



COMMITTEE ON CAMPUS DIVERSITY  
AND INCLUSIVE EXCELLENCE



COMMITTEE ON CAMPUS DIVERSITY AND INCLUSIVE EXCELLENCE  
**Periodic Report**  
September 2016 through June 2018

**stockton.edu**  
Stockton is an Equal Opportunity Institution

## COMMITTEE MEMBERSHIP

Dr. Harvey Kesselman.....President

### CO-CHAIRS

Dr. Arnaldo Cordero-Roman..... Associate Professor of Spanish

Dr. Valerie Hayes, Esq.....Chief Officer for Institutional Diversity and Equity

### 2017-2018 FACULTY AND STAFF MEMBERS<sup>1</sup>

Dr. Donnetrice Allison.....Faculty Senate President/Associate Professor of Communication

Margot Alten.....Professional Services Specialist 4

Dr. Haley Baum.....Associate Director of Residential Life

Colleen Britton.....Police Lieutenant

Dr. Guia Calicdon-Apostle.....Associate Professor of Social Work

Thomas Chester.....Assistant Vice President for Human Resource Operations & Payroll

Stacey Clapp.....Director of Digital Engagement

Patricia Collins.....Community Engagement Liaison/Adjunct Instructor

Christy Cunningham.....Associate Director for Training & Organizational Development

Laurie Dutton.....Director, Women's, Gender & Sexuality Center

Dr. Jennifer Dunkle.....Assistant Professor of Social Work

Lydia Fecteau.....Adjunct Faculty

Ariane Hutchins-Newman.....Assistant Dean

Dr. Maritza Jauregui.....Associate Professor of Sustainability

Dr. Zornitsa Kalibatseva.....Assistant Professor of Psychology

Esther Lawrence.....Assistant Dean

Dr. Adam Miyashiro.....Assistant Professor of Literature

Kristen Mittleman.....Health Educator

Delores Mozelle-Wright.....Principal Clerk Typist

Dr. Pedro Santana.....Assistant Vice President Division Administration & Strategic Initiatives

Dr. Ameer Shah.....Associate Professor of Health Science

Dr. Ekaterina (Kathy) Sedia.....Associate Professor of Biology

Julie Shockley.....Professional Services Specialist, Plant Management

Dr. Brian Tyrrell.....Associate Professor of Hospitality & Tourism Management Studies

Cheryl Vaughn-Jones.....Assistant Dean

Dr. Beverly Vaughn.....Professor of Music

Dawn Watkins.....Professional Services Specialist 3

Cheryl Wilson.....Assistant Supervisor 4

Alan Zellner.....Deputy Officer for Institutional Diversity and Equity

### 2017-2018 STUDENT MEMBERS

Victoria Dambroski..... President, Student Senate

Stephanie Hanvey.....Vice President, Student Senate

Askhia Khawaja.....Member, Finance Committee, Student Senate

Rawan Maarouf.....Member, Governmental Affairs, Student Senate

Leighanna Ritter.....Chair, Student Affairs Committee, Student Senate

### PAST FACULTY AND STAFF MEMBERS<sup>2</sup>

Diane Epps (retired)..... Manager for Institutional Diversity and Equity

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<sup>1</sup> Appointments to the Committee on Campus Diversity and Inclusive Excellence occur year-round. This list comprises faculty and staff who served from 2016-2017 and 2017-2018. This list also includes newly appointed members in 2017-2018.

<sup>2</sup> Faculty and staff who retired or stepped down during the period covered in this report.

Dr. Darrell Cleveland.....Associate Professor of Education  
Dr. Sonia Gonsalves (retired).....Director of Academic Assessment & Professor of Psychology  
Dr. Francis Nzuki.....Associate Professor of Developmental Math  
Thomas O'Donnell (retired).....Assistant Dean of Students  
Daniel Tomé.....Director of Service Learning

