funding needs, greater productivity and affordability, given state funding disinvestment, and rationing of state and federal need-based student financial aid?
 2. Can colleges continue to meet access and affordability challenges through internal income transfers (scholarships)?
 3. Is differential tuition an effective and acceptable means of meeting the affordability challenge, and financing the core educational enterprise?
 4. Can creation of new public service (public benefit) corporations serve both financial and mission accountability goals?
- TOPIC #4** *HESIG Mission and Stockton as a Model for Change: What are HESIG priorities and comparative advantage?*
1. What might be a special niche for HESIG to participate in a national and state policy arena?
 2. What should be HESIG top two priorities in its first year of operation?
 3. What should be HESIG products or special contributions?
 4. With whom should HESIG partner substantively and financially to fulfill its mission?
 5. How can HESIG serve Stockton as a model for positive change?

Appendix D

Center for Higher Education Strategic Information and Governance (HESIG) Mission Statement

The mission of HESIG, Richard Stockton College of New Jersey, is to serve as an agent for constructive higher education policy change, by recommending strategic policy action, aligned with a public agenda to serve the public good. Guiding principles include: enhancing college access, affordability, college completion, productivity, accountability and public trust. Initially, the Center will focus, partnering with others, on identifying effective models for financing public colleges and building new partnerships to achieve these ends.

The Center, affiliated with the William J. Hughes Center for Public Policy, collects, analyzes, evaluates and disseminates objective, timely empirical information and governance best practices critical to the delivery of quality higher educational service. An important goal of the Center is to inform higher education leaders, policy makers and citizens to help bridge the gap between policy and practice; to align better higher education policymaking with the long-term needs of the citizens, institutions, and the state; to share policy options, comprehensive trend and performance indicators; and to promote strategic partnerships, effective trustee governance and public trust.

The means by which the Center informs institutions, policymakers and the public include data-driven publications and web-based information, project engagements, scientific polling, facilitation and training, and unique conferences and forums to convene all parties.

The Center will benefit colleges and universities, the state, policymakers, and citizens by:

- Collecting, analyzing, integrating, and disseminating important strategic trend data related to enrollment, student attainment and completion, finance, productivity and affordability, tied to a broader public agenda for state and national prosperity;
- Recommending policy to state decision makers, trustee governing boards, and affiliated organizations, that facilitates good governance practice, and that enhances mission effectiveness, openness and transparency, accountability and public trust;
- Identifying analytical tools that enhance the coherence of policy options and strategies to achieve them;
- Evaluating policy options and outcomes that facilitate building long-term strategies to meet institutional and state goals;
- Conducting scientific polling and building communications strategies that promote understanding of shared responsibilities, long-term support for policy reform, and greater public trust.

Important outcomes include:

- Stronger alignment of institutions' missions with the public agenda leading to greater institutional confidence in decision making;
- Better informed policy makers and boards of trustees, more institutional collaboration, and stronger public accountability;
- Improved awareness of trends, competitive market forces and the effect of state and institutional policy options on access, affordability, completion and college outcomes;
- Greater transparency about the means by which public policy decisions can be made;
- Identification of analytical tools that allow for evaluation of policy performance;
- Better informed citizens, greater public trust, and stronger support for investment in higher education.

Appendix E

Center for Higher Education Strategic Information and Governance

Vision:

To be a state and national leading information resource about higher education policy options and solutions regarding access, finance and affordability, accountability and public trust.

Comparative Advantage:

HESIG is outcome oriented. HESIG recognizes that STRATEGY denotes scarcity, competition (for resources and ideas), and change; and connotes flexibility, dynamic/interactive engagement, and winning outcomes.

- In cooperation with others, HESIG, affiliated with Stockton and the Hughes Center, has the capacity to be first in the marketplace in NJ about independent (nonpartisan), objective policy options and solutions.
- HESIG has the capacity to test solutions related to public trust directly, through public judgment/public engagement strategies.

How HESIG achieves the vision:

1. Recommending policy reform and evaluating policy performance.
2. Sharing information of promising effective new models for higher education policy.
3. Conducting scientific public opinion polls.
4. Building partnerships and convening key constituencies through unique policy summits.
5. Serving as a clearing house for information.
6. Engaging others through consultations, education and training.

Revised 7/25/12

Office of the President
Herman J. Saatkamp, Jr., *President*

Ph: 609.652.4521
Fax: 609.652.4945



THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Appendix F

Sample Letter of Invitation to the Council

March 5, 2012

Dear:

On behalf of the Richard Stockton College of New Jersey I am excited about inviting you to serve during 2012-2013 as a founding member of a special Policy Steering Council for the Center for Higher Education Strategic Information and Governance (HESIG).

The Center, conceptualized during 2011, is an ambitious effort to inform and strengthen policy affecting college access and completion; college finance and affordability; and public accountability. The Center will work on issues of national and state importance, focusing especially on New Jersey and Richard Stockton College as a model for change. The college is pleased that Darryl Greer joined us in January as a Senior Fellow to lead this initiative.

The Council will consist of approximately twenty individuals, including national experts in higher education, and prominent citizens in state leadership positions in business, finance, and public service, as well as talented Stockton colleagues.

Your guidance regarding how colleges and universities can improve educational productivity for the purpose of expanding opportunity, making college more affordable, and gaining greater public trust is central to our ability to serve the broad public purposes of higher education.

The Council will meet initially on Tuesday, June 26 for dinner, followed by a full-day working session Wednesday, June 27.

The charge to the Council is to advise HESIG on achieving the mission of the Center (appended). The panel will be facilitated by Darryl, with assistance from several expert members. The first meeting will be held at Stockton, which has superior facilities to support our work, including ownership of The Sea View Resort, very close to the college. Meetings will be private, and not open to the public, so that individuals are free to give candid advice, without attribution.

Summaries of your meetings will be prepared, and Council recommendations will be achieved with the help of a separate permanent working Advisory Committee, and the significant resources of the William J. Hughes Center for Public Policy.

Council members will be reimbursed for travel and any other necessary expenses associated with service.



1971 - 2011

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101 Vera King Farris Drive Galloway, NJ 08205

The timing of creating HESIG is critically important to the future of public higher education. Put simply, the means by which we finance public colleges and universities, that serve 80 percent of college students nationally, is severely in need of repair. Without new models, public higher education will fail its principal purpose of providing a broad college opportunity, especially to low- and middle-income students, and an emerging population of new Americans. Moreover, without a new funding rationale that has transparency and predictability for all funding partners, these colleges will lose the public trust – a critical element in sustaining the American democratic experience through education. Through HESIG we hope to improve the chance for success on these issues.

I look forward to working with you on this exciting and important initiative, and to hearing from you, soon.

Please accept this invitation by returning the enclosed response card to:

Darryl Greer, Ph.D.
The Richard Stockton College of New Jersey
The William J. Hughes Center for Public Policy
101 Vera King Farris Drive
Galloway, NJ 08205

You may also send email response to Darryl.Greer@stockton.edu or Corrine.Wilsey@stockton.edu. Please call, 609-626-3849, if you have any questions.

Sincerely yours,

Herman J. Saatkamp, Ph.D.
President
The Richard Stockton College of New Jersey

HJS: CRP
3-2-12
Enclosures

Attachments

2012 HESIG Policy Steering Council Acceptance Form
HESIG Mission
Darryl G. Greer Biography
The President's 2011 Annual Report