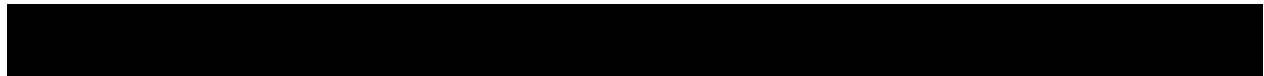


**Institutional Excellence Award:
The Nomination of Stockton University, Galloway NJ**



In 1970 when it became clear the new college buildings would not be ready for the September 1971 admission of students, the Board of Trustees selected the Mayflower Hotel in Atlantic City on the Boardwalk as the temporary campus. In fall 1971, classes began on schedule with the commencement of the first academic year in September 1971. The College officially took shape as 1,000 students, (50 of whom were Educational Opportunity Fund students), 97 staff and 60 full-time faculty took over the former resort hotel. Our current president, Dr. Harvey Kessel was one of the original students who began his college education at Stockton in the Mayflower Hotel (*see companion nomination of President Harvey Kesselman for the Dr. Frank W. Hale Jr. Distinguished Service Award*).

The Council of Black Faculty and Staff formed in 1971 and continues to exist today. Since its founding, the Council honored many Stockton University faculty, staff and alumni, as well as

Stockton clubs. The Council holds an annual awards banquet that to date has raised nearly \$300,000 for student scholarships.



In 1983, Dr. Vera King Farris, a native of Atlantic City, was named third President of the College on May 25, 1983 during a time of institutional growth. Dr. Farris was the first woman, the first African American, and then became the longest-serving president to lead Stockton University. Equity, diversity and inclusion were important to Dr. Farris. In addition to her work in higher education and in science, Dr. Farris was dedicated to the advancement and the equality of all people and cultures, to the study of holocausts and genocides across the globe, and to her work with her church. During her 20-year tenure at Stockton, she mentored many individuals, including Dr. Kesselman who prominently displays a picture of the late Dr. Farris in his office. He continues to hold Dr. Farris' memory close to his heart and shares leadership stories about her (*see companion nomination of President Harvey Kesselman for the Dr. Frank W. Hale Jr. Distinguished Service Award*). In her honor, the Board of Trustees renamed the University's main road from College Drive to Vera King Farris Drive following her death in 2009.

In 1990, the College opened the Holocaust Resource Center, one of the first hosted by a public college. The Resource Center, including a library and archive of video and audio histories of Holocaust survivors and artifacts from the Holocaust, became the hub for the school's pioneering role in Holocaust and Genocide education. This role would grow to include offering the nation's first Master of Arts program in Holocaust and Genocide Studies (1999) and conducting teacher training in Holocaust Education for thousands of teachers.

In 1994, the College was a training site for the World Cup soccer team from the Kingdom of Saudi Arabia, which advanced to the second round of the tournament for the first time in the nation's history. An international soccer match occurred here with Trinidad and Tobago. The Saudis returned in 1996 for their Olympic Games training camp and exhibition matches vs. the United States and eventual gold medalists, Nigeria.

In 1997, Atlantic County awarded the College a \$450,000 grant awarded to start an Education Technology Training Center. The Center opened later in 1997, providing teachers in kindergarten through 12th grade school districts with professional development opportunities to infuse technology into the classroom. The Center continues to exist today and is known as the Southern Regional Institute and Educational Technology Training Center

In 1999, the Templeton Foundation recognized the College for outstanding leadership in the field of character development. The foundation lauded Stockton for the Civility, Harmony, Education, Environment, and Respect Conference to reduce prejudice, violence and bigotry in schools while championing cultural diversity and for the College's leadership role in Holocaust education. In

December of that year, Dr. Farris spoke at the Stockholm International Forum on the Holocaust, hosted by the Prime Minister of Sweden and attended by 44 national heads of state.

In 2003, Wendel A. White, Professor of Art, received a Guggenheim Fellowship in recognition for his photography of black communities in small towns.

In 2004, the College opened an instructional site in Atlantic City at the historic Carnegie Library Center, a multi-use facility that serves the College and the residents of Atlantic City and region as an educational and instructional facility and conference center. This instructional site would be the first of several Stockton instructional sites established in Atlantic County.