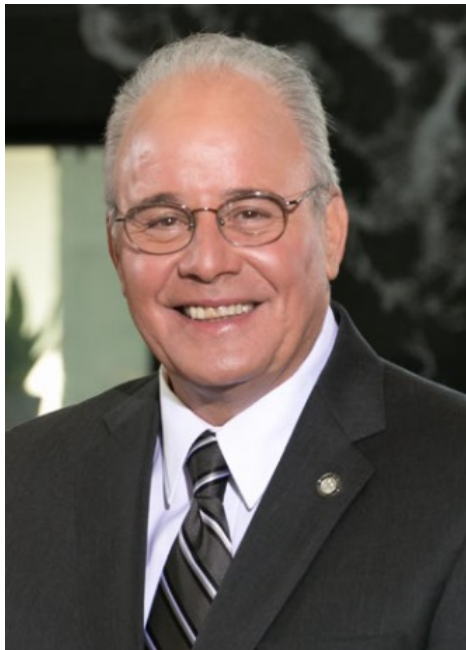
**2016-2017 PAST STUDENT MEMBERS**

Kaltoum Alibrahimi.....Undergraduate  
Jade Lopez.....Undergraduate  
Maryam Sarhan.....President, Student Senate  
Viona Richardson.....Undergraduate

Edna Ortiz, Professional Services Specialist in the Office of Institutional Diversity and Equity, is staff person to the Committee on Campus Diversity and Inclusive Excellence.

## **FORWARD**

**President Harvey Kesselment receives  
The 2017 Cesar Estrada Chavez Award  
From the American Association on Access, Equity and Diversity**



Click [here](#) to read more.

**Stockton University Receives  
The Higher Education Excellence in Diversity Award (“HEED”)  
In 2016, 2017, and 2018**

INSIGHT into Diversity Magazine awarded Stockton University with its Higher Education Excellence in Diversity Award for a third time.



The annual HEED Award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. In the November 2017 issue of [INSIGHT Into Diversity magazine](#), Stockton was featured along with 79 other awardee institutions.

“Stockton is extremely honored to receive this award again as a testament to our ongoing commitment to diversity and inclusion,” said President Harvey Kesselman. “Stockton is committed to our mission of developing engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. The University has always valued differences and promoted mutual respect, fairness, community outreach and the open exchange of ideas.”

Click [2016](#), [2017](#), and [2018](#) to read articles for each year.

The editors of INSIGHT Into Diversity Magazine also invited a select group of HEED Award institutions to its inaugural HEED Award Summit. Stockton University was among the select group of institutions that attended the summit hosted by the University of Houston in June 2018.

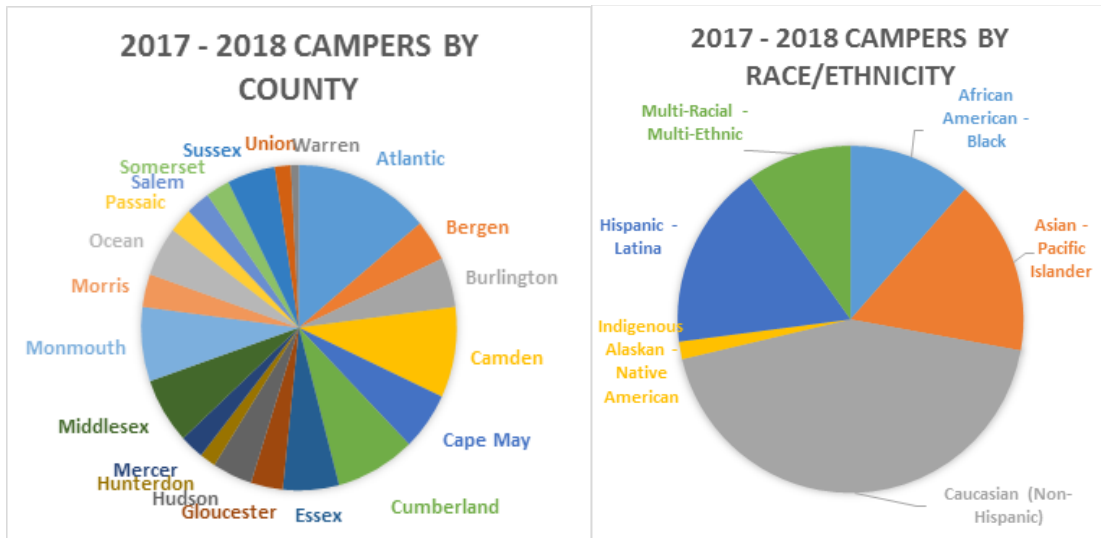
## Stockton University Receives The 2018 Inspiring Programs in STEM Award

Nationally, the lack of participation of girls in science, technology, engineering, and math (STEM) fields is a concern. To address this concern, Stockton University School of Education hosts an American Association of University women residential summer camp for 8<sup>th</sup> grade girls from diverse populations throughout the entire state of New Jersey.



