
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT**

PROJECT LEADERS & Committee Members:	Dr. Walter Tarver, Dr. Pedro Santana, Dr. Jonathan L. Johnson, Mr. Stephen Davis, Mr. Darius Edwards, Mr. Ryan Terrell, Mr. Tomas Itaas
PROJECT TITLE:	Sankofa Retention Initiative: Reclaiming Our Students
DATE:	May 31, 2018
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer at: jessica.kay@stockton.edu*

Please provide a summary of the project and your experience.

The Sankofa Retention Initiative (SRI) was implemented in the Fall 2016 semester and continued until the Spring 2018 semester. In collaboration with Stockton’s faculty, the Office of the Dean of Students, CARE Program, the Wellness Center, the Office of Residential Life and the Office of Enrollment Management, by the end of the Spring 2018 semester SRI was able to recruit 29 mentees, 16 faculty and staff mentors and 2 peer mentors and conducted 19 events, including The Summit with a total of 212 students in attendance. These are significant achievements because it was extremely challenging to recruit and attract minority male students to participate in activities compounded by overlapping or competing campus wide activities at Stockton. It is also noted that Division of Student Affairs committed personnel and assigned an associate director for Student Affairs Retention Initiative and a professional services specialist to work on this initiative in the beginning of the Spring 2018 semester with the active support of SRI’s recently launched advisory board.

For the second year in a row, to successfully implement The Summit, Dr. Jonathan L. Johnson taught the Africana Studies course, *Black Men in America*, as a service learning course. Seventeen students enrolled in the course presented at the Summit on several relevant topics about the course as well as the status of collegiate men of color. During The Summit, Dr. Roman Cordero-Roman, Stockton’s associate professor of Spanish and Dr. Salvador Bienvenido Mena, senior associate vice chancellor for Student Affairs at Rutgers University-New Brunswick, were the guest speaker and featured speaker, respectively.

Based on the successes and challenges of SRI, it is imperative to continue its course using the 2017-2018 programming model with some modifications for the next academic year, 2018-2019. One modification to make SRI financially sustainable is to make it a volunteer and student driven initiative. Thus, all faculty, staff and student mentors should be all volunteers and not receive any stipend. In addition, SRI should focus more on branding, collaboration and promotion of the program to potential mentees and the various stakeholders in the Stockton community. However, to build on its initial successes and continue to help Sankofa students, it needs continued financial support from the 2020 Initiatives Project and from our division. Funding of SRI ended in the Spring 2018 semester.

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

(See attached documents)

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

SRI should continually focus on conducting social gatherings to create a “family” feel. Events, such as Barbershop Talk, Phillis College Series Night, trips to museums and sporting events helped build rapport with potential SRI mentees this past Spring 2018 semester which culminated in 29 new students joining SRI.

Directly promoting academic related programs alone does not translate immediately to an increase in the number of SRI mentees as depicted in the 2017 -2018 programming model presented in the previous report and in this report (Appendix 2).

Please list any follow-up actions (publications, presentation venues, etc.)

The committee will explore submitting presentation proposals to related national and regional professional higher education conferences. SRI will also continue exploring possible external sources of funds to organizations similar to organizations (e.g., Lumina Foundation).

SRI submitted a grant proposal to the Lumina Foundation but was unfortunately not funded. Please see the attached supporting documentation.

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division to which the continuation proposal should be forwarded.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]

The SRI committee will continue the 2017-2018 program retention model that combines significant social engagement with personal development and community service and will follow-up with an additional financial funding request in the amount of \$10, 920 from the 2020 Initiatives Project and \$2,000 from the Office of the Dean of Students. In addition, SRI should also collaborate with Stockton’s faculty, the Office of Residential Life, the Office of Enrollment Management, and The Wellness Center for possible joint hosting of various off-campus trips, events and activities to optimize the use Stockton’s resources.

New Allocation of Budget Request - AY 2018 - 2019

(New additional funds requested)

1. Peer Networking	\$ 4,820
2. The Summit	\$ 2,000
3. Food & Beverages	\$ 3,000
4. Assessment Instrument	\$ 300
5. Media/Marketing	\$ 800
TOTAL:	\$ 10,920

FINANCES: Based on your proposal, please outline below how the award has been spent.		
	Amount	Notes/Comments
Beginning Budget Balance as of July 1, 2017:	\$ 12,050	
Salary Expenditures		
• Stipends		
• Full-time staff salaries		
• Full-time faculty salaries		
• TES salaries		
• Fringe Benefits		
Total Salary and Fringe Expenditures		
• Printing	\$ 65.00	
• Supplies	\$ 465.72	
• Computer Info Tech	\$ 378.00	
• Contracted Services	\$ 2,350.00	
• Meetings & Conferences	\$ 536.82	
• Official Reception & Entertainment	\$ 1,055.06	
• Employee Travel	\$ 292.27	
• Student Travel	\$ 1,815.00	
• Other supplies (t-shirts, table banners, lanyards, badge holder, wrist band)	\$ 3,344.51	Items will arrive by 6.15.18
Total Non-Salary Expenditures	\$ 10,302.38	
Total Salary + Non-Salary Expenditures	\$	
Ending Budget Balance as of:	\$ 1,747.62	
<i>If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.</i>		
<i>IMPORTANT: Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.</i>		
Item	Expected Amount	Expected Timing for Payment
Total		

Supporting Documents

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2020 Originally Approved & Revised Submitted Proposal

Sankofa

2020 Learning Proposal

Sankofa Retention Initiative:
Reclaiming Our Students

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Introduction/Background

The Office of the Dean of Students established a retention committee during the 2014-2015 academic year to address the retention and graduation rates of male minorities (racial/ethnic) at Stockton University. Stockton data show that Latino and African American males transfer or leave without explanation at greater rates than their White male counterparts. In order to reverse this trend and further increase Stockton's retention rate, the Office of the Dean of Students initiated a number of retention initiatives, including the MCRI Committee. One initiative utilizes existing successful programs as a springboard to increase retention and academic success of Stockton's traditionally underserved groups as they adapt to the collegiate environment.

Nationally, college traditionally underserved groups have become a topic of critical debate concerning educational equity, degree attainment, and potential for career success. Specifically, it is with modest dispute that the experiences of African American and Latino males have been of significant scrutiny concerning their academic achievement, social condition, employment opportunity, economic development, and their role within the family (Akbar, 1991; Cuyjet, 2006; Greir & Cobbs, 1968; Hammond & Mattis, 2005; Majors & Gordon, 1994; Staples, 1971, 1982).

Program Overview

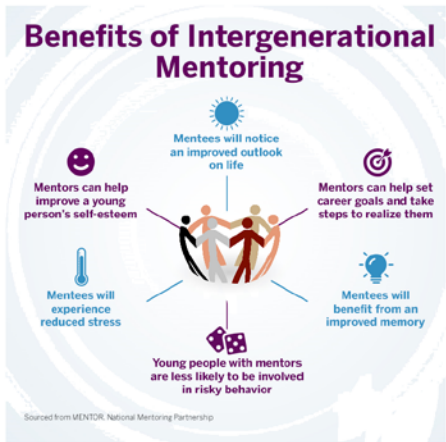
Strategic Objectives

- Promote liberal arts ideal to develop lifelong learners (S2)-**PRIMARY OBJECTIVE**
- Deliver high value-added learning experiences and promote scholarly activity (S1)
- Develop faculty and staff skills to support learning (ER1-L)
- Strengthen internal processes to support learning (IP1-L)

The Role of Mentoring in Retention

Mentoring programs (peer and protégé) and intentional engagement inside and outside of the classroom are some of the many best practices to address the plight of underrepresented populations of students, including college traditionally underserved groups. At Stockton, first year retention is strong for both African American and Latino college men and even shows an all-time high of a 92.3% for African American males for the Fall 2013 cohort. However, for African American males entering their third year, retention rates experienced the highest drop above all student categories (specifically, by ethnicity and gender) as they retained merely 38.5 % of the original Fall 2008 cohort. In comparison, the third year retention rate for the Fall 2008 cohort for all males (63.4%) and Latino males (68.4%) was much stronger. While Latino males' third year retention did experience some drop from the first year retention rate (84.2 % to 68.4 %), their rates still followed the trends closer to males overall and, in some cases, "bucked the trends" (Fall 2008 68.4% vs. 63.4% and Fall 2011 73.1% vs. 69.0%, respectively).

