



2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
(A) \$5,000 or less		(C) \$5,000 or less	
(B) More than \$5,000		(D) More than \$5,000	

Strategic Theme (choose one)	
	Learning
	Engagement
	Global Perspectives
	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes

Learning	
Deliver high value-added learning experiences and promote scholarly activity (S1)	Reward scholarly applications (ER2)
Promote liberal arts ideal to develop lifelong learners (S2)	Establish additional revenue sources (RS1-L)
Strengthen internal processes to support learning (IP1-L)	Reduce expenses (RS2-L)
Develop faculty and staff skills to support learning (ER1-L)	Align resources to support strategic plan (RS3-L)

Engagement	
Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	Foster an interactive environment among students, faculty, staff, and community (ER3)
Prepare students for active citizenship role (S4)	Increase opportunities for interactions between internal and external communities (ER4)
Create mutually reinforcing intellectual and co-curricular experiences (S5)	Establish additional revenue sources (RS1-E)
Strengthen internal processes to support engagement (IP1-E)	Reduce expenses (RS2-E)
Develop faculty and staff skills to support engagement (ER1-E)	Align resources to support the strategic plan (RS3-E)

Global Perspectives	
Develop a globally diverse Stockton community (S6)	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
Enhance capacity to participate globally (S7)	Establish additional revenue sources (RS1-G)
Strengthen internal processes to support global education (IP1-G)	Reduce expenses (RS2-G)
Integrate global program efforts among multiple units of the university (IP2)	Align resources to support the strategic plan (RS3-G)
Develop faculty and staff skills to support global education (ER1-G)	

Sustainability	
Increase sustainable infrastructure (S8)	Develop and implement sustainability programs (IP5)
Enhance sustainability education and research (S9)	Develop faculty and staff skills to support sustainability (ER1-S)
Increase recognition as a model of sustainability (S10)	Reward sustainable practices (ER6)
Partner to promote global sustainability (S11)	Establish additional revenue sources (RS1-S)
Strengthen internal process to support sustainability (IP1-S)	Reduce expenses (RS2-S)
Prioritize sustainability in plan operations and residential life (IP3)	Align resources to support the strategic plan (RS3-S)
Promote sustainability across the curriculum (IP4)	Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Budget Summary					
	Item	FY2017 July 1, 2016 – June 30, 2017	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	Notes/Comments (stipends, supplies, hospitality, etc.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	Total				

First-Year Funding Questions		
Will you need funds for <u>immediate</u> use to begin your project?	Yes	No
If so, how much?		
Date when funds will be needed		

CC: Dean/Director

Narrative Summary of Project

Successive waves of emigration and migration have brought South Jersey the diverse population it embraces today. What is now known as New Jersey once served as home to a number of indigenous bands of original peoples. Beginning in the seventeenth century, traditional northern European stock like those from Holland, Sweden, Finland, Great Britain, France and Germany began to arrive on Jersey's shores. In the mid-nineteenth century, the Irish, seeking to escape starvation, emigrated to New Jersey and elsewhere in the United States. By the final years of the nineteenth century, Italians, Russians and Russian Jews, Greeks, Polish, and Eastern Europeans all came to forge a new life in South Jersey, bringing along their culture and food ways. While the Dutch brought a small number of African Americans to South Jersey, their presence was transient. Blacks became an enduring presence initially during the period of British settlement. In the nineteenth century their numbers increased and in the early twentieth century, South Jersey witnessed an influx of additional African Americans, who arrived during the great Southern Diaspora. In the mid-twentieth century, Spanish-speaking immigrants came to work as agricultural fieldworkers. More recently, Haitians have supplanted the Puerto Rican, Mexican, and other Central American nationalities in a large number of South Jersey's growing fields. Many professionals from India and the Middle East have come seeking a new and better life, along with immigrants from Africa, the Far East and Southeast Asia. Today, New Jersey ranks as number 3 in the states with the most foreign-born citizens.

This project will infuse an interdisciplinary approach which will engage the expertise of both Stockton faculty as well as that of regional community members with content knowledge in various areas. Moreover, students from throughout the university will be provided with opportunities to participate in the research, planning and implementation of the lectures, exhibits and events related to this proposal which will provide for an excellent experiential learning opportunity.

The intention of our programming, which will include four exhibitions and a three-part lecture series, is to raise awareness of the long-standing cultural diversity of South Jersey. Since the earliest days of European colonization within then West, now South Jersey, the area has provided homes to people of diverse religious, cultural, and ethnic backgrounds. The history is rich, engaging, and less-well-known than it might be. We hope to raise awareness within the Stockton community and also the wider local community of this history of diversity along with its lasting impact on our area.

The multimedia exhibitions presented will provide cultural contexts focusing on underlying social causes such as exile and assimilation. Artist will interpret the stories of these communities through paintings, works on paper, photographs, sculpture and literature. The exhibitions aim to contextualize an empathetic understanding of immigrants both past and present and seeks to answer unresolved questions.