AAUW Tech Trek campers in goggles

Here are two graphs that capture the last two years' enrollments:



**Stockton University Earns the Institutional Excellence Award  
From the National Association of Diversity Officers in Higher Education**



The Institutional Excellence Award recognizes the results of institutional leadership transformation. The National Association of Diversity Officers in Higher Education give the award to an institutional member that has demonstrated measurable progress in promoting and sustaining innovative diversity efforts within their campus community. These efforts may involve, but are not limited to, institutional leadership, curricular reform, institutional transformation, professional development, assessment policies and practices, accountability measures, and outreach efforts.

Click [here](#) and [here](#) to read more.



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## **INTRODUCTION**

This report provides an account of the CCDIE's deliberations and accomplishments during academic years 2016-2017 and 2017-2018.

### **OFFICE OF INSTITUTIONAL DIVERSITY AND EQUITY**

The OIDE is largely responsible for overseeing Stockton's compliance with state/federal equal opportunity laws and with New Jersey State Ethics Law. The OIDE is responsible for leadership in Stockton's comprehensive diversity and inclusion efforts.

The OIDE supports Stockton's Mission, Vision, and Values by leveraging opportunities to:

1. Engage and collaborate with others in developing engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, inter-dependent world.
2. Build a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, and more as stated in the Policy Prohibiting Discrimination in the Workplace and in the Student Policy Prohibiting Sexual Misconduct and Discrimination in the Academic and Educational Environment.

The OIDE'S mission statement also emphasizes its connection to Stockton's 2020 strategic themes of Learning, Engagement, Global Perspective, and Sustainability (LEGS) in the following broad ways:

1. continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world;
2. excellence in teaching and dedication to learning;
3. participation in the development of new ideas;
4. co-curricular activities that help students develop the capacity for making intelligent choices;
5. value of diversity and the different perspectives it brings to the campus community; and
6. continual assessment of Stockton's asserted status of being an "Equal Opportunity Institution" in the composition of Stockton's student body, faculty, and staff by implementing the principles of affirmative action.

The OIDE utilizes a unit-based diversity archetype (Williams and Wade-Golden, 2007).

## **COMMITTEE ON CAMPUS DIVERSITY AND INCLUSIVE EXCELLENCE**

The Committee on Campus Diversity and Inclusive (“CCDIE”) serves as an advisory body to the University President and the Chief Officer for Institutional Diversity and Equity and assist the university in enacting its espoused committee to diversity and inclusion.

### **Purpose**

To ensure a vital and diversified community, the university is firmly committed to the principles of affirmative action. The Committee on Campus Diversity and Inclusive Excellence serves as an advisory body to the president to assist the University in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity.

### **Function**

The Committee shall advise the president on the university’s affirmative action, equity and diversity programs and propose changes where appropriate.

The Committee shall annually review the status and implementation of prior recommendations of the Committee and of the university’s affirmative action, equity and diversity programs.

The Committee shall annually select issues of importance on which to focus its considerations and activities.

The Committee may also prepare and disseminate information on the university’s affirmative action, equity and diversity programs.

## **STATEMENT ON DIVERSITY, EQUITY AND INCLUSION**

In 2017, the CCDIE revised and renamed Stockton’s diversity statement to Statement on Diversity, Equity and Inclusion. The revised statement has its roots in existing research on diversity in higher education.

The revisions assist the CCDIE and Stockton in evidence-based inquiries of its commitment to diversity and inclusion. In other words, the CCDIE sought to turn the statement’s words into action through evidence-based inquiry and outcomes, while connecting Stockton’s Integrated Strategic Diversity Plans to the Statement on Diversity, Equity and Inclusion.

At its June 2017 Leadership Council, the Chief Officer for Institutional Diversity and Equity introduced and discussed the revised statement, seeking feedback and suggestions. Only one member of the Leadership Council made suggested revisions, which the CCDIE took up at its September 2017 meeting. The final statement reflects a shared view of diversity, equity and inclusion at Stockton.

Click [here](#) for the full Statement on Diversity, Equity and Inclusion, which is also in the Appendix.