An intergenerational mentoring model will be utilized as an adaptive framework to develop meaningful relationships between faculty, staff, students as well as Stockton alumni. MCRI identifies intergenerational mentoring as a purposeful approach to cultivate mutually beneficial relationships between young and older adults. In our adaptive approach, freshmen and sophomores would be mentored by a junior, senior and graduate students, and finally faculty and staff would coordinate the mentoring relationship with invested Stockton alumni integrated with each mentoring group. This mentoring approach will not only bridge relationships of current students to a growing alumni, but will assist these young men at each critical level of persistence; which is especially significant beyond the fifth the semester where traditionally underserved groups experience attrition.



In addition, there are financial implications related to improving Stockton’s retention rates. As an example, from a financial perspective, if there were an average of 200 minority male students enrolled each semester and 123 students drop out on their 5th semester following a trend of 38.5% retention rate, this illustration converts to a net revenue loss of \$615,000 per semester (\$5,000 tuition—which does not including fees and housing expenses per student). Therefore, it is imperative to focus on providing a coordinated student support services to this student population via the MCRI.

Adapting to Change Essential Learning Outcome (ELO)

The Adapting to Change ELO is defined as the *ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.* The mentorship program seeks to achieve this ELO by connecting students to the necessary resources that can further assist them in adapting to the collegiate environment. The Dimension of Self-Concept (DOSC) Form-H is intended to measure the academic self-concept of students in the postsecondary environment. Specifically, the DOSC-H measures a student’s ability to adapt to change by the means of five subscales: 1. Academic Interest and Satisfaction; 2. Level of Anxiety; 3. Identification vs. Alienation; 4. Leadership and Initiative; and 5. Level of Aspiration. The student’s adjustment to change will be measured by the DOSC-H in a test-retest reliability format.

In order to help MCRI program participants adapt to change and further enhance their academic performance and graduate on-time, they will be required to attend academic and life skills workshop and meet with their mentors at least once a month. Workshop topics are: Time Management, Goal Setting, Improving Test Taking Skills, Overcoming Test Anxiety, Effective Note-taking Skills, etc.

In addition, program participants will also be referred to Stockton's Tutoring Center to develop their studying and tutoring schedules. The DOSC subscales are further elaborated upon below.

- **Academic Interest and Satisfaction** subscale portrays the degree of intrinsic motivation, involving love of learning for its own sake gained by students in doing academic work and in studying new subject matter.
- **The Anxiety** subscale is hypothetically associated with emotional instability, a lack of objectivity, and a heightened or exaggerated concern about tests and preservation of self-esteem in relation to academic performance (Michael et al., 1985). This scale can help indicate a marked discrepancy between a stabilized perception of what a student believes that he can achieve satisfactorily and his idealized perceptions of expectations concerning what his teachers or parents maintain s/he can or will do. This attitudinal pattern can become generalized to their self-esteem confirming feelings of themselves as being an unworthy individual ridden with guilt with a possible need for self-punishment or even self-destruction (Michael et al., 1985).
- **Identification Versus Alienation** subscale attempts to determine the measure by which a student feels that they have been accepted by the academic community and has been respected by teachers/peers/family as an important person who has personal worth/integrity (Michael et al., 1985). Students feeling isolated or rejected by the academic environment show hostility toward the academic institution and its members, including fellow students, teachers, counselors, administrators, and significant others. Alienation embodies considerable resentment or defiance of regulations and rules of school campuses (Michael et al., 1985).
- **The Leadership and Initiative** subscale portrays behavioral and perception patterns that are affiliated with characteristics, in which students demonstrate their mastery of knowledge, willingness to help and guide others to take the initiative in starting and finishing a project to completion (Michael et al., 1985).
- **The Level of Aspiration** subscale relates to "a pattern of behaviors or beliefs that calculate the degree to which subjects current achievement level and academic activities are perceived by the student's past or present attainments" (Michael et al., 1985, p. 2).

Purpose/Goal – Campus Impact

The purpose of this initiative is to improve Stockton's retention rate, learn how college traditionally underserved groups successfully navigate academia as well as provide multidisciplinary access to resources, support, and a sense of belonging. This can be achieved using existing successful retention and mentoring related programs at Stockton such as the CARE Program and establishing opportunities to engage faculty, staff, and students in intellectual discourse on topics related to traditionally underserved groups, inside and outside of the classroom.

The goals of this program are to:

- Increase the retention rate for traditionally underserved groups through targeted outreach and early intervention opportunities, served by an intentional network throughout the Stockton community that monitors their progress towards graduation.
- Provide opportunities for college traditionally underserved groups to engage in intellectual discourse, inside and outside of the classroom, through service learning, media/book club, peer mentoring and orientation, and a conference to develop of sense of purpose, belonging, motivation, and critical thinking.
- Create a multi-tiered, multidisciplinary network of opportunities for college traditionally underserved groups that promote resources, support, and a sense of belonging through the establishment of a peer mentoring program among students in conjunction with faculty and staff participants.

Activities – Outlined Action Steps

Activity 1: Support recruitment efforts of the MCRI and recruit a group of mentors to serve all new mentees. (Spring 2016-2018*)

- Promote the initiative to members of Stockton’s faculty, staff and committed alumni who would invest time in this initiative. A cadre of some faculty and staff have already been identified.
- Promote the initiative to cultural and ethnic based students, clubs and organizations.
- Develop and enhance MCRI’s web presence via its web site, blog, Facebook, and Twitter accounts.
- Utilize CARE mentoring as a service learning opportunity for faculty and students interested in joining the peer mentor program.
- Promote the project to faculty who have already slated courses with service learning component.

Activity 2: Establish and promote a media club (books and films)/discussion group relevant to significant topics for traditionally underserved groups, composed of students, faculty, and staff. (Spring 2016—2018*)

- Promote the initiative to existing groups and services, such as faculty and staff cultural affinity groups, CARE, EOF, MCRI committee, the Office of Residential Life, and student’s cultural and ethnic based students, clubs and organizations. This group ultimately serves as a springboard to discuss critical topics concerning traditionally underserved groups.

Activity 3: Planning and facilitating a summit/conference led by volunteer Faculty/Staff efforts (Fall 2016/2017*)

- Develop a planning committee to develop call for programs, workshops, and symposia.
- Recruit all faculty, staff, and students interested in participating or presenting at the conference. (Fall 2016/2017*)
- Obtain additional institutional and targeted funding (i.e., Office of the Dean of Students).
- Promote, recruit, and obtain topical feedback from students, faculty, and staff invested in contributing to MCRI’s programs and goals.
- As a result of the conference, develop strategies for retention and academic success, designed specifically for college traditionally underserved groups at Stockton University.

**Denotes the beginning of a specific initiative that will become ongoing*

Outcomes and Assessment

Outcome 1: Increase in overall retention rate of traditionally underserved groups, with particular attention of students matriculating beyond the sophomore year.

- Assessment: Monitor the persistence of students involve with the proposed initiatives.
- Assessment: Partner with institutional research in analyzing the persistence of traditionally underserved groups for each semester, while comparing to overall institutional data by gender and ethnicity.