In 2007, the College established

- x Sankofa Retention Initiative: Reclaiming Our Students to address retention of men of color, specifically Latino and African American males, at Stockton. Sankofa held its inaugural [Sankofa Summit](#) in spring 2017.
- x STEM Collaborative: Pipelines to Success to connect faculty, staff and students to projects that will enhance the pipeline of talented STEM students, particularly from traditionally underrepresented groups, to Stockton and focus on recruitment and retention of these students in the STEM disciplines.
- x Activist-in-Residence Program, a recurring yearlong position in which a selected community activist works directly with the Stockton community.

In 2014, with intention and purpose, the former president Dr. Herman Saatkamp, Stockton's fourth president, renamed the College's Office of Affirmative Action and Ethical Standards to the Office of Institutional Diversity and Equity ("OIDE") in order to pivot the institution and the office towards taking comprehensive approaches to diversity, equity and inclusion. The position of director became chief officer for Institutional Diversity and Equity. The OIDE utilizes a unit-based diversity archetype (Williams and Wade-Golden, 2007).

In February 2015, the Board of Trustees voted to change the school's official designation and name from that of a college to a university. On December 2, 2015 the Board of Trustees named Dr. Harvey Kesselman as the fifth President of Stockton University. At the time of his appointment to university president, Dr. Kesselman had more than 35 years of experience in higher education. He previously served Stockton in many leadership roles, including as provost and executive vice president, dean of the School of Education, interim vice president for Administration and Finance, CEO of the Southern Regional Institute and Educational Technology Training Center, and vice president for Student Affairs (*see companion nomination of President Harvey*

Also, during this time, Stockton updated its [Mission Statement](#). Inclusive excellence is prominent in its mission, vision, guiding principle, and values.

In 2017, President Kesselman established a [Strategic Enrollment Management Planning \(“SEMP”\) Council](#), comprised of key faculty and staff, including the chief officer for Institutional Diversity and Equity. The SEMP Council is charged with leading the creation and implementation of the University’s long-term strategic enrollment management plan in an inclusive, systematic, and coordinated process with a strong emphasis on cross-divisional cooperation. Over the past decade, the diversity of Stockton’s students increased; however, it remains the least diverse public university in New Jersey when compared to its peers. Therefore, one of the institution’s critical goals is to increase student diversity at Stockton, which was widely communicated to faculty and staff on September 1, 2017. Along with the critical goal of increasing student diversity is ensuring retention and persistence to graduation.

New Jersey’s Secretary of Higher Education Rochelle Hendricks invited Stockton to participate

Once the AC Gateway Campus is completed, the event room there will be named after Fannie Lou Hamer Event Room, the late civil rights activist. Stockton recognizes its role in preserving Hamer's legacy and her pivotal speech at the 1964 Democratic National Convention in Atlantic City. Distinguished Professor Patricia Reid Merritt and Professor Emeritus Joseph Walsh originally brought the idea forward to the community. Since 2004, Stockton has hosted the annual [Fannie Lou Hamer Human and Civil Rights Symposium](#)

Late in the spring 2015 semester, the chief officer for Institutional Diversity and Equity with the support of President Kesselman changed the committee structure to include working subcommittees to further advance diversity and inclusion efforts. Currently, there are six working subcommittees with committee members and other volunteers actively engaged in campus diversity and inclusive excellence work. A description of the six subcommittees and their accomplishments to date follow.

1. Employee Affinity Networks -

4. Social Justice and Education - This subcommittee continues working with the information provided by the two-part webinar on Microaggressions and Bullying in the Workplace and possible next steps provided by webinar attendees, as well as identifying additional areas where the University can be proactive in educating the campus community on diversity and inclusion topics.

Accomplishments to date include the development of a Stockton Celebrates Diversity Passport (“SCDP”) Program open to faculty, staff and students. SCDP Program is a means through which Stockton advances campus diversity education through existing and new programs and events offered each academic year through the efforts of faculty, staff, alumni, and students. This subcommittee and the Diversity Branding and Community subcommittee worked together to develop this program. The President’s Cabinet endorsed the program, providing useful comment and feedback. The goal is to pilot the program at the 2018 Unite Against Hate Day that will be held on February 6, 2018 (*see more information about this day under Campus Climate*).