## **COMPREHENSIVE APPROACH TO DIVERSITY, EQUITY AND INCLUSION**

Stockton’s approach to diversity, equity and inclusion continues to evolve and strengthen. Stockton centers its approach to diversity, equity and inclusion on the following:

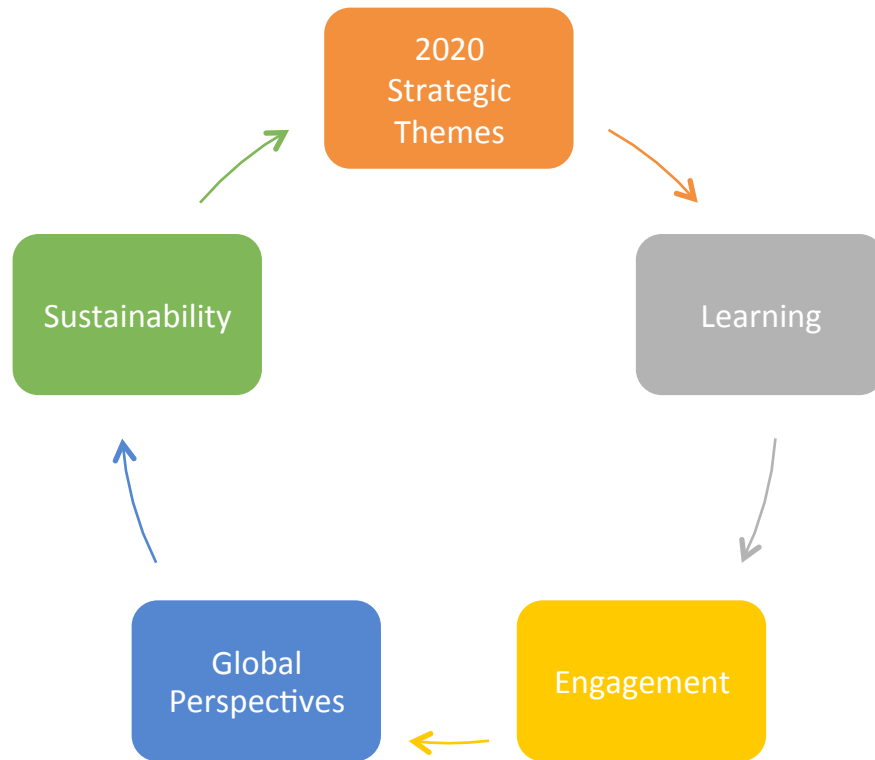
1. Legal (equity) – The [New Jersey Law against Discrimination](#) (“NJLAD”), which is more expansive than federal nondiscrimination law in protecting individuals from discrimination. The NJLAD prohibits discrimination/harassment based on their race, creed, color, national origin, nationality, ancestry, 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. Stockton’s [Policy Prohibiting Discrimination in the Workplace](#) and the [Student Policy Prohibiting Sexual Misconduct and Discrimination in the Academic / Educational Environment](#) incorporate the NJLAD.
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** (Williams, Berger, and McClendon, 2005). Inclusive excellence is comprised of four areas: (1) access, equity and success, (2) diversity in the formal and informal curriculum, (3) campus climate, and (4) student learning and development (Williams, Berger, and McClendon, 2005).

Stockton continues to deepen and broaden existing initiatives, while exploring new and innovative approaches to enliven and demonstrate its Statement on Diversity, Equity and Inclusion.

## 2020 STRATEGIC THEMES

The CCDIE is an integral part of Stockton’s approach to diversity, equity and inclusion. The CCDIE’s work, as a whole, connects to all [four strategic themes](#) of learning, engagement, global perspectives, and sustainability.

LEARNING \* ENGAGEMENT \* GLOBAL PERSPECTIVE \* SUSTAINABILITY



The CCDIE continues to meet four times a year, while accomplishing much of its work through six working subcommittees (up from four). There are six working subcommittees comprised of committee members and campus volunteers.

### CCDIE Subcommittees and Their Work

#### Employee Affinity Networks

Dr. Guia Calicdan-Apostle and Thomas Chester, conveners  
*Strategic Themes: Engagement and Global Perspectives*

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 Retiree Association](#), with an International Faculty and Staff Association under formation. There was also discussion about identifying and creating a Faculty and Staff Veterans Organization, particularly since the [Student Veterans' Organization](#) is very active and productive. The [Council of Black Faculty and Staff](#) continues to be the model used for the creation of new employee networks.