Outcome 2: Students, faculty, and staff will have intellectually relevant dialogues about the plight and achievement of Stockton's college traditionally underserved groups.

- Assessment: Students' acquisition of knowledge will be measured by service learning course assessment and student evaluation.
- Assessment: Participants who choose to contribute to the University summit on topics related to the plight of traditionally underserved groups will be a factor.
- Assessment: Review and report the participation and contributions of students, faculty, and staff involved with the media/book club. The format of this initiative also serves as an ongoing focus group.

Outcome 3: Participants in the traditionally underserved groups mentoring program will discover that this newly formed initiative serves as a network of resources, support, and a sense of belonging, ultimately optimizing students' self-concept while adapting to Stockton.

- Assessment: Adopt assessment tools currently used by the CARE Program.
- Administer the Dimensions of Self-Concept (DOSC) instrument to all traditionally underserved groups participants near the end of each academic year. The DOSC measures five dimensions of self-concept: Level of Aspiration, Anxiety, Academic Interest and Satisfaction, Leadership & Initiative, and Identification vs. Alienation.
- Focus groups and individual informal interviews/meetings will be utilized to gather further insight.

Financial Overview

Summary of Budget

This initiative will develop academic and life skill resources, study and peer/protégé mentor groups, and engagement opportunities for participants. In addition, this needed initiative will provide training and stipend to peer mentors, and professional development opportunities to staff and faculty mentors, ongoing dialogues and seeks opportunities for course integration. We are asking a \$26,500 grant to implement this initiative.

Budget Summary				
	Item	FY2016 July 1, 2015 - June 30, 2016	FY2017 July 1, 2016 - June 30, 2017	FY2018 July 1, 2017 - June 30, 2018
1.	Mentoring Program		\$6,000.00	\$6,000.00
2.	The Summit		\$4,000.00	\$2,000.00
3.	Media/Book Club	\$400.00	\$800.00	\$800.00
4.	Food & Beverages		\$3,000.00	\$3,000.00
5.	Assessment Instrument/Scoring		\$250.00	\$250.00
	TOTAL	\$400.00	\$14,050.00	\$12,050.00

Mentoring Program (\$12,000)

This pilot program seeks to initially serve 100 mentees. One faculty/staff member will have general oversight of a cadre of five mentees, who are led by one paid student mentor. Mentor stipends will be paid \$150 each semester. 20 mentors X \$300/year = \$6,000 X 2 years = **\$12,000** Total

The Summit (\$6,000)

The University Summit on topics related to current trends and critical issues relevant for college traditionally underserved groups at Stockton University is intended to serve as an ongoing opportunity for faculty, staff, and students to engage in intellectual discourse. The proposed conference seeks **\$6,000** in funding for keynote speaker each year, over the next two years. **\$4,000** for the first year and **\$2,000** for the second year. Supplemental funding will be sought from campus partners (i.e., Dean of Students Office) as an ongoing supported initiative, which includes promotional and print materials, food options, and other materials necessary for the conference.

Media/Book Club (\$1,600)

The media/book club will function each semester and limited to a maximum of 20 participants (students, faculty, staff). Of course, priority of participation will be given to students with at least one faculty/staff facilitator. The group will use film, social media, news reports, and literature as a springboard to have critical dialogues relevant to college traditionally underserved groups. Each semester, one books, novel, memoir, or social critique will be selected and is expected to be approximately \$20 each @ 20 participants = 400/semester = \$800/year X 2 years = **\$1,600 + \$400** (begins Spring 2016) = **\$2,000** Total

Food & Beverages (\$6,000)

Food and beverages will also be needed for academic support and programming activities each semester during an orientation, media/book club, and other semester events. Based 120 students (100 mentee + 20 mentors @ \$25/student/year) **\$3,000** for each academic year, totaling **\$6,000**. Additional funding will also be sought from other campus partners.

Instrumentation (\$500)

The Dimensions of Self-Concept (DOSC) instrument will be used to assess 100 student participants. The cost for the tools and related materials are the following:

- DOSC Manual Set = \$11.50
- DOSC instrument package for 100 people @ \$53.50 X 2 years = \$107
- DOSC Scoring @ \$1.90/person for 100 students X 2 years = \$380

Total instrument expense: **\$498.50**

TOTAL PROPOSED: \$26,500

Sankofa Retention Initiative Facebook Page

Sankofa Retention Initiative - Stockton University
Public Group

Discussion

Members

Events

Videos

Photos

Manage Group

Search this group

Shortcuts

- Sankofa Retention Initia...
- Pan African Network ... 5
- BLKSAP (Black Student...
- MACUHO 11
- Stockton University ... 14
- Pan African Network of ...
- ACPA Coalition for Multi...
- Social Media Admins at...

Joined ▾ ✓ Notifications ↗ Share ⋮

Write Post Add Photo/Video Live Video More

Write something...

Photo/Video Create Poll Feeling/Activ... ⋮

RECENT ACTIVITY

Edwards Darius
April 11

Fellas,
We've been gone for a minute, now we're back with THE SUMMIT. We hope to see you all there!

THE SUMMIT
TRIALS AND TRIUMPHS OF COLLEGE MEN OF COLOR

CONFERENCE
April 18th with sessions throughout the day

KEYNOTE ADDRESS:
April 18th from 3:00pm-4:00pm Auditorium

KEYNOTE SPEAKER
Dr. Rocky L. Jones
Professor and Chair of the University of Louisville's Department of Pan-African Studies

Time	Topic	Panel	Panelists
8:00am-9:00am	General Session	Prayer Service I	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
9:00am-10:00am	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
10:00am-11:00am	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
11:00am-12:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
12:00pm-1:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
1:00pm-2:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
2:00pm-3:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
3:00pm-4:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
4:00pm-5:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey
5:00pm-6:00pm	General Session	General Session	1. Emmanuel Odey 2. Emmanuel Odey 3. Emmanuel Odey 4. Emmanuel Odey 5. Emmanuel Odey

ADD MEMBERS

+ Enter name or email address...

MEMBERS 30 Members

SUGGESTED MEMBERS Hide

- Nico Smith Add Member
- Ebby Gee Add Member
- Haley Baum Add Member
- Antoinette A. Murray Add Member
- Josh Kolapo Add Member
- Jasmine Lee Add Member
- Ellis Perry Bonds Add Member
- Jeff Wakemen Add Member
- Carl Archut Jr Add Member
- Joshua C. Moore Add Member

DESCRIPTION Edit

N

Sankofa Retention Initiative 2nd Annual Symposium—The Summit



MEN OF COLOR IN HIGHER EDUCATION: ISSUES, CHOICES AND CHALLENGES

MARCH 20, 2018 | 2:30^{PM}
CAMPUS CENTER EVENT ROOM

This Summit conference is for students, faculty, and administrators who are interested in understanding the plight of men of color in higher education. This is a campus symposium coordinated on behalf of Sankofa (Men of Color Retention Initiative).



This year's keynote speaker is Dr. Salvador Bienvenido Mena. Dr. Mena serves as the Senior Associate Vice Chancellor for Student Affairs at Rutgers University-New Brunswick. Dr. Mena will lead a community discussion about men of color in higher education.

