

2023 INSTITUTIONAL PROFILE



Prepared by
The Office of Institutional Research

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MESSAGE FROM THE PRESIDENT

Founded in 1969, Stockton University ranks among the nation's finest educational institutions and among the top 100 public institutions in the U.S. Stockton proudly offers the academic, technological and cultural advantages of a large institution combined with the community spirit of a small liberal arts college. 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. The University's commitment to cultural diversity and our welcoming and vibrant community makes Stockton a great place to learn and work.

With nearly 9,000 undergraduate and graduate students and nearly 700 full-time and part-time faculty members, Stockton offers more than 160 undergraduate and graduate programs in its seven academic schools, as well as continuing education opportunities, in a primarily in-person learning environment. Stockton thrives as a distinctive institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning.

Located one hour from Philadelphia and two hours from New York City, the University offers unique living and learning environments throughout southern New Jersey, including the 1,600-acre Galloway campus in the Pinelands National Reserve and Stockton University Atlantic City, located in the University District, just steps from the beach and the iconic Atlantic City Boardwalk.

As an Anchor Institution in southern New Jersey, Stockton is committed to being in and of the community. To be a strong partner, we collaborate with our neighbors to make a positive impact on the region. The Stockton approach to higher education includes a focus on civic engagement, developing our students to be leaders in their community through service-learning, social justice and other experiential learning opportunities.

Our expansion in Atlantic City, with a second residential complex as well as the recent opening of the Multicultural Center on the Galloway campus, are just a few examples of the ways Stockton creates an environment of belonging where our students can succeed.

Entering my first year as President, I'm excited for the future of Stockton University and building on the great foundation that has been laid here. I am committed to our mission-driven value of putting students first and look forward to expanding our academic offerings to meet the needs of the region.

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a large, sweeping flourish extending to the right.

Joe Bertolino, Ed.D.
President

Annual Institutional Profile Report

September 15, 2023

A. Accreditation Status

1. *Institutional Accreditation*

In June 2022, the Middle States Commission on Higher Education (MSCHE) reaffirmed full accreditation for Stockton. The evaluation team's report confirms the University's superior performance and acknowledges the fulfillment of its mission to maintain an environment for excellence for New Jersey students, and includes 14 recognitions of Accomplishment, Progress or Exemplary Practices. These include interaction between students and faculty/staff, diversity and inclusion efforts in hiring process and staff training and development, commitment to student success and commitment to shared governance. The University's next MSCHE evaluation visit is scheduled for 2029-30.

2. *Professional Accreditation & Certification*

- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE)
- American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (APTA-CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association (CAA-ASHA)
- Council on Social Work Education (CSWE) Commission on Accreditation (COA)
- National Association of Schools of Art and Design (NASAD)
- Association to Advance Collegiate Schools of Business (AACSB)
- Academy of Criminal Justice Sciences (ACJS) Endorsement for Academic Quality
- Academy for Gerontology in Higher Education (AGHE) - formerly Association for Gerontology in Higher Education
- American Chemical Society (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB)
- Association of University Programs in Health Administration (AUPHA)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Environmental Health Sciences & Protection Accreditation Council (EHAC)
- New Jersey State Association of Chiefs of Police (NJSACOP)



B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status, Fall 2022

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
7,757	95.3%	381	4.7%	8,138

Source: Fall IPEDS Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2022

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
408	43.3%	534	56.7%	942

Source: Fall IPEDS Enrollment Survey

4. Unduplicated Enrollment, FY 2022

	<u>Headcount Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	10,528	275,351	9,178
Graduate	1,074	15,122	630
Doctoral-Professional Practice			153
TOTAL	11,602	290,473	9,961

Source: IPEDS 12-Month Enrollment Survey



C. Characteristics of Undergraduate Students

1. Mean Evidence-Based Reading & Writing (ERW) and Math SAT Scores, Fall 2022

Stockton University has a test-optional admissions policy for all academic programs, except Accelerated 7-yr. Medical (BS/DO), Pharmacy (BS/PharmD) and Nursing (BSN).

The guidelines of accountability reporting require that institutions report SAT data in two ways, by admit status and for all three admit types combined. In this regard, for full-time students, the mean SAT score (Math and Evidence-Based Reading & Writing) for regular admits was 1,149, for special admits 1,019, and for EOF admits 1,093. Mean Total SAT scores for all full-time admit types combined was 1,142.