Dr. Pedro Santana coordinated the creation of UNIDOS to bring together La Comunidad at Stockton. The term La Comunidad describes a diverse group of people with origins from countries in the Americas, the Caribbean, Africa, and other traditionally “Hispanic” or Spanish-speaking countries, while also recognizing other intersecting identities that may apply. UNIDOS will lead efforts to expand cultural and historical awareness of the contributions the Latino and Hispanic community has provided. In addition to supporting the goals of higher education, UNIDOS will seek to address the challenges within Stockton by advocating for the rights of Latinos. UNIDOS welcomes allies and others who appreciate and support this employee network’s efforts.

### **Decolonizing the Curriculum**

Dr. Ekaterina Sedia, convener

*Strategic Themes: Learning, Engagement and Global Perspectives*

This is a new subcommittee established in fall 2017. This new subcommittee will focus on ways of de-centering white and European perspectives in our pedagogy, as well as on the strategy of encouraging faculty to recognize ways in which all disciplines perpetuate oppressive narratives and to commit to working on prioritizing non-white and non-Western perspectives as well.

Dr. Sedia addressed the Faculty Senate on the work of this subcommittee, encouraging faculty to incorporate diverse perspectives into the curriculum.

### **Diversity Benchmarking (Campus Climate)**

Dr. Donnetrice Allison, convener

*Strategic Themes: Learning, Engagement, and Global Perspectives*

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 results of the campus climate survey, as well as accountability for managers and others who attend such offerings.

With the assistants of individual students and the Student Senate, this subcommittee developed and distributed a campus climate survey to students in spring 2018. Over summer 2018, the subcommittee will analyze the data and summarize survey results for the campus community.

### **Social Justice and Education**

Dr. Guia Calicdon-Apostle, convener

*Strategic Themes: Learning, Engagement, and Global Perspectives*

In fall 2017, the Social Justice and Education (“SJE”) subcommittee was established. This SJE subcommittee works to organize a series of educational programs, panel discussions, research presentations, by collaborating with faculty, students, and others whose academic fields or research interests address issues related to diversity and inclusion, whether national or global in focus.



Dr. Grace Fala, Juniata College

On March 10, 2017, the SJE subcommittee invited Dr. Grace Fala, former special assistant to the President of Juniata College for Diversity and Inclusion and professor of Communication, to speak about Juniata’s [P.E.A.C.E](#) (Participating in Educational Activities that Create Equality) Certificate and [Beyond Tolerance Workshop Series](#). Dr. Fala created both programs while she at Juniata College. After discussion, the SJE subcommittee decided to adopt a similar program for Stockton University, which it calls the Stockton’s Celebrate Diversity Passport (“SCDP”) Program that would be open to faculty, staff and students. The SCDP Program is a means through which Stockton offers incentivized campus diversity and inclusion education through existing and new programs and events offered each academic year through the efforts of faculty, staff, alumni, and students.

The SJE subcommittee developed a draft of the SCDP Program, which the Chief Officer introduced to the Cabinet for their comment and feedback. The President’s Cabinet endorsed the SCDP Program, while also providing useful comment and feedback. The subcommittee plans to use a 4-Square Event Evaluation/Assessment Form for participants to provide feedback on diversity events under the SCDP Program. An Award Badge Program will be part of the Celebrate Diversity Kick-Off, slated for some time during the 2018-2019 academic year. This subcommittee and the Diversity Branding and Marketing subcommittee worked together to develop the SCDP Program.

The SJE subcommittee also noted the results of the campus climate survey distributed to employees would inform their next steps, if any. For example, this subcommittee was working to broaden the discussion of microaggression and bullying. With the creation of a Human

Resources Training Committee led by Christie Cunningham in 2017 and the restructuring of Human Resources in spring 2018, one of the foci for Human Resources is education and prevention of microaggression and bullying in the workplace.

Deliberations also included ideas such as approaching and engaging faculty who teach or conduct research on various areas of diversity and inclusion in delivering programs for the broader campus community. The subcommittee worked with the Provost's Global Engagement Lecture Series to suggest activities that support the mission of the lecture series.

### **Diversity Branding and Communication**

Esther Lawrence, convener

*Strategic Themes: Engagement and Global Perspectives*

This Diversity Branding and Community (“DBC”) 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 CCDIE’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. This subcommittee also worked closely with the Social Justice and Education subcommittee to create the SCDP Program.