5. Strategic Diversity Plan Implementation -- This subcommittee continues to map current diversity efforts against Stockton’s Diversity Statement utilizing various measures including the HEED Benchmarking Report and discovers ways in which the Diversity Committee supports Stockton’s integrated diversity plan, i.e., discover its role in learning about and supporting the explicit and implicit diversity and inclusion objectives.

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 Integrated Strategic Diversity Plan. 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.

6. Decolonizing the Curriculum - This is a new subcommittee established in September 2017. Their deliberations and activities will focus on ways of de-centering white and European perspectives in our pedagogy, as well as strategy in helping faculty recognize ways in which all disciplines perpetuate narratives that may not foster diversity and inclusion. This subcommittee strives to work on prioritizing non-white and non-Western perspectives.

Stockton also has an ADA-504 Steering Committee that provides ongoing assistance to the Chief Officer/ADA-504 Coordinator in coordinating Stockton’s effort to ensure that its (1) living, learning, and working environments are accessible to persons with disabilities and (2) procedures, practices and plans for addressing disability issues are responsive to the current understanding of the ADA and Rehabilitation Act requirements. The committee’s work is about inclusion, as much as it is about compliance.

In 2017, Provost Lori Vermeulen also established the Academic Affairs Diversity Advisory Committee that will advise the Provost on how best to support faculty/student interactions both inside and outside the classroom, as it relates to diversity and inclusion.

On September 26, 2017, NADOHE hosted a webinar called Chief Diversity Officers and Chief Academic Officers in Collaboration that had the stated purpose of discussing the collaborative role of the CDO and CAO to engage campus activism and addressing contentious freedom of expression issues on today's college campuses. Stockton subscribed to this webinar inviting CCDIE members and others to join the conversation. Stockton looks forward to participating in other NADOHE webinars.

In the next several sections, Stockton attempts to compartmentalize its campus diversity and inclusive excellence programs, initiatives and efforts; however, it should be understood that in a cohesive, comprehensive diversity and inclusion program the boundaries among the categories are fluid and seamless.

Structural Diversity

Diversity in leadership matters. The leadership of Stockton University is comprised of a diverse group of individuals. The President's Cabinet consist of 17 individuals, comprised of 41.2% persons of color and 35.3% women.

Stockton has approximately 8,400 full-time undergraduate students but less than 1,000 full-time graduate students. We have an enrollment goal of 10,000 students. By the spring 2017 snapshot, women comprised 59.0% of the undergraduate population and 78.0% of the graduate population. By the spring 2017 snapshot, students of color and international students represented 28.4% of the student body. Hispanic and Latino students represent the largest population at 12.2%. In fall 2017, however, Stockton admitted its [largest class](#) and its most diverse entering class of students.

At Stockton, structural diversity also applies to the faculty and staff diversity. By the spring 2017 snapshot, faculty of color and international faculty represented 29% of the full-time tenure and tenure track faculty; 42.0% of the non-tenure track faculty; and 13% of the adjunct faculty, a group from which Stockton does draw its non-tenure and tenure-track faculty.

For the benefit of our students and the campus community, faculty diversity is critical to the mission of Stockton University. We realized that we can no longer continue to do the same thing and expect different results. Therefore, beyond advertising in diverse sources, we believe it is extremely important to nurture relationships and establish pipelines, which is an ongoing activity.

Stockton is nurturing a relationship with Yale University and the Edward A. Bouchet Society co-founded by Yale and Howard Universities to support diverse graduate students through to the PhD. Yale inducts diverse graduate students into the Society, which we tap to announce our faculty positions. A representative from Stockton attends the Society's conference held in the

spring to meet and introduce diverse PhD candidates from a number of schools around the country to Stockton and its faculty and fellow opportunities.