	Full-time Students				Part-time Students			
	Math	N	ERW	N	Math	N	ERW	N
Regular Admits	571	415	576	398	0.0	0	0.0	0
EOF Admits	544	26	549	26	0.0	0	0.0	0
Special Admits	511	14	518	11	0.0	0	0.0	0
All Admits	568	455	573	435	0.0	0	0.0	0
Missing Scores		1,105		1,125		2		2

Note: Prior to the 2023 Institutional Profile report, the table above was limited to students with a First-Year Class Level and included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric include the entire Fall 2022 First-time Undergraduate Cohort and is limited to degree-seeking students in that population.

Source: SURE Fall Enrollment File

2. Enrollment in Remedial Courses

a. Total Number of Undergraduate Students Enrolled in Remedial Courses in Fall 2022

Total Fall 2022 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,105	116	1.4%

b. Total number of First-time, Full-time (FTFT) Students Enrolled in a Remedial Course in Fall 2022

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Course
1,560	106	6.8%

c. First-time, Full-time students (FTFT) Enrolled in a Remedial Course in Fall 2022 by Subject Area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Math Computation	106	6.8%
Algebra	0	0.0%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

Note: Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates.

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Sex and Age

a. Undergraduate Enrollment by Race/Ethnicity, Fall

2022		White		Black		Hispanic		Asian*		American Indian		Non-Resident		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	
Full-time	4,517	58.2%	805	10.4%	1,448	18.7%	580	7.5%	9	0.1%	45	0.0%	353	4.6%	7,757	100%	
Part-time	241	63.3%	32	8.4%	68	17.8%	24	6.3%	0	0.0%	0	2.1%	16	4.2%	381	100%	
Total	4,758	58.5%	837	10.3%	1,516	18.6%	604	7.4%	9	0.1%	45	0.6%	369	4.5%	8,138	100%	

*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

b. Undergraduate Enrollment by Sex, Fall 2022

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-time	3,008	38.8%	4,749	61.2%	7,757	95.3%
Part-time	175	45.9%	206	54.1%	381	4.7%
Total	3,183	39.1%	4,955	60.9%	8,138	100%

c. Undergraduate Enrollment by Age, Fall 2022

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-Time	Num	7	2,357	2,897	1,697	485	151	85	79	23	3	0	7,757
	Pct	0.1%	30.4%	37.4%	21.9%	5.9%	2.0%	1.1%	1.0%	0.3%	0.0%	0.0%	100%
Part-Time	Num	2	6	26	184	85	31	13	21	8	5	0	381
	Pct	0.5%	1.6%	6.8%	48.3%	22.3%	8.1%	3.4%	5.5%	2.1%	1.3%	0.0%	100%
Total	Num	9	2,363	2,923	1,881	543	182	98	100	31	8	0	8,138
	Pct	0.1%	29.0%	35.9%	23.1%	6.7%	2.2%	1.2%	1.2%	0.4%	0.1%	0.0%	100%

Source: IPEDS Fall Enrollment Survey



4. Financial Aid from Federal, State & Institution-Funded Programs (AY 2021-22)

Federal Funds	Recipients	Dollars (\$)*	\$/Recipient
Pell Grants	3,619	17,798,000	4,917.81
College Work Study	259	733,000	2,830.38
Perkins Loans	0	0	--
SEOG	638	607,000	952.04
PLUS Loans	585	9,307,000	15,910.10
Stafford Loans (Subsidized)	3,871	15,767,000	4,073.22
Stafford Loans (Unsubsidized)	4,212	14,696,000	3,488.98
SMART & ACG or other	60	465,000	7,743.84
CARES ACT- HEERF Student Aid	4,154	12,358,000	2,975.07

State Programs	Recipients	Dollars (\$)*	\$/Recipient
Tuition Aid Grants (TAG)	2,806	17,464,000	6,223.65
Educational Opportunity Fund (EOF)	480	694,000	1,446.64
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	38	164,000	3,000.00
Distinguished Scholars	0	0	--
Urban Scholars	3	2,000	500.00
NJ STARS	104	235,000	2,255.31
CCOG	0	0	--
NJCLASS Loans	189	2,754,000	14,569.54

INSTITUTIONAL PROGRAMS	Recipients	Dollars (\$)*	\$/Recipient
Grants/Scholarships	4,532	22,575,000	4,981.18
Loans	0	0	--

*Note: Dollars (\$) amount is rounded to the nearest Thousand.