Accomplishments to date include the development of the [Celebrate Diversity web page](#). The DBC subcommittee also secured a table at the 2018 Get Involved Fair where they will have an opportunity to talk about diversity, their subcommittee, the CCDIE, and other diversity and inclusion efforts at Stockton. As a marketing technique, the DBC subcommittee gave away slap wrist-bands that read *Stockton Celebrates Diversity!*

### **Integrated Strategic Diversity Plan**

Dr. Valerie Hayes, Esq., convener

*Strategic Themes: Learning, Engagement, Global Perspectives, and Sustainability*

The Integration Strategic Diversity Plan (“ISDP”) subcommittee continues to map current diversity efforts against Stockton’s Statement on Diversity, Equity and Inclusion utilizing various measures including the HEED Benchmarking Report and discovers ways in which the CCDIE supports Stockton’s Integrated Strategic Diversity Plan, i.e., discover its role in learning about and supporting the explicit and implicit diversity and inclusion objectives. Stockton’s ISDPs represent Cabinet member stated goals for 2016-17 and 2017-18 are in the Appendix.

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 ISDP. 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.



## CCDIE Discussants

Occasionally, the CCDIE or its subcommittees may invite guests as discussants to inform them on relevant work.



Former Dean Cheryl Kaus (SOBL) and Dean Lisa Honaker (ARHU)

SOBL Dean Cheryl Kaus (now retired) and ARHU Dean Lisa Honaker met twice with the CCDIE, before and after they presented the seminar Faculty Instability in a Tenured Environment at a conference. Both school deans noted people are gravitating to colleges and universities that offer some type of conflict resolution process. Based on their research concerning microaggression and bullying, they suggested the following.

- Establishing policies to address microaggression and bullying
- Establishing behavioral norms
- Utilizing conflict resolution and mediation
- Coaching employees
- Engaging employees in professional development around these issues
- Training and role playing on how to respond during confrontations



Dr. Carra Leah Hood, Office of the Provost

Dr. Carra Hood addressed the full committee on the topic of forming collaborations with at least one historically black college and university as a way to address faculty diversity. The topic generated a good deal of discussion, with the opportunity to continue discussion at a future committee meeting.

## PROVOST DIVERSITY GRANTS

In December 2016, Provost Lori Vermeulen announced Stockton University Grants in Support of Strengthening Diversity. The purpose of the grant opportunity was to support work that strengthens diversity of student, faculty, and staff populations at Stockton.

Examples of projects under this grant opportunity included the following:

- Support the development of partnerships that create pipelines between K-12 schools with diverse populations and Stockton.
- Support the recruitment and retention of faculty and staff from groups currently under-represented at Stockton.
- Support the recruitment, retention, and persistence to graduate of students from groups currently under-represented at Stockton.
- Support the success of students from historically under-served populations.
- Identify and close achievement gaps.
- Provide workshops/seminars that assist faculty, staff, and students to embrace diversity, or the teaching of diversity, with understanding and acceptance.

The list of examples was illustrative but not exhaustive.

In spring 2017 and spring 2018, Provost Vermeulen asked the CCDIE to review grant proposals and make recommendations to her. Several CCDIE members volunteered to be on a review committee each time. None of the CCDIE reviewers submitted proposals for diversity funding under this grant opportunity. Read more [here](#) about the 2017 funded proposals.

## ENDNOTES

In February 2018, the OIDE in collaboration with other staff, faculty and students planned a [Unite against Hate Day](#) (UAHD) in support of the Student Senate's September 2017 Unite against Hate rally and theme. The UAHD Planning Committee decided it would like to continue developing one-day symposiums for conversations and presentations on research about the topics of day as they relate diversity, equity and inclusion. The CCDIE will provide in-kind support to the symposium planning committee.

Laurie Dutton provided the CCDIE with the outcome of the [Campus Pride Index](#). Although Stockton is engaged in activities that address the needs of our LGBTQ community, the index provided a benchmark against which we can evaluate the extent of our efforts. Stockton will continue to participate in the Campus Gay Pride Index as we strive to be more responsive and inclusive.

On November 16, 2018, Stockton will host the [American Conference on Diversity](#) ("ACOD") the 2018 Annual Issues of Diversity in Higher Education in the Campus Center. There are two planning committees developing the content and logistics for this one-day conference. The external planning committee is largely comprised of individuals from public and private colleges and universities in New Jersey, as well as ACOD staff and a representative from Atlanticare. The internal planning committee is comprised of several CCDIE members, along with employees

from Event Services, Administration and Finance, and University Relations and Marketing. Historically, this one-day conference draws interests from the employer community, higher education in and around the State of New Jersey and community organizations. The conference website is [stockton.edu/ACOD](http://stockton.edu/ACOD).