SPONSORED BY

Sankofa: Men of Color Retention Initiative Advisory Board, students from the GAH 2350 Black Men in America course, Office of the Dean of Students, Office of Service Learning, Wellness Center, and African Studies



For questions about accessibility or to request an accommodation, please contact the Office of Event Services and Campus Center Operations at 609.652.4678 or event.services@stockton.edu at least 5 business days in advance of your participation or visit.

stockton.edu/Sankofa
#StocktonSankofa

Stockton is an Equal Opportunity Institution

The Summit Schedule

THE SUMMIT 2018 MEN OF COLOR IN HIGHER EDUCATION: ISSUES, CHOICES AND CHALLENGES

9:00 AM—9:30 AM

Campus Center Meeting Room 1

ZERO TOLERANCE FOR MEN OF COLOR IN OUR SCHOOLS

[Quishana Pinks](#)

The "school to prison pipeline" has become a mechanism of control in America. This presentation will discuss harsh and strict punishment placed upon "problematic," men of color, masked behind the ZERO TOLERANCE policies in public schools.

9:45 AM-10:15 AM

Campus Center Meeting Room 1

BLACK MEN: IS THE MEDIA OUT TO GET THEM?

[Jawaad Siraj](#) and [Miranda Cincotti](#)

Controversial issues surround Black men in America, particularly their portrayals in social media. This presentation examines how poorly social media affects Black people and Black

10:30—11:00 AM

Campus Center Meeting Room 1

THE STRENGTH OF GUIDANCE AND MENTORSHIP

[Daniel Ligon](#)

Young Black men face obstacles when they do not have the proper guidance early in their lives. Black men who grow up without fathers are forced to find their own way through life without paternal guidance. Some, unfortunately, fall into the trap of social validation and join gangs, where they can finally feel wanted and accepted. This presentation explores the impact of guiding figures in the lives of Black men in America.

Campus Center Meeting Room 2

THE BLACK PATRIARCH: REALITY AND MEDIA

[Kelmark Jackson](#)

This presentation will evaluate the importance of the Black patriarch in modern and pre-colonial eras. The presenter will scrutinize how Black male figures are portrayed in media, thereby, comparing and contrasting their media representation and the reality of the Black patriarch.

11:15 AM—11:45 AM

Campus Center Meeting Room 1

CAREER PLANNING AND PROFESSIONAL RELATIONSHIP BUILDING

[Justina McLean](#)

This presentation will address the issues and challenges that men of color face when preparing for a profession. Tips, Tools and Techniques will be introduced that will assist men of color with developing professional relationships and successful career planning.

Campus Center Meeting Room 2

MISCONCEPTIONS IN THE DEFINITION OF MEN OF COLOR

[Kayla McDermott-Cobbs](#) and [Jason Rehani](#)

The presentation will examine societal misconceptions and stereotypes associated with African American and Middle Eastern men, culture, origins, as well as affects on these stereotypes with regard to educational barriers. This presentation will incorporate data from personal interviews of students of Middle Eastern and African American, as well as related faculty at Stockton University.

11:50 AM—12:20 PM

Campus Center Meeting Room 1

MAN TO MAN: ON HOW TO BE A PROGRESSIVE BLACK MAN

[Brandon Bonner](#)

This presentation explores how a healthy mentoring relationship with a father and/or father figure can help build progressive forms of Black manhood. This presentation will also discuss progressive Black manhood in higher education.

12:30 PM -1:15 PM 2:30 PM (Campus Center Event Room)

FEATURED SPEAKER

[Dr. Arnaldo Cardero-Roman](#), Associate Professor of Spanish, Stockton University

"Ante la vida, nada más importante que la educación."

We're in education not just to earn a living but to make a life.

1:30 PM—2:00 PM

Campus Center Meeting Room 1

NETWORKING FOR SUCCESS

[Gabriela Abrieu](#), [Roy Cook](#), [Tre'Ron McBride](#), and [Danielle Henry](#)

This presentation will share how networking and building connections with your peers and professors will help Black and Latino men succeed in school, while influencing their future goals outside of school.

Campus Center Meeting Room 2

BLACK AND LATINO MEN ON THE ROAD TO EDUCATION

[Alyssa Chase](#) and [Eric Cook](#)

This presentation addresses how Black and Latino American men engage family dynamics and manhood, while considering their educational journey.

2:30 PM (Campus Center Event Room)

KEYNOTE SPEAKER

[Dr. Salvador Bienvenido Mensa](#), Senior Associate Vice Chancellor for Student Affairs at Rutgers University-New Brunswick.

Evaluation of The Summit Workshop Presentations

SRI's evaluation and assessment were challenging in the fall 2017 and spring 2018 because most activities were geared towards outreach and promotion. During the spring 2018, however, 11 workshop presentations were evaluated by 67 student attendees during The Summit. Below are the results of the evaluations.

Evaluation Questions	Rate
The introduction was effective	83.18%
The presentation had an effective communication structure and the logic of the project activity was clear	83.72%
The presenter exhibited confident enthusiasm about the subject material	86.91%
The presenter interacted effectively and made good visual contact with the audience	86.30%
Slides were relevant and communicated content effectively	82.46%
Presenter clearly understood the questions before responding	88.28%
Responses were concise and accurate	87.78%
Note: 100 % Rating is equivalent to "Excellent."	

Some suggestions based on the question: *“WHAT RECOMMENDATIONS SHOULD STOCKTON IMPLEMENT TO ENHANCE THE EXPERIENCES OF COLLEGE MEN OF COLOR?”*

- Understand that many of our students may come from zero tolerance systems.
- Reach out to the community to increase awareness of student programs and inclusivity.
- More events throughout the year!
- Highly recommend to advertise better to get more people to come to events like this one.
- More presentations at our campus.
- Hire more faculty/ staff of color (Males)
- More accommodations for presenters, room, and guests.
- Providing Sankofa with sufficient resources for minority male students.
- Share more opportunities to affirm black men.
- Miranda knew the material very well!
- Early intervention for men of color to focus on.
- Bring more awareness on campus by holding more presentations like this to inform others.
- Find a way to get students excited about school.
- There should be more programs to promote Black Men within higher education.
- Have more conversations for diversity - give opportunities to help men of color get into higher education.
- Improve and promote what Sankofa should offer.
- Create safe spaces for men of color.
- More time for presenters.
- Increase Latino faculty and staff!
- Hire more educators of color for other subjects other than cultural studies to show that they have the capability of being something more.
- I feel that there are a lot of men of color on campus but issues with scheduling, work, and class gets in the way. Perhaps if there were more flexibility things would improve
- Give more opportunities and focus more on the needs and struggles of people of color.

2018 Sankofa Retention Initiative Brochure

STOCKTON UNIVERSITY - SANKOFA
Office of the Dean of Students | Campus Center 243
101 Vera King Farris Dr. | Galloway, NJ 08205

STOCKTON UNIVERSITY - SANKOFA
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Campus Center 243
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Galloway, NJ 08205

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101 Vera King Farris Dr. | Galloway, NJ 08205

Place
Stamp
Here



SANKOFA
Retention Initiative
STOCKTON UNIVERSITY



 STOCKTON
UNIVERSITY

SANKOFA RETENTION INITIATIVE



Congratulations! You are a member of the Sankofa Retention Initiative (SRI).

Sankofa is a group for minority male students at Stockton University. Housed within the Dean of Student's office, the SRI's goals are to help you successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaged citizenship.

The SRI provides support in five impact areas.

- Successful Transition
- Professional and Personal Development
- Engaged Citizenship
- Mentoring
- Rites of Passage

CONTACT US

Gerald Martin | Assistant Dean of Students
sankofa@stockton.edu | 609-652-4645
stockton.edu/dean-of-students/sankofa.html

PROGRAMS

Orientation and Transition

- Week 1: Meet and Greet
- Week 2: What to Expect from College
- Week 3: Academics First
- Week 4: Take Advantage of Stockton
- Week 5: Paying for College

Events and Attendance Requirements

- First Semester: Attend all orientation and transition sessions
- Second Semester: Attend four events, at least one from each program category
 - ❖ Career Development
 - ❖ Political Engagement
 - ❖ Service Learning
 - ❖ Social Engagement
- Third Semester through Graduation:
 - ❖ Help facilitate programs
 - ❖ Mentor new students
 - ❖ Assist with peer mentor training
 - ❖ Assist with annual Sankofa Conference



STOCKTON
UNIVERSITY
stockton.edu

New Jersey's Distinctive Public University | Stockton is an AAEO institution

CONFIRM YOUR SPOT

The Sankofa Retention Initiative is designed to simply support you on your journey. Take advantage of the connections you will make. Cherish the friendships you will create. Be prepared for the opportunities that will come your way.