Source: NJIPEDS Form #41 – Student Financial Aid

5. Fall 2022 First-time, Full-time Undergraduate Enrollment by State Residence

a. First-time, Full-time Enrollment, In-State and Non-State Residents

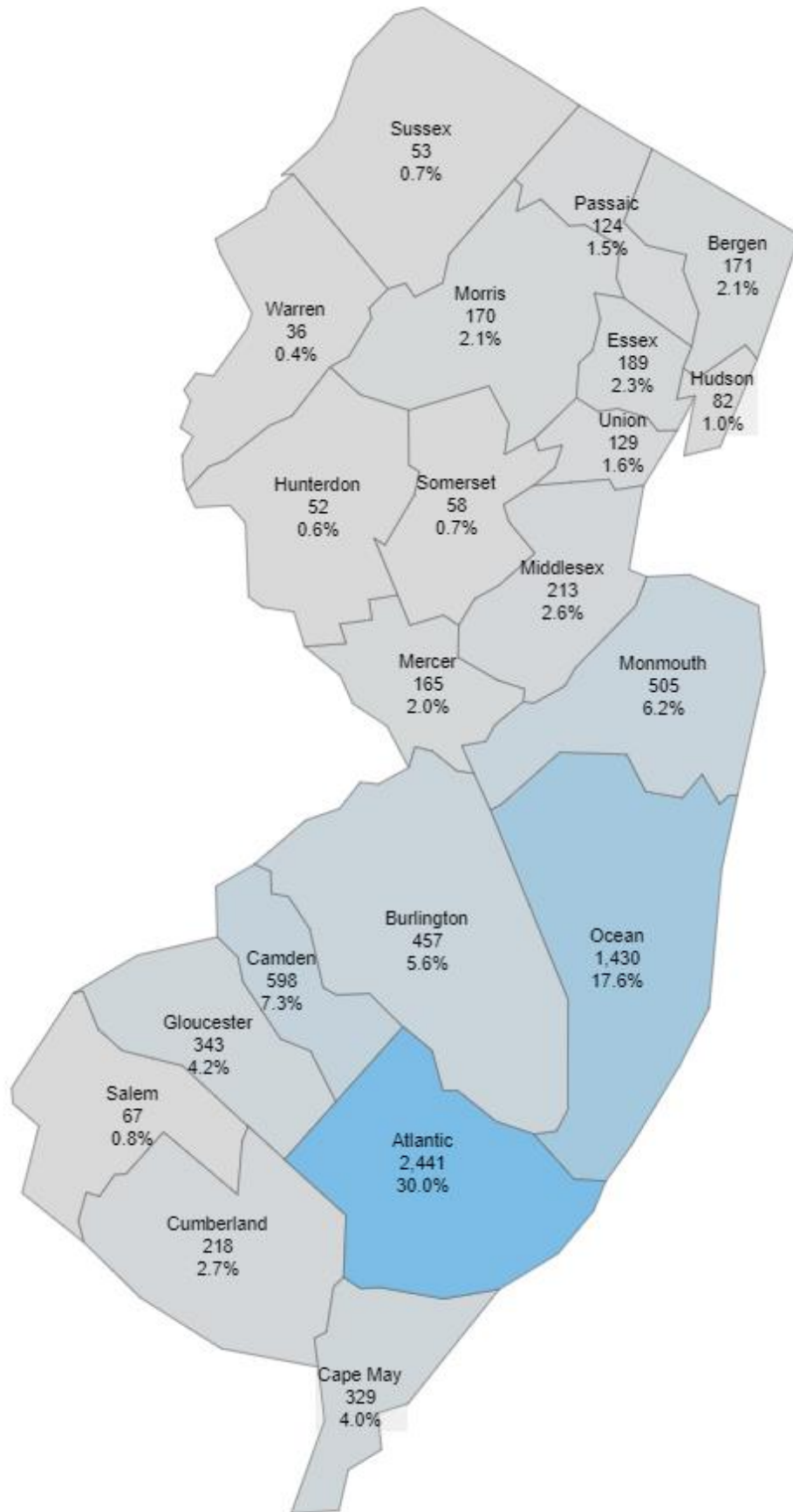
State Residents	Non-State Residents	Total	% State Residents
1,500	62	1,562	96.0%

Source: IPEDS Fall Enrollment Survey



b. Undergraduate Enrollment by Residence, Fall 2022

The percentage of Fall 2022 undergraduates who are NJ residents is 96%. The geographic residence of all undergraduates enrolled in Fall 2022 is illustrated below.