## REFERENCES

- Gurin, P. (1999). *Expert report of Patricia Gurin, in The compelling need for diversity in higher education, presented in Gratz et al. v. Bollinger et al. and Grutter et al. v. Bollinger et al.* Washington, DC: Wilmer, Cutler & Pickering.
- Williams, D. A. (2016). *The 2015-2016 HEED Award Benchmarking Report*. College Park, MD: Potomac Publishing, Inc.
- Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges and Universities.
- Williams, D. A., & Wade-Golden, K. C. (2007). *The chief diversity officer: A primer for college and university presidents*. Washington, DC: American Council on Education.

## **Appendix A**

### **STATEMENT ON DIVERSITY, EQUITY AND INCLUSION**

#### **Preamble**

Stockton University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity, cooperation, and social justice. The University's commitment to diversity promotes important social values for democratic citizenship. Therefore, as a distinctive public regional academic community, we strive to increase diversity representation in Stockton's workforce that reflects the diversity of the region and the State of New Jersey.

Students and employees benefit from working, learning, and living in diverse environments that represent a multitude of voices and perspectives. Students and employees learn more from exposure to unfamiliar topics, issues and perspectives than from material that reinforces previously held beliefs. Recognizing our individual levels of cultural competence and understanding the significance of our similarities and differences will ultimately foster appreciation for others and enrich the individual, the campus, and the community at large.

#### **Mission**

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

#### **Diversity**

Stockton University is committed to building a diverse and respectful community that values individual and group/social differences of 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.

Diversity is crucial to achieving the mission of a broad, liberal arts education. Structural, curricular/co-curricular, and interactional campus diversity creates an inclusive and respectful environment for all students and employees.

#### **Equity**

Members of Stockton's diverse community demonstrate awareness and willingness to:

- create and preserve an environment that is free from prohibited discrimination ([Employee Policy](#) and [Student Policy](#) and associated internal procedures for individuals to file complaints of discrimination/harassment);
- maintain a safe, respectful, and affirming environment for each other to live, learn, and work, as well as to grow without fear of bias incidents or hate crimes;
- address reported bias incidents and hate crimes as they may arise on campus;
- address equity issues as they may arise on campus;
- close achievement gaps in student success and completion; and
- offer professional employee growth opportunities and develop resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

## **Inclusion**

Stockton University strives to have an active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in its internal and external communities where individuals connect. Individuals cannot be characterized by stereotypes and overgeneralizations. Therefore, the University strives to promote in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Last Approved 9/28/2005  
Revised 9/19/2017

## Appendix B

### 2016-17 Stockton's Integrated Diversity Plan

Objectives expressly addressing diversity and inclusion, along with responsible Cabinet member, were:

- Launch the first cohort of interdisciplinary LEAD doctoral program and recruit diverse faculty outside the University's School of Education (*VP Academic Affairs*).
- Launch a comprehensive Women's Center (*VP Student Affairs*).
- Implement men of color (aka Sankofa) retention initiative (*VP Student Affairs*).
- Generate new approaches to attracting diverse faculty and staff to the University (*Chief Officer for Institutional Diversity*).
- Broaden scope of the critical value of inclusion and equity to the Stockton Community, including National Coalition Building Institute, diversity and inclusion programs (*VP Student Affairs*).

Objectives implicitly addressing diversity and inclusion, along with responsible Cabinet member, were:

- Engage University divisions in increasing student retention and graduation rates (*VP Student Affairs and VP Academic Affairs*).
- Generate new approaches to attracting, retaining, and graduating students (*VP Student Affairs*).
- Further develop Educational Opportunity Fund program and expand opportunities to enroll, persist, and graduate students from disadvantaged backgrounds (*VP Student Affairs*).
- Reform study-abroad program by adding features to deepen student learning outcomes (*VP Academic Affairs*).
- Prepare and finalize the University's Affirmative Action Plan by April 2016 (*Chief Officer for Institutional Diversity*).

The President's Cabinet developed the 2017 strategic objectives.