There are two ways to confirm your spot:

1. Send an email to sankofa@stockton.edu with your name, preferred means of contact (email and phone number), and your incoming status (new freshman or transfer)
2. Complete the form and return it to the Sankofa Initiative via mail.

First Name _____

Middle Initial _____

Last Name _____

Phone _____

Email _____

Incoming Students

New Freshman _____

Transfer _____

2017-2018 Sankofa Retention Initiative Annual Report



Annual Report

2017-2018

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Executive Summary

The Men of Color Retention Initiative (MMRI) was formed after the Spring 2014 meeting of Stockton's Division of Student Affairs leadership team. In that meeting the team reviewed literature, national publications and Stockton's statistics on graduation rates of male minority students. The review show that Latino and African American male students at Stockton leave or transfer at greater rates than their male counterparts. Consequently, the MMRI committee was formed and began programmatic planning in 2014-2015 academic year to address this concern. MMRI conducted regular meetings and secured funding from Stockton's 2020 Initiatives Project. MMRI's name was changed to Sankofa Retention Initiative (SRI) and Phase 1 of the proposal was implemented. This included development of programs and activities, promotion of SRI to minority male student organizations and athletes, gathering feedback about students' experiences at Stockton, hosting of meetings for minority male students and planned activities for 2015-2016 academic year.

The SRI committee also reviewed lessons learned from the National Conference of Race and Ethnicity in American Higher Education (NCORE) 2016 concerning mentoring and were adopted as part of SRI's plan of action. In 2017- 2018 academic year, SRI focused on strengthening the structure of the program, assessment and outreach.

To support SRI, the Division of Student Affairs committed personnel and assigned an associate director for Student Affairs Retention Initiative and a professional services specialist to work on this initiative in the beginning of the Spring 2018 semester, supported by SRI's recently formed advisory board.

Accomplishments

In collaboration with Stockton's faculty, Office of the Dean of Students, CARE Program, Wellness Center, Office of Residential Life and the Office of Enrollment Management, by the end of the Spring 2018 semester SRI was able to:

- recruit 29 mentees
- recruit 16 faculty and staff mentors and 2 peer mentors
- conduct 19 events, including The Summit with a total of 212 students in attendance
- launch a new and more interactive web site (<https://stockton.edu/sankofa/>)
- establish strong relationships with a cadre of minority male faculty members
- establish an Advisory Board

These are significant achievements considering the difficulty in recruiting and attracting minority male students to participate in academic and student life related activities on-campus and overlapping or competing campus wide activities and events within the community.

Challenges and Recommendations

Despite its recent initial success in the Spring 2018 semester, there are more areas of improvement in terms of developing and implementing impactful programs in helping male minority students of color at Stockton. It is in this vein that SRI should focus on the following areas to:

- Strengthen its recruitment processes
- Intensify promotion and branding related activities
- Develop an early-alert system to enhance mentor-mentee interactions and intervention
- Develop alternative and sustainable funding sources
- Develop and enhance academic and student life programming in tune with SRI's goals and learning outcomes
- Strengthen collaborative efforts with faculty, staff, Office of Enrollment and New Student Programs and the EOF Program in recruiting potential mentees
- Implement an evaluation plan in all areas of operation

Appendix 1

Lessons from National Conference on Race and Ethnicity (NCORE) 2016

Gerald Martin attended NCORE to specifically learn from other mentoring professionals. The theme from these professionals' insights are best described as "Plan, Support and Connect". The main takeaways from NCORE are as follows:

- Create a 3-year plan
- Interest-based group mentoring using mentors who have personal and career development-related connections are effective.
- Identify student ambassadors
 - Help tell the story
 - Recommend good staff/faculty mentors
- Assessment
 - "Show" is required before you can "prove" to others that they should provide support
 - Show outcomes
 - Develop supporters on and off campus
 - Attendance records
 - Pictures at all meetings
- "Why Students Leave Research"
 - San Jose St. conducted research on why first-time freshmen leave
 - Methods
 - Phone calls, online survey, online focus group (1st: minorities. 2nd student workers)
 - Conducted analysis of 3 years of records
 - 8800 total
 - 1200 left
 - 294 academic probation
 - 600 were in good standing
 - Results
 - 1st generation students most at-risk of leaving
 - Other and personal issues were top reasons = per survey
 - Focus groups results
 - Class access issues
 - Event/crisis (personal, coping issue, no support after reaching out, tended to leave 2-4 weeks after event/crisis)
 - No connection to college
 - Difficulty with advisors
- Success Training Models
 - Grit Training to teach long-term goals and overcoming obstacles
 - Sense of Place Training to help figure out a way to connect to campus.

The Sankofa Retention Initiative must have a concrete plan. The plan will serve as a roadmap for success. The goal(s) must center on supporting students in multiple ways. Supporting their career aspirations is as vitally important as their social and academic integration. Finally, the initiative must connect students with one another and others. Connections are not limited to people of color and the Stockton Community. Connections include advocates on and off campus.

Tasks for 2016-2017

The steps that need to be taken this year are designed to focus the initiative's direction. It is vital that a structural model is developed to promote intentional student development and connections.

Immediate Tasks

- Send students to RISE : <http://www.risebmc.org/about>

Central Tasks

- Assessment
 - Show outcomes before you can “prove” others should provide support
- Funding Submissions
 - Re-submit the Engagement and Global Competence proposals for 2020 funding Spring 2017 if makes sense going forward
 - Submit proposals for Presidential Initiative funds
 - “Why Students Leave Research”
- Create a webpage for the Sankofa Retention Initiative.
- Create a 3 year plan
 - Success Training Workshops -Orientation
 - Grit Training to teach long-term goals and overcoming obstacles
 - Sense of Place Training to help figure out a way to connect to campus
 - Develop a model/“curriculum” ideally using interest based methods.
 - Rites of Passage Model
 - Student Development Theory
 - Contain actions and education
 - Public and private ceremonies
 - Comradery
 - Engage students in focused career development activities
 - Develop a way to “plug” students into campus life
 - Interest-based group mentoring using mentor who have personal and career development-related connections are effective
 - Career Development-based Programs
 - Engage students in focused career development activities
 - Develop a way to “plug” students into campus life
 - Interest-based group mentoring using mentor who have personal and career development-related connections are effective
 - Develop a systematic marketing process
 - Meet with potential advocates
 - Student leaders

- Academic personnel
- Community/career allies
- Identify student ambassadors
 - Help tell the story
 - Recommend good staff/faculty mentors

Aspirational Tasks

- Early alert process
- Create a “Sophomore Success program”
- Develop a precollege institute similar to “The Level” program format with a group of solid perspective students
- Develop a Mentoring Conference

Appendix 2



New Programming Model 2017-2018

Goals

Improve graduation 4/5 year rates

Provide professional and career development activities

Promote personal development and positive citizenship

Focus/Purpose: The Sankofa Retention Initiative's purpose is to help students successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaging citizenship values.