The [Dr. Vera King Farris Fellowship](#) program provides funding and an environment to teach,

In October 2017, about 300 middle school and high school boys from Atlantic City attended Stockton's inaugural Change the World Youth Conference. The conference was designed to create pathways of success and increase the retention of young men of color. The conference featured the debut of the documentary, "From Boys to Men: Rising to Success in Atlantic City," which captures local stories of the success of youth from the Atlantic City area. The conference was developed in partnership with several University leaders representing the best amongst Stockton's students, faculty, staff, alumni and with the support of President Kesselman and Vice President for Student Affairs Dr. Thomasa González who recently retired from Stockton. An article about the Change the World Youth Conference appears in the [October 26, 2017 issue](#) of The Stockton Times.

In October 2017, Stockton entered into a new transfer partnership that will provide additional access for students from the local community college. The "Stockton University at Atlantic Cape" program enhances existing agreements, and will provide students with more opportunities to earn both associate and bachelor's degrees. Stockton welcomed 988 transfer students this fall, and 208 of them – more than 20 percent – came from Atlantic Cape Community College.

Atlantic Cape Community College President Barbara Gaba and Stockton University President Harvey Kesselman sign a new partnership agreement that provides for seamless transition from the two-year-college to the four-year bachelor's degree program Sept. 29.

The terms of the partnership include:

- x Students in the program who earn their associate degree at Atlantic Cape can enter Stockton as fully-matriculated juniors. Any Stockton application fees will be waived for participating students.
- x Eligible students who apply to, but are not admitted to Stockton as freshmen, can instead attend Atlantic Cape but receive counseling and advising from both Stockton and Atlantic Cape. All eligible students will receive a letter conditionally accepting them to Stockton University at Atlantic Cape. They will be officially admitted to Stockton upon receiving their associate degree.
- x Credits earned at Stockton can also be applied to an associate degree at Atlantic Cape in a "reverse transfer" agreement.
- x Stockton will provide five annual scholarships of \$2,000 to top performing Atlantic Cape graduates who enroll at Stockton through this agreement.
- x Students enrolled in the "Stockton University at Atlantic Cape" program will be eligible to apply for Stockton housing.

x Atlantic Cape will prominently display a “Stockton University at Atlantic Cape” banner at its Atlantic City Campus to signify the importance of the relationship. The article about the new transfer partnership appears in the [October 5, 2017 issue](#) of The Stockton Times.

Stockton University has been approved by the Panamanian Ministry of Education approved Stockton to offer training to teachers from Panama as part of the government’s Bilingue Initiative. The University has also signed a Memorandum of Understanding with Universidad Latina de Panama to expand opportunities for Stockton students to study in Panama. The Panama Bilingue initiative is a national effort to improve public education and economic development by increasing the English language fluency of its citizens. The goal of the program is to train as many as 10,000 Panamanian teachers over five years in the latest teachings methods and techniques for classroom success, including the use of technology. Participants will also have the opportunity to expand on their own language skills, as they are immersed in an English-speaking culture. Twenty-one (21) Panamanian students will arrive on January 15, 2018 to start their program. More information about the agreement appears in the [July 20, 2017 issue](#) of The Stockton Times.

Campus Climate

In addition to the campus climate surveys developed, distributed, and analyzed by the Diversity Benchmarking (Campus Climate) subcommittee, the following other actions impact campus climate and assist us in being more comprehensive in addressing campus climate for all of our members.

The Women’s, Gender and Sexuality Center (“WGSC”) also promotes offers Safe Zone Program training for members of the campus community. The WGSC director worked closely with the chief officer for Institutional Diversity and Equity to inform our community about the use of bathroom facilities. Together, we informed our campus community of the following:

- x The [Policy Prohibiting Discrimination in the Workplace](#) and the [Student Policy](#) Prohibiting

Award application, Stockton will improve in areas that we know we can do better and complete the Index each year.