D. Student Outcomes

1. Four-, Five- and Six-Year Graduation Rates of Fall 2016 Full-time, First-time Degree-Seeking Undergraduates

a. By Race/Ethnicity

	White		Black		Hispanic		Asian		Non-Resident		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2016 Cohort	817		65		164		81		0		56		1,183	
Graduates After 4 Years	526	64.4%	30	46.2%	90	54.9%	52	64.2%	0	0.0%	32	57.1%	730	61.7%
Graduates After 5 Years	622	76.1%	42	64.6%	111	67.7%	63	77.8%	0	0.0%	38	67.9%	876	74.0%
Graduates After 6 Years	637	78.0%	46	70.8%	114	69.5%	64	79.0%	0	0.0%	39	69.6%	900	76.1%

*Note: Other includes American Indian, Pacific Islander, 2 or more races, and Unknown.

Source: IPEDS Graduation Rate Survey

2. Third-semester Retention of First-time Undergraduates, Fall 2021 to Fall 2022

a. By Attendance Status

Fall 2021 First-Time Undergraduates	Full-Time		Part-Time		
	Retained in Fall 2022	Retention Rate	Fall 2021 First-Time Undergraduates	Retained in Fall 2022	Retention Rate
1,357	1,055	77.7%	1	1	100.0%

Source: Fall IPEDS Enrollment Survey



E. Faculty Characteristics

1. Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2022

	White		Black		Hispanic		Asian		American Ind.		Non-Resident		Other*		Total	
Tenured	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Professors	31	36	3	5	3	0	5	7	1	0	0	0	0	1	43	49
Associate Prof.	35	55	5	3	4	2	9	9	0	0	2	1	0	1	55	71
Assistant Prof.	2	2	1	0	2	0	0	0	0	0	0	0	0	0	5	2
All Others	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Total	70	94	9	8	9	2	14	16	1	0	2	1	0	2	105	123
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Assistant Prof.	14	22	4	6	0	4	3	2	1	0	6	6	1	1	29	41
All Others	11	16	2	1	2	1	1	0	0	0	0	0	0	0	16	18
Total	27	41	6	7	2	5	4	2	1	0	6	6	1	1	47	62
Total																
Professors	31	36	3	5	3	0	5	7	1	0	0	0	0	1	43	49
Associate Prof.	37	58	5	3	4	2	9	9	0	0	2	1	0	1	57	74
Assistant Prof.	16	24	5	6	2	4	3	2	1	0	6	6	1	1	34	43
All Others	13	17	2	1	2	1	1	0	0	0	0	0	0	0	18	19
TOTAL	97	135	15	15	11	7	18	18	2	0	8	7	1	3	152	185

* Note: Other includes Pacific Islanders, 2 or more races, and Unknown

Source: IPEDS Human Resources Survey

2. **Percentage of Course Sections Taught by Full-time Faculty, Fall 2022**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,032	1,379	68%	535	26%	118	6%

*Note: Taught by Others includes full-time administrators

3. **Ratio of Full- to Part-time Faculty, Fall 2022**

Full-time		Part-time		Total
Number	Percent	Number	Percent	Number
337	47.9%	366	52.1%	703

Source: Fall IPEDS Human Resources Survey



F. Governing Board Characteristics

1. Board of Trustees by Sex & Race/Ethnicity

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	5	2	2	0	0	0	0	9
Female	6	2	1	0	0	0	0	9
Total	11	4	3	0	0	0	0	18