Model:

The Sankofa Retention Initiative (SRI) is designed to create a support group for under-represented male students at Stockton University. The Sankofa Retention Initiative's goals are to help students successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaging citizenship values. The model is comprised of five impact points. Using a programmatic model, the SRI promotes Successful Transition, Professional and Personal Development, Engaging Citizenship, Mentoring, and Member Acknowledgment.

Successfully Transition addresses recruitment, orientation and campus engagement during the first three weeks of the new members' first term. Professional and Personal Development activities are designed to provide students with the practical and soft skills employers expect of college graduates by developing four-year career plans with each student. Additionally, students learn practical life skills such as financial management. Engaging Citizens aims to develop dedicated citizens who always find time to volunteer and are politically engaged. Students will be expected to participate in long-term volunteer service, though short-term will be allowed as a supplement. Students will also be challenged to understand how politics impacts them.

Mentoring and Member Acknowledgment are used as concrete ways to show students Stockton cares. Mentors and faculty/staff associated with the initiative will be with students their whole academic career providing advice, encouragement and connection. When students do well academically, organizationally or progress through the program, they will be acknowledged in “Grand” ways using a rites of passage approach.

The SRI is supported by Admissions, CARE Program, Career Center, Counseling Center, Health Services, Residential Life and the Office of the Dean of Students.

Operations Plan Outline

- 1 Successfully Transition (Recruitment and First Three Weeks) -
 - a. Recruitment Plan-
 - i. Send information to parents/guardian and students, school Guidance Counselors and with Admissions recruiters
 - ii. Feeder schools
 1. Send information to guidance counselors with Admissions staff
 2. Speak at recruitment sessions
 3. Sankofa committee visit schools to discuss program
 - iii. Events and Attendance Requirements
 1. First Semester: Attend all orientation and transition events in the first five weeks
 2. Second Semester: Attend 4 events, at least 1 from each program category
 3. Third Semester through Graduation:
 - a. Help facilitate programs
 - b. Mentor new students
 - c. Assist with peer mentor training
 - d. Assist with Sankofa Conference
 - b. Orientation and Transition Sessions
 - i. Session 1: Meet and greet with students, supporting staff and faculty
 - ii. Session 2: What to Expect
 1. What to do and where to go when times get tough
 2. Local transportation
 3. What it means to be in Sankofa
 4. Mentors -CARE

- iii. Session 3: Academics First
 - 1. Studying
 - 2. Working with faculty
 - 3. Using tutors and study groups
 - iv. Session 4: College and Money
 - 1. Financial aid
 - 2. Work study
 - 3. Student working
 - 4. Seek private grants
 - v. Session 5: Take Advantage of Stockton
 - 1. Residential life – Commuter Connections
 - 2. Student organizations
 - 3. Service Learning
 - 4. Recreation Sports
 - 5.
 - 2 Professional and Personal Development –
 - a. Career Planning– 4-year plan
 - b. Interpersonal Skills (various constituencies)
 - c. Learning Styles
 - d. Financial Literacy
 - e. Healthy Living
 - f. Relationships
 - g. Identity Development
 - h. Cultural Competence
 - 3 Engaging Citizen
 - a. Service Learning
 - i. Office of Service Learning SCOSA
 - ii. Community Engagement
 - iii. Holocaust Center
 - iv. Etc.
 - b. Political/Social/Community Engagement – Events on- and off campus
Examples:
 - i. Hughes Center – Volunteer
 - ii. Student organizations – Encourage joining based on interest
 - iii. Bring in speakers to discuss opportunities.

- 4 Mentoring
 - a. Follow CARE Program guidelines
- 5 Social Interaction
 - a. Develop interactive activities
- 6 Member Acknowledgment (Rites of Passage): Perks of membership
 - a. Induction Ceremony and Beads – after two semesters
 - b. Graduation Ceremony Pin
 - c. Shirts
- 7 General Programming Schedule Overview – See Attached
- 8 Website
 - a. Brochure Information
 - b. Pics
 - c. Full EEO statement from IDE

General Schedule

Questions

1. Do we do 2 sessions per week (6 sessions in each category each year)?
2. Do we alternate sessions each week (3 sessions in each category each year)?
 - a. Social-> Career->P.E.->S.L.-> Repeat

Orientation and Transition- First Five Weeks of Semester

Week 1	Meet and Greet
Week 2	What to Expect from Stockton
Week 3	Academics First
Week 4	Take Advantage of Stockton
Week 5	College and Money

Programs and Socials

Week 6	<i>Social – New Member Rite of Passage Ceremony</i>
	Political Engagement
Week 7	Career

	Service Learning
Week 8	Social
	Political Engagement
Week 9	Career
	Service Learning
Week 10	Social
	Political Engagement
Week 11	Career
	Service Learning
Week 12	End of Term Event
	<i>Honors, Awards, Graduate Recognition and New Member Pinning Ceremony</i>



Application
Lumina Fund for Racial Justice and Equity

A Sponsored Project of
Rockefeller Philanthropy Advisors

Section I: Organization Information

Submission Date: 2/26/2018

Legal Name of Organization/Fiscal Agent (as it appears on the IRS tax-exempt letter): Stockton University

Mailing Address: 101 Vera King Farris Dr, E-226, Galloway, NJ 08205

Common Name of Organization (if different from above):

Requesting Organization (if different from above):

Mailing Address:

Street Address (if different from above):

Organization IRS-Issued Employer Identification Number (EIN): 22-2832788

Web site: WWW.Stockton.edu

Fiscal Agent's annual operating budget: \$236,405,545.32 (FY2018)

Subsidiary's annual operating budget (if applicable):

Purpose Statement of proposed project (one sentence): The Sankofa Retention Initiative seeks to learn how men from underrepresented communities successfully navigate academia through their fourth semester and to provide targeted interventions including multidisciplinary access to resources, support, and a sense of belonging in order to improve college transitions, retention, and graduation rates among collegiate men of color at our university.

Does any portion of this work involve lobbying? Yes No Advocacy? Yes No

Proposed project start date and end date: May 1, 2018 to April 30, 2019

Total amount requested: \$ 25,000.00 over 12 months

PROPOSAL CONTACTS

Project Director

Name: Jonathan L. Johnson

Title: Director, Community Wellness & Health Education

Telephone: 609-652-4701

Fax: 609-626-5586

E-mail: jonathan.johnson@stockton.edu

Address (if different from above): 101 Vera King Farris Dr., West Quad 108, Galloway, NJ 08205

Who has legal authority to execute a grant agreement on behalf of your organization?

Name: Todd Regn

Title: Executive Director, Office of Research and Sponsored Programs

Telephone: 609-652-4844

Fax: N/A

E-mail: Todd.Regn@stockton.edu or grants@stockton.edu

Address (if different from above): 101 Vera King Farris Dr., E-226, Galloway, NJ 08205

Financial Contact

Name: Michael Angulo

Title: Vice President for Administration and Finance

Telephone: 609-626-6072

Fax: 609-626-3803

E-mail: Michael.Angulo@stockton.edu

Address (if different from above):

Communication/Public Relations Contact

Name: Geoffrey Pettifer

Title: Executive Director

Telephone: 609-626-6023

Fax: N/A

E-mail: Geoffrey.Pettifer@stockton.edu

Address (if different from above):

Other Contact, if appropriate:

Name:

Title:

Telephone:

Fax:

E-mail:

Address (if different from above):

Section II: About the Lumina Fund for Racial Justice and Equity

Thank you for your interest in applying for a grant from the Lumina Fund for Racial Justice and Equity. Lumina Foundation, in partnership with Rockefeller Philanthropy Advisors, is pleased to release this RFP for grants that are designed to support postsecondary institutions that are implementing significant work to advance equity on campus and in the broader community.