## Appendix C

### FY 2018 Integrated Strategic Diversity Plan

The FY 2018 Integrated Strategic Diversity Plan are comprised of diversity and diversity-related goals and action items extracted from the full FY 2018 Institutional Strategic Priorities.

#### **Strategic Priority #1**

Advance the University's mission of excellence in teaching and learning, scholarly and creative activity, and dedication to service.

Goal 1.1	<i>Focus institutional efforts toward student success and prepare a diverse group of students to continue to excel in a rapidly changing world.</i>		
Action	Lead Unit	Description	2020
	Academic Affairs & Student Affairs	Continual improvement in retention, graduation rates, employment rates, and graduate school acceptances.	E
	Academic Affairs	Globalization of our education - outreach and study abroad for domestic students and faculty; partnerships and exchanges with other institutions throughout the world, increasing ELS students and other international students.	G
	Students Affairs	Expand our reach to create a more diverse student body including increasing the percentages of non-traditional students who are working or changing careers, transfer students, first-generation students, and African-American and Latino students.	E
	Student Affairs	Increase incoming EOF freshman class by 5% (cap at 85) and the number of EOF students pursuing graduate and professional school opportunities by 10%.	E
	Students Affairs & COO-AC Campus	Recruit students to Stockton from Atlantic-Cape Community College and Atlantic City High School.	E

Goal 1.2	<i>Expand our footprint in the region and increase our access to offerings.</i>		
Action	Lead Unit	Description	2020
	Univ. Relations	Broaden the visibility, reputation and utilization of the University and its resources to internal and external constituencies.	E

**Strategic Priority #2**

Develop the academic, human, and financial resources that support the University’s aspiration to be a premier regional educational institution.

<b>Goal 2.2</b>	<i>Integrate the University’s strategic enrollment goals into all aspects of University operations to ensure meeting goals while maintaining excellence.</i>		
<b>Action</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
	Academic Affairs	Track (and respond when needed) to maintain or increase Stockton’s historically high persistence and retention rates.	L
	Development	Enhance alumni engagement to provide volunteer support for student recruitment and retention efforts.	E

<b>Goal 2.11</b>	<i>Position the University as the region’s premier employer in higher education.</i>		
<b>Action</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
	Human Resources	Strengthen talent management efforts to maximize employee recruitment, development, and retention.	E
	Human Resources	Promote a University culture of continuous improvement that empowers employees through ongoing professional development, career growth opportunities, and evaluation.	E

**Strategic Priority #3**

Support human diversity and inclusion in all of its forms and in a manner that serves the needs of our region and recognizes our place in a global society.

<b>Goal 3.1</b>	<i>Support diversity efforts throughout the institutional enterprise.</i>		
<b>Action</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
	Academic Affairs	Establish an Academic Affairs Diversity Advisory Committee.	L
	Academic Affairs	Implement 2 <sup>nd</sup> year of Diversity Initiative Grants.	L
	Diversity & Equity	Define and develop the Title VI Coordinator role.	E
	Academic Affairs and Diversity & Equity	Continue to generate new approaches to attract diverse faculty and staff to the University.	E
	Diversity & Equity	Collaborate with identified stakeholders in the review and enhancement of the search process.	E
	Development	Acquire philanthropic resources to develop needs-based scholarship opportunities to support underrepresented student populations.	E
	Human Resources	Cultivate a diverse and inclusive campus environment, promoting cultural proficiency throughout the University workforce.	E
	Univ. Relations	Ensure that University’s commitment to diversity and inclusion is a key component of the University Strategic Communications Plan.	E



<b>Goal 3.2</b>	<i>Expand contributions to the region's economic development and cultural offerings through the performing arts, the visual arts, and athletics.</i>		
<b>Action</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
	Student Affairs	Initiate a Social Justice speaker series through Residential Life.	E
	Student Affairs	Explore collaborative opportunities with county and state veteran agencies.	E
	Student Affairs	Explore incorporating an ROTC program at Stockton.	E

#### **Strategic Priority #4**

Develop and support planning and governance processes that are integrative, collaborative, transparent, and sustainable.

<b>Goal 4.6</b>	<i>Strengthen shared governance structures to increase the University's responsiveness and ability to make timely decisions.</i>		
<b>Action</b>	<b>Lead Unit</b>	<b>Description</b>	<b>2020</b>
	Human Resources	Support collaborative forums for staff to engage in planning and governance.	E

The President's Cabinet developed the 2018 strategic priorities, goals, and action items.