2. Board of Trustees by Name, Title and Affiliation

Name	Title	Affiliation
Mr. Raymond R. Ciccone, CPA CFF	Managing Partner	Ciccone, Gotthold & Koseff, CPA
Dr. Nancy Davis	Professor Emerita of Pathology	Stockton University
Reverend Collins Days, Sr.	Pastor	Second Baptist Church
Ms. Madeleine Deininger	Founder and President Retired, Former Vice President and Director of Strategy	Kismet Wines, Inc. (Sonoma, California)
Mr. Stanley M. Ellis		Burlington County Times
Dr. Sonia Gonsalves	Professor Emerita of Psychology	Stockton University
Ms. Kristi Hanselmann	Coordinator	Mullica Township Municipal Alliance
Ms. Amy Kennedy	Co-Founder	The Kennedy Forum
Ms. Michelle Lenzmeier Keates	Financial Advisor	Janney Montgomery Scott LLC
Mr. Timothy J. Lowry	Partner	Holland & Knight LLP
Mr. Jose Lozano	Senior Vice President, Strategic Business Partnerships	Hackensack Meridian Health
Ms. Stephanie Lutz-Koch	Senior Manager	Deloitte Consulting, LLP.
Dr. Fotios Tjournakaris, MD	Orthopedic Surgeon	The Rothman Orthopaedic Institute Princeton Area Community Foundation (PACF)
Ms. Nelida Valentin	Vice President of Grants and Programs	
Mr. Juan Diego Chaparro	Student Trustee Alternate	Stockton University
Mr. Shalayby Parsons	Student Trustee	Stockton University
Dr. Joe Bertolino, Ex Officio	President	Stockton University
Dr. Terricita Sass	Executive Vice President & Chief of Staff & Assistant Secretary to the Board	Stockton University

3. Additional Information on Board of Trustees

stockton.edu/board-of-trustees/



G. A Profile of the Institution

1. Degree and Certificate Programs

School of Arts and Humanities (ARHU)

- Africana Studies (BA, Minor)
- American Studies (MA, Post-Baccalaureate Certificate)
- Art History (minor)
- Communication Studies (BA)
- Historical Studies (BA, Minor)
- Language and Culture Studies (BA, Minor)
- Literature (BA, Minor)
- Literature and American Studies (Dual BA/MA)
- Performing Arts (BA)
- Philosophy and Religion (BA, Minor)
- Studies in the Arts (Minor)
- Visual Arts (BA, BFA)
- Studio Art (Minor)

The William T. Daly School of General Studies (GENS)

- Cannabis Studies (Minor)
- Digital Literacy and Multimedia Design (Minor)
- Digital Studies (BA)
- Disability Studies (Minor)
- Genocide Prevention (Post-Baccalaureate Certificate)
- Global Studies (Minor)
- Holocaust and Genocide Studies (MA, Minor)
- Jewish Studies (Minor)
- Latin American and Caribbean Studies (Minor)
- Liberal Studies (BA)
- Migration Studies (Minor)
- Women's, Gender, and Sexuality Studies (Minor)
- Writing (Minor)

School of Business (BUSN)

- Accounting (BS)
- Business Administration (MBA, Dual BA/MBA, Dual BS/MBA)
- Business Administration in Healthcare Administration and Leadership (MBA-HAL)
- Business Analytics (BS)
- Business Studies (BA, BS, Minor)
- Computer Information Systems (BS, Minor)
- Computer Science (BS, Minor)
- Computing (BA)
- Esports Management (BS)
- Finance (BS)
- Hospitality and Tourism Management Studies (BS)

School of Health Sciences (HLTH)

- Adult Gerontology Primary Care Nurse Practitioner (Post-Master's Certificate)
- Communication Disorders (MS)
- Exercise Science (BS)
- Family Nurse Practitioner (Post-Master's Certificate)
- Health Science (BS)
- Integrative Health (Minor)
- Nursing (BSN, MSN, DNP)
- Occupational Therapy (MS)
- Physical Therapy (DPT)
- Public Health (BS, Minor, MPH)

School of Education (EDUC)

- Education (MA)
- Instructional Technology (MA)
- Organizational Leadership (EdD)
- Teacher Education (BA)
- Training and Development (Post-Baccalaureate Certificate)

School of Natural Sciences and Mathematics (NAMS)

- Accelerated Pre-Medicine with Rowan School of Osteopathic Medicine (Dual BS/DO)
- Applied Physics (BA, BS, Minor)
- Applied Physics, Mathematics, Chemistry and Engineering with Partner Institutions (Dual BS/BSE)
- Biochemistry/Molecular Biology (BS)
- Biology (BA, BS, Minor)
- Chemistry (BA, BS, Minor)
- Coastal Zone Management (MS, PSM, Post-Baccalaureate Certificate)

School of Natural Sciences and Mathematics (Cont.)