Why Equity Matters

While the face of America is changing, economic, and social inequities among racial and ethnic groups persist. Historical and current patterns of discrimination, segregation, and racism continue to foster disparities that make it increasingly difficult for many individuals to achieve the social and economic mobility that has been promised by the American dream. American Indian, African-American, and Hispanic citizens are disproportionately poor, have limited access to quality education, and are underrepresented in positions of power. Without intentional and focused efforts to address equity and racial justice in our society, the gaps will only continue to grow.

Education is the great equalizer. However, racial and ethnic stratification plague our nation's educational system. Schools are more segregated than a decade ago, dropout rates are highest among African-American, American Indian, and Hispanic learners, and these learners are less likely to earn postsecondary credentials. Given this polarization, American higher education is also at a critical juncture with regard to equity and excellence. As global demand for postsecondary skills and knowledge rises, the pace at which Americans are obtaining postsecondary degrees continues to lag behind other countries. Moreover, this situation is exacerbated by the persistent gap in credential attainment by race in the United States, according to the most recent Census figures.

Why Lumina is Acting

Lumina is compelled to do more in the aftermath of disturbing and unacceptable racially motivated events on college campuses across the nation. The United States' legacy of racism, segregation, and injustice are ever-present in current discussions about how to advance equity and fairness in policies and practices, and to increase meaningful opportunity for all. Colleges and universities are essential institutions to shape and guide these dialogues.

Many higher education leaders are working hard to close equity gaps in hopes of expanding access and opportunity through postsecondary attainment. The grants described here will provide support to institutions that are addressing equity directly and substantively, catalyzing existing work and deepening impact.

Two types of grants will be awarded, commensurate with the proposed scope and scale of work.

- **4-5 grants up to \$100,000:** These awards will be reserved for colleges and universities that can document they have already initiated significant, comprehensive efforts to advance equitable outcomes on their campuses and in the broader communities in which they are located. These institutions will have not just built plans, but made significant progress to put those plans in place.
- **Remaining grants of up to \$25,000:** These awards will support institutions that have established efforts focused on the equity issues impacting their campuses, and are proposing significant work to improve the campus climate for equity.

These grants are flexible and can support:

- Community and campus forums
- Staff/Faculty training and development
- Student training and development
- Campus-wide programming
- Other thoughtfully designed efforts

The most competitive applications will:

- Articulate a vision of how a campus climate that supports equity will help accomplish institutional and communitywide objectives.
- Show evidence of meaningful effort to achieve equity among students of color.
- Indicate how the financial support will support proposed work or work in progress.

For more information, please join an informational webinar. This webinar will also be posted at www.luminafoundation.org approximately 24 hours following the event.

Friday, January 19, 2018

1:00 PM ET

Event address for attendees:

<https://luminafoundation.webex.com/luminafoundation/onstage/g.php?MTID=e37344c0b1fdd9dc5bdc0c2b58ac90ecf>

Call-in toll-free number (US/Canada): 1-866-469-3239

Access code: 733 681 324

Section III: DEMOGRAPHIC INFORMATION

Lumina Foundation is interested in engaging partners and organizations that proactively contribute to the core principles of Lumina’s Equity Imperative and the 2025 goal of 60 percent of working-age Americans with college degrees, workforce certificates, industry certifications, and other high-quality credentials. The ideal partner will demonstrate a commitment to racial and ethnic equity as reflected:

- In values and/or mission;
- In language expressed through organizational products and tools;
- In demonstration of populations or clients served; and,
- As evidenced through diversity of the organization’s team and leadership.

Please complete the following information [using raw numbers, not percentages] for:

- The institution (include faculty, staff and administration)
- The student body (include all student levels, i.e. undergraduate, graduate)
- The community (reflect the population of the community in which the institution is based. Indicate in the last row of the table the geographic unit, i.e. MSA, city, county, etc.)

	Institution*** Personnel	Student Body**	Community*
Total number of staff:			
Women:	606	5,574	122,074 20,665
Men:	548	3,632	130,478 19,852
White, Non-Hispanic/Latino:	859	6,377	172,632 10,809
African-American:	135	721	44,543 17,892
Hispanic/Latino:	80	1,132	30,729 40,517
Asian:	65	532	12,771 4,213
Native Hawaiian or other Pacific Islander:	0	19	114 24
American Indian or Alaskan Native:	0	13	669 193
Multiracial or other:	13	206	6,525 1,811
* Atlantic County data from 2000 Census Atlantic City data from 2000 Census ** Fall 2017 data. Please note that we have an additional 216 students whose racial/ethnic identity was not declared and therefore is unknown to Stockton University. *** As of October 2017			

Section IV: Proposal Narrative

Equity Plan

During the 2014-2015 academic year, the Office of the Dean of Students implemented the Sankofa Retention Initiative as a commitment to student and institutional diversity and inclusion. At Stockton University, first year retention is strong for both African American and Latino college men. The retention rate for African American males reached an all-time high of 92.3% for the Fall 2013 cohort. During this same period, persistence rates for African American males entering their third year, 5th semester realized the highest drop among all student categories (specifically, by ethnicity and gender). This 5th semester cohort retained merely 38.5 % of the original enrollees from the Fall of 2008. At this time, Latino and African American college men transferred or left Stockton University at rates greater than their White male counterparts and we did not know why.

Therefore, the University's Committee on Campus Diversity and Inclusive Excellence (UCCDIE), composed of faculty, staff and students, distributed a campus climate survey in 2017 to all employees to gain understanding about the perception of the overall campus climate, personal campus experiences, and perceptions of the University's institutional actions. The majority of employees who completed the full survey felt comfortable at Stockton, in their units, and in their classes. However, there were consistent differences by gender and race/ethnicity with women and underrepresented minorities reporting less comfort with the climate than men and whites. Participants reported experiences of racism, sexism and classism (by position). Employees are required to participate in training about the state's nondiscrimination law and their responsibilities for maintaining a workplace free of prohibited discrimination; however, based on these perceptions and others, the University will focus its training and organizational development on reducing and eliminating bias and microaggressions in the workplace, as well as focusing on skill development for managers. Additionally, a University Ombudsperson was appointed and the UCCDIE developed a campus climate survey for students, which is currently in data collection phase from February 20, 2018 through March 9, 2018.

Purpose Statement

The Sankofa Retention Initiative seeks to learn how men from underrepresented communities successfully navigate academia through their fourth semester and to provide targeted interventions including multidisciplinary access to resources, support, and a sense of belonging in order to improve college transitions, retention, and graduation rates among collegiate men of color at our university.

Project Outcomes

The Sankofa Retention Initiative (SRI) proposes to develop academic and life skill resources, organize peer/protégé mentor groups, provide campus engagement opportunities, deliver professional development to faculty, and identify opportunities to integrate achievement strategies into courses and campus activities. The following are specific outcomes the Sankofa Retention Initiative is designed to achieve:

Outcome 1: Successfully transition freshmen and transfer students who are new to Stockton University. The Sankofa Retention Initiative considers transition as the successful recruitment,

orientation, and campus engagement of new students entering their first academic term. We do the following things that support transitions.

- Assessment: Implement an early alert process during the first five weeks of each term, which include academic progress reports from faculty, biweekly personal contact meetings and reporting from Sankofa Mentors about the status of our students' transition and quality of adjustment to Stockton.

Outcome 2: Students, alumni, faculty, and staff will have intellectually relevant dialogues about the plight and achievement of Stockton's men of color during our student-led symposium, The Summit. Symposium presentations, small group roundtable discussions, and poster sessions during the first Summit in Spring 2017 benchmark national trends and strategies as well as identified the need to implement informal group dialogues about how current events impact the lives of our men of color at Stockton.