In addition, we propose three lectures in support of the overarching theme of cultural diversity in South Jersey. The first lecture, presented by Paul W. Schopp, will set the pace for the presentations and will discuss the critical role railroads played in providing the impetus for establishing new settlements across the region and transporting new immigrants to the nascent communities. The railroads also carried in soil conditioners and fertilizers to improve the poor growing fields and transported out farm produce, forest products, and manufactured goods, taking them quickly to far-off markets. The second lecture, by Mark Demitroff, will provide a closer overview of the ethnic communities that developed, and those who settled them, and the transference of techniques and technologies from the old country. Dr. Jessica Finch will provide the final lecture, covering the role of gender in the migrant experience widely

conceived, touching upon its importance to South Jersey agriculture and garment industries in particular.

Each program has been calculated to highlight and explore the diverse population of South Jersey, concentrating on an area that has the Town of Hammonton at its center. As evidenced by the positive feedback and responses received on the assessment tool developed for participants who engaged in similar cultural events previously held at Kramer Hall, we are well positioned to expand upon the delivery of professionally curated exhibits and educational lectures which will help one to explore and examine the facts related to the journeys of a myriad of cultures. Our programming will celebrate the various cultures and what each ethnicity and population group has contributed to the tapestry known as South Jersey.

Assessment Plan

Intended participants include students, faculty, staff, and community members. Participants will be provided with an overview from historians, artists, and content experts on the impact that South Jersey experienced relative to the migration of millions of people of diverse religious and ethnic backgrounds. Materials used in these lectures and exhibits may come from the Bjork Library's Special Collections. Participants will be provided factual accounts of culturally diverse migrant experiences as displayed through lectures and exhibits. After experiencing either a lecture or an exhibit, the participants will be able to reflect on the content to compare and contrast how the issues that migrants faced in the past relate to those being faced in contemporary times.

Facilitators and artisans will be asked to provide project feedback to assist us with future planning and delivery of similar projects. Participants will be asked to take both a pre-event and a post-event awareness survey designed to measure the level of learning that transpired as a result of their participation in a lecture or exhibit.

Outcomes: Students will be exposed to pertinent aspects of immigration and migration of individuals from other countries to South Jersey through various mediums including photography, sculpture, documents, artifacts and other materials. Participation in lectures, displays and exhibits will serve as a learning laboratory for Stockton students and community members. These exhibitions and lectures, we believe, will allow participants to develop an empathetic understanding of immigrants both past and present.

Appendix A
Pre-Event Assessment Tool

How did you learn about this event? <i>(Please check all that apply)</i>	
Newspaper article	
Newspaper Advertisement	
Sesquicentennial Event Calendar	
Poster	
Email	
Facebook	
Instagram	
Website	

Please rate the following on a scale of 1-3	Not knowledgeable at all	Somewhat knowledgeable	Very knowledgeable
Knowledge of today's topic	1	2	3
Knowledge of the cultural diversity in South Jersey	1	2	3
Knowledge of the impact and importance migration had on the South Jersey area	1	2	3
Knowledge of who migrated and when settlement took place	1	2	3

Appendix B
Post-Event Assessment Tool

Please rate the following on a scale of 1-3	Not knowledgeable at all	Somewhat knowledgeable	Very knowledgeable
Knowledge of today's topic	1	2	3
Knowledge of the cultural diversity in South Jersey	1	2	3
Knowledge of the impact and importance migration had on the South Jersey area	1	2	3
Knowledge of who migrated and when settlement took place	1	2	3
	1	2	3

Please rate the following on a scale of 1-3	Completely agree	Somewhat agree	Do not agree at all
Presentation offered new insights or knowledge	1	2	3
Content was well organized	1	2	3
Effective use of visual aids (flip charts, power point, video diagrams)	1	2	3

Was your experience at this event positive? Yes No

What topics would you like to see Stockton University offer in the future?

Any comments or feedback you wish to provide to us?
(improvements, suggestions, feedback):

If you would like to receive emails from Stockton regarding upcoming cultural programs occurring at our Hammonton Instructional Site, please provide us with your email or mailing address:

Appendix C Master Timeline



Appendix D
Marketing Plan

The Lure of South Jersey- Marketing Plan

1. Press Release (to be written once dates are finalized)
 - a. The Press of Atlantic City
 - b. Hammonton Gazette
 - c. The Daily Journal of Vineland
2. Eight newspaper advertisements in the Hammonton Gazette
3. Stockton Kramer Hall Social Media (to be shared by Stockton University, Downtown Hammonton & Hammonton Sesquicentennial social media)
 - a. Facebook
 - b. Instagram
 - c. Twitter
4. Stockton Kramer Hall website
5. Stockton University Staff/Faculty email distribution list (over 2000 recipients)
6. Stockton Kramer Hall e-blast distribution list (over 1,500 recipients)
7. Posters to be displayed (to be designed once dates are finalized)
 - a. Throughout the Town of Hammonton's downtown area
 - b. At tabling events with representatives of Kramer Hall
 - c. Throughout Stockton's Main Campus
 - i. Kiosks
 - ii. Walls
 - iii. Electronic TV & LED display boards
 - d. Throughout Stockton's Kramer Hall facility