- Data Science and Strategic Analytics (MS)
- Dental Medicine with Rutgers School of Dental Medicine (Dual BS/DM)
- Energy (Post-Baccalaureate Certificate)
- Environmental Science (BS, Minor, Dual BS/PSM, PSM)
- Environmental Studies (BA)
- Geographic Information Systems (Post-Baccalaureate Certificate)
- Geology (BA, BS, Minor)
- Marine Science (BA, BS, Minor)
- Mathematics (BA, BS, Minor)
- Pharmacy with The Ernest Mario School of Pharmacy at Rutgers University (Dual BS/DPharm)
- Sustainability (BA, BS, Minor)

School of Social and Behavioral Sciences (SOBL)

- Administration and Leadership (Post-Baccalaureate Certificate)
- Anthropology (Minor)
- Behavioral Neuroscience (Minor)
- Childhood Studies (Minor)
- Counseling (MA)
- Criminal Justice (BA, MA, Dual BA/MA)
- Economics (BA, Minor)
- Forensic Psychology (Post-Baccalaureate Certificate)
- Forensic Science (Post-Baccalaureate Certificate)
- Gerontology (Minor, Post- Baccalaureate Certificate)
- Homeland Security (Post-Baccalaureate Certificate)
- Political Science (BA, Minor)
- Psychology (BA, BS)
- Social Work (BS, MSW)
- Sociology and Anthropology (BA)
- Sociology (Minor)
- Victimology and Victim Services (Minor)



H. Major Research and Public Service Activities

1. FY 2022 Research & Development Expenditures

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$727,597.33
Institutionally Financed Academic R&D Expenditures	\$438,423.31
Externally Financed Academic R&D Expenditures	\$209,394.08
Total Academic R&D Expenditures	\$1,375,414.72

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

2. Scholarly Activity Summary

2022 - 2023

	Total	ARHU	BUSN	EDUC	GENS	HLTH	NAMS	SOBL	President, Provost, Library, Academic & Student Affairs
Published Books & Book Chapters	20	3	3	3	-	1	4	4	2
Published Works	130	15	34	2	9	28	12	25	5
Performances & Exhibitions	140	46	44	-	1	-	13	14	22
Presentations	175	29	25	11	4	24	20	24	38
Boards	45	-	5	5	3	2	2	11	17
Awards & Grants	91	17	11	4	10	11	22	7	9
Professional Development	42	2	10	-	-	2	-	-	28

**External funding activity will be highlighted in a future supplemental publication*



3. Stockton Center for Community Engagement & Service-Learning (SCCESL) Summary

Below are representative examples of community engagement in AY 2023.

- The SCCESL developed and managed three after-school homework completion programs in Atlantic County, utilizing 218 Stockton volunteers and serving 250 students. In the Fall 2022 semester, 56 SCCESL student leaders worked in the program, and there were 839 total visits by youth. The homework completion program is a collaboration between the SCCESL, the Atlantic City Police Department (ACPD), the Pleasantville Police Department (PPD), the Atlantic City Housing Authority and Urban Development Agency, and the City of Pleasantville.
- The SCCESL Faculty Fellow Dr. Anthony Disen aided in planning and offering a "Service-Learning Roundtable Discussion" in leading successful Service-Learning courses and engaging in best practices in the scholarship of engagement. Dr. Disen co-lead a faculty focus group to understand needs, perceived benefits, and barriers to Service-Learning, civic engagement, and community-based scholarly work. Dr. Disen developed two videos to support faculty who wish to engage in Service-Learning and civic engagement. The videos educate faculty on designing and proposing a new Service-Learning course and forming meaningful and mutually beneficial connections with community partners.
- The SCCESL Naturalization Class has helped 38 participants become naturalized citizens. The classes meet at the John F. Scarpa Academic Center in Atlantic City. The SCCESL held 25 sessions, and 24 community members participated over the year. Virtual workshops, in addition to the in-person sessions, continue to be helpful, specifically for people who are preparing for their imminent interview dates.
- The SCCESL managed nearly 100 Service-Learning courses this academic year, including over 2,000 students. Students average approximately 12 hours for each Service-Learning project, with over 3,000 service hours completed per semester.
- The Dr. Martin Luther King, Jr. Day of Service was held in January 2023. Stockton had 677 participants in Galloway, Atlantic City, and Hammonton. Stockton had 12 off-campus projects, 11 on the Galloway Campus, and five at the John F. Scarpa Academic Center in Atlantic City. Projects included decorating posters that promote American Sign Language, designing positive messaging boards to display in communities throughout Atlantic City and student support for the South Jersey Horse Rescue.
- SCCESL Student Fellows led Stockton student volunteers in homegrown community programs. During AY 2022-2023, the SCCESL employed 21 Student Fellows. Student Fellows are undergraduate or graduate students working in direct service who desire to serve and explore a specific community or issues more intensely.
- SCCESL Bonner Leaders focused on specific issue areas and organized students through Service-Learning classes, clubs, and organizations to be part of the solution. Bonner Leaders are part of a national cohort of Bonner Leaders and Scholars supported through The Bonner Foundation. The SCCESL employed 34 Bonner Leaders this year. The following agencies represent the types of partnerships they addressed: Salvation Army of Atlantic City and Westminster Christian Worship Center Food Distribution.
- The SCCESL, in collaboration with the Atlantic City Government and Brian Jackson, hosted the Peruvian Consulate at the John F. Scarpa Academic Center in October 2022.