Stockton is very serious about its guiding principle of students first; vision and strategy follow. As the 2016 presidential election season ripened and other national issues surfaced that had local impact on campus environments, on different occasions the President, the chief officer for Institutional diversity and Equity, other Cabinet-level administrators, and select senior administrators responded proactively to underscore our policies prohibiting discrimination and harassment on campus, as well as the university's diversity statement. As national focus turned to immigration, travel bans, and DACA, President Kesselman emailed a statement to the campus community that he signed the Statement in Support of the DACA Program, along with 250 or so of his colleagues, as well as his support of the few DACA students here. President Kesselman is made aware of any and all alleged incidents of hate, bias, and bigotry that are reported by members of our campus community. In Stockton's responsiveness to student concerns about campus climate and safety, President Kesselman issued a statement to the campus community on [DACA](#)

In spring 2017, [Stockton Safe](#) was established to provide a safe zone for all students, faculty, and staff regardless of immigration status. Also, as a joint effort of the Campus Police, the Student Senate, and the Office of Institutional Diversity and Equity, the [Bias Free Initiative](#) was established that includes, among other things, a bias response team. A bias incident reporting system was established for individuals in our campus community to report alleged bias incidents and, if any, hate crimes. Stockton refines and improves the existing bias response initiative

- x Women's, Gender and Sexuality Studies (minor)
- x Disability Studies (minor), the newest academic program proposed and lead by one of our adjunct faculty

Centers

- x Sara and Sam Schoffer Holocaust Resource Center
- x The Interdisciplinary Center for Hellenic Studies
- x The Women's, Gender & Sexuality Center
- x Stockton Center for Successful Aging (SCOSA)

SCOSA hosted its first fall conference, in conjunction with the Cape Atlantic Caregiver's Coalition's "We Care Because You Care" event. The day combined 20 local providers of care in Atlantic and Cape May counties with six educational sessions presented by professionals in the field of aging. The event, held on Stockton's main campus, featured engaging, energetic and educational speakers on topics relevant to professionals, providers and older adults. An article about the conference appears in the [December 7, 2017 issue](#) of the Stockton Times.

Student Learning and Development: Diversity in the Informal Co-Curriculum

The [Office of Service-Learning](#) provides the Students, Faculty/Staff and Community Partners of the Stockton University community with opportunities to engage in "Service with a Purpose". Our reciprocal relationships allow Stockton the ability to work with our communities and neighborhoods through classroom and co-curricular activities. This office also coordinates [Dr. Martin Luther King, Jr. Day of Service](#) where faculty, staff, students, and community members engage in service opportunities the main campus and instructional sites and throughout Atlantic County. In addition, Stockton won the American Association of State Colleges & Universities (AASCU) [Civic Learning and Community Engagement Award](#), one of AASCU's [Excellence and Innovation Awards](#). Stockton was a founding member of the American Democracy Project (ADP), and its involvement demonstrates strategic and long-term commitment to institutionalizing and advancing student civic learning, community engagement and regional stewardship. At Stockton, the ADP has been a catalyst for creating a cohort of faculty, staff and students that take part in a number of projects related to service-learning, including workshops, public events and courses. Read article [here](#).

The [Stockton Center for Community Engagement](#) promotes university and community efforts to serve the public good. The Center (a) promotes the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty and staff (b) facilitates training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state and regional community organizations and government agencies, and (c) cultivates connections between scholarship and the public interest. The Center coordinates community engagement opportunities such as food drives, after school programs, an English learners program, and more.

The [Office of Global Engagement](#), a gateway for cross-cultural learning, prepares our students for changing circumstances in a multicultural and interdependent world. The office hosts an [International Education Week](#)

education and exchange worldwide. The office also houses Stockton's Study Abroad Program and other activities of interests to international and domestic students and scholars. Our

Nelson Edwards of the Montclair Police Department. The call for proposals and posters requested submissions from faculty, staff, and students on the following broad topics:

- x Symbolism and hate
- x Human and civil rights
- x The history, culture and politics of hate
- x Truth and reconciliation on a large or small scale
- x Social activism and protests
- x Microaggression, bias and bullying
- x Domestic terrorism and law enforcement
- x Systemic solutions or programs to eradicate hate
- x The Science of hate
- x The Sociology and psychology of hate
- x The role of education in sustaining or eradicating hate
- x The business and marketing of hate
- x Genocide and hate

In November 2018, Stockton will host the [American Conference on Diversity](#) providing an opportunity for participants from around the state to experience Stockton, while also providing our faculty, staff, and students and opportunity to participate in a daylong diversity conference.

There is certainly more that Stockton can share with NADO12 72 40()Tj(us)-1 (o8f7h N)2 (s)-1 (c)-6 (n(a)4 (-