Please refer to our website for additional information: stockton.edu/engagement



I. Major Capital Projects

July 2022 - June 2023

Multicultural Center

Construction to create a Multicultural Center on campus began in October 2022 and was completed in March 2023. This project includes a research area, server, lounge, office suite, multi-purpose room, performance area and a landscaped courtyard.

Holocaust Resource Center Expansion (Claire's Classroom)

Construction to expand the Holocaust Resource Center began in June 2022 and was completed in December 2022. This project reconfigured space to create a 34-seat classroom, renovated restrooms, lobby, survivors' room and exhibit area.

Fiber Optic Redundancy Loop

Construction to install a redundant fiber optic loop around the Galloway campus began in December 2022 and was substantially complete in May 2023. This project included the underground installation of 4 miles of fiber optic cable along with security cameras and an emergency generator.

AC Mailroom & Tenant Space Renovations

Construction to convert the bookstore in Kesselman Hall to a new mailroom and leasable tenant space began in January 2023 and was substantially complete in June 2023. This project included mailroom office space, storage, and a 24/7 package pickup area. The tenant space includes office spaces, kitchen, storage, reception and a large work area.

Athletic Complex Track and Field Replacement

Construction to replace the 23-year-old running track and resod the soccer field at the G. Larry James Stadium began in July 2022 and was completed in November 2022.

Other Institutional Information

Please visit stockton.edu for more information.



Mission Statement

Prologue

Founded in 1969 as a public, four-year college within the New Jersey system of higher education, Stockton University offers more than 40 undergraduate degree programs as well as 19 advanced degree programs, seven educational endorsement programs, 13 certificate and preparation programs and a vast array of minors.

Stockton's 1,600-acre campus, situated in the Pinelands National Reserve, is New Jersey's largest university campus. The main campus is located in Galloway, with a residential campus in Atlantic City and additional locations in Hammonton, Manahawkin and Woodbine. Approximately 3,000 students reside in University housing, including apartment complexes, residence halls and affiliated properties.

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.

Vision

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement and active stewardship.

Guiding Principle

Students first; vision and strategy follow.

Values

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of:

Excellence in teaching and dedication to learning

Stockton University is committed to providing a high quality, innovative education that gives our students, including those from underrepresented populations, the breadth and depth they need to succeed in their lives beyond college. Our faculty and staff recognize a responsibility to engage our students in the development of ideas across and within disciplines, both inside and outside the classroom. We strive to enhance the student learning experience, by utilizing proven pedagogical methods, research, creative activity and advancements in technology, which support the promotion of life-long learning.

Inclusivity and Diversity

Stockton University is committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.

Academic Freedom

The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation and respect for others, and enrich the individual, the campus and the community at large.

Integrity and Respect

Stockton University is committed to integrity, honesty, dignity, civility, openness, respect and accountability in its actions as well as in the means through which all members of its community communicate among themselves and with the wider world.

Shared Governance

Stockton University is committed to shared governance, defined as an integrated planning process and a collaborative culture in which Stockton's constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

Community Engagement and Civic Responsibility

Stockton University is committed to the positive development of southern New Jersey. Through research, teaching and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region and nation and to contribute to the public good.

Global Perspectives

Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.

Sustainability and Environmental Stewardship

The University seeks to promote an ethic of resource conservation, sustainability and social justice on our campuses and throughout the region in its strategic planning and operations as well as its teaching, research and service. Stockton embraces the obligation of stewardship this environment demands.





The Office of Institutional Research
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stockton.edu

Stockton is an Equal Opportunity Institution