- Assessment: Faculty will instruct a serving learning course that students will study relative trends facing Stockton men of color as well as provide the foundation in the planning and execution of student led symposium, The Summit. Student research and strategies offered by presenters will inform what targeted interventions will be implemented at Stockton.
- Assessment: Biweekly meetings and monthly reports of student, alumni, faculty, and staff campus engagement with SRI will inform our ongoing intervention strategies. Informal and semi-structured focus groups will serve as assessment strategies.

Outcome 3: Students who choose to participate in Sankofa peer/protégé mentoring program will discover that this newly formed initiative serves as a network of resources, support, and a sense of belonging, ultimately optimizing students' self-concept while adapting to Stockton.

- Assessment: Adopt assessment tools currently used by Stockton's Coordinated Actions to Retain and Education (CARE) Program that assists students with navigating and maximizing the benefits of various academic and student life resources available to them, including individualized mentoring from faculty, staff and trained peer mentors.
- Administer the Dimensions of Self-Concept (DOSC) instrument to all Stockton's men of color who chooses to participate near the end of each academic year. The DOSC measures five dimensions of self-concept: Level of Aspiration, Anxiety, Academic Interest and Satisfaction, Leadership & Initiative, and Identification vs. Alienation.
- Focus groups, individual informal interviews, and SRI meetings will be utilized to gather further insight.

Outcome 4: Increase in overall retention rate of Stockton's men of color, with particular attention of students matriculating beyond the sophomore year.

- Assessment: In addition to an early alert process, continue biweekly personal contact interventions and reporting from Sankofa's peer, faculty, and staff mentors throughout the year, with particular attention on freshmen, sophomore, and transfer students.
- Assessment: Partner with institutional research in analyzing the persistence of Stockton men of color at the end of each semester, while comparing overall institutional data by gender and ethnicity.

Sustainability

The Office of the Dean of Students initiated efforts to support the retention and graduation of college men of color, particularly Black, African America, and Latino/x men at Stockton University. As a result, the Sankofa Retention Initiative was created and supported by core administrators to explore how to better serve college men of color. In addition, the Sankofa Retention Initiative was awarded with the University's Presidential 2020 Initiative Learning Grant funding of \$26,500 over fiscal year 2017 and fiscal year 2018. The Office of the Dean of Students dedicated a new personnel as assistant director of Student Affairs Retention Initiatives in January 2018 to direct the growth and goals of the Sankofa Retention Initiative.

In 2017, Stockton University has received a 2017 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine. This magazine is the oldest and largest diversity-focused publication in higher education. This is the second year in a row the University has received the award. Stockton University has a defined history and commitment toward an inclusive community. The launching of the student climate survey during the Spring of 2018, combined with the funding allocated to the 2020 goals of Sankofa Retention Initiative, demonstrates Stockton's ongoing institutional strategic aims of cultivating an inclusive campus community

Staff

The Sankofa Retention Initiative is supported by Admissions, CARE Program, Career Center, Counseling Center, Health Services, Residential Life and the Office of the Dean of Students. Current faculty and staff who are designated as professional mentors are the following:

*Tomas Itaas Associate Director, Student Affairs Retention Initiatives <i>(Dedicated personnel to direct the CARE Program and Sankofa Retention Initiatives)</i>	Dr. Thierry Elin-Saintine Assistant Professor of Mathematics, First-Year Studies	Dr. Wondi Geremew Assistant Professor of Mathematics & First - Year Studies
Benjamin Agyare Instructor of Physics	*Stephen B. Davis Associate Dean of Students	*Darius W. Edwards Complex Director, Office of Residential Life
Dr. Luis Garcia Assistant Professor of Health Science	*Dr. Jonathan L. Johnson Director, Community Wellness and Health Education	Dr. Arnaldo Cordero-Roman Associate Professor of Spanish
Shiv Patel Business Analyst, Information Technology Services	Dr. GorDan Reeves Assistant Professor of Chemistry	Dr. Michael Rodriguez Associate Professor of Political Science
Dr. Pedro J. Santana Dean of students	Dr. Emmanuel Small Assistant Professor of Business Studies	Ryan Terrell Assistant Director of Admissions
*Dr. Walter L. Tarver III Assistant Dean of Students / Director of Career Center	*Ryan Terrell Assistant Director of Admissions	*Denotes Advisor Board Members of the Sankofa Retention Initiative

Section V: Proposed Budget

This initiative will develop academic and life skill resources, study and peer/protégé mentor groups, and engagement opportunities for participants. In addition, this needed initiative will provide training and stipend to peer mentors and a graduate student worker, and opportunities for staff and faculty mentors to network and engage in campus activities with mentees, ongoing dialogues and seeks opportunities for course integration. This proposal seeks \$25,000 to implement these initiatives.

Direct Project Costs

Personnel Expenses

Peer Mentoring (\$6,000)

One faculty/staff member will have general oversight of a cadre of student mentees, who are also led by one paid student mentor. Student mentor stipends will be paid \$300 each semester. 10 mentors X \$600/year = \$6,000 Total.

Graduate Student Worker (\$10,000)

A graduate student worker will work closely with the full-time personnel who serves as the assist director of Student Affairs Retention Initiatives in the supervision and training of student peer mentors. The graduate student worker will also partner with alumni, faculty and staff mentors to facilitate networking and involvement in campus activities. The graduate student worker will be paid a stipend of \$5,000 each semester, which is a total of \$10,000 fall and spring semesters.

Other Direct Expenses

Faculty and Staff Networking Stipend (\$5,000)

In an effort to cultivate a relationship between faculty/staff mentors and their student protégés, \$5,000 will be made available to faculty and staff mentors throughout the academic year. Networking opportunities may include, but limited to attending campus events, informal discussions, mentor/protégé meetings, etc. These funds will be distributed to faculty and staff mentors once during the fall and once during spring semesters.

Assessment and Incentives (\$1,000)

The Dimensions of Self-Concept (DOSC) instrument will be used to assess student participants. The cost for the tools and related materials are the following:

- DOSC Manual Set, DOSC instrument package for 100 mentees and mentors, DOSC Scoring—\$600
- Related survey Incentives—\$400

Programming and Engagement (\$3,000)

Programming activities are necessary for promotional and print materials, supplies, to recruit students during summer orientation sessions, welcome week events, and other daytime/eveing events during each semester. Additional funding will also be sought from other campus partners.

Supplemental funding will be sought from campus partners (i.e., office of the Dean of Students) as an ongoing supported initiative.

Subcontracts or Subgrants

NONE

Indirect Costs

Per Stockton's Federally Negotiated Agreement, the On-Campus overhead rate is 66%. Stockton is waiving the indirect cost for this proposal so it is included as an in-kind support.

Section VI: Appendices

- Copy of fiscal agent's IRS determination letter
- Organizational chart
- List of Board of Directors, with affiliations
- Current organizational budget for fiscal agent; budget for any applicable subsidiary organization
- Financial statements, preferably audited, for the two most recent fiscal years*
- Brief biographical sketches and credentials of key project staff
- List of project advisory board members and a description of the extent to which their backgrounds match the backgrounds of the target population, if applicable

**** If a deficit exists in either of the two previous fiscal years, include a letter signed by the Chief Executive Officer outlining the reason for the deficit and corrective action taken to overcome it.***

A completed proposal and budget form should be submitted electronically. Submit all documents by 12:00 PM ET, February 26, 2018 to:

*Meenakshi Abbi
Senior Manager, Sponsored Projects
Rockefeller Philanthropy Advisors
44 Montgomery Street, Suite 1400
San Francisco, CA 94104
mabbi@rockpa.org*

Appendix 4-Sankofa Photo Gallery – Spring 2018



Award and Pinning Ceremony - Spring 2018



FACULTY MEET AND GREET SPRING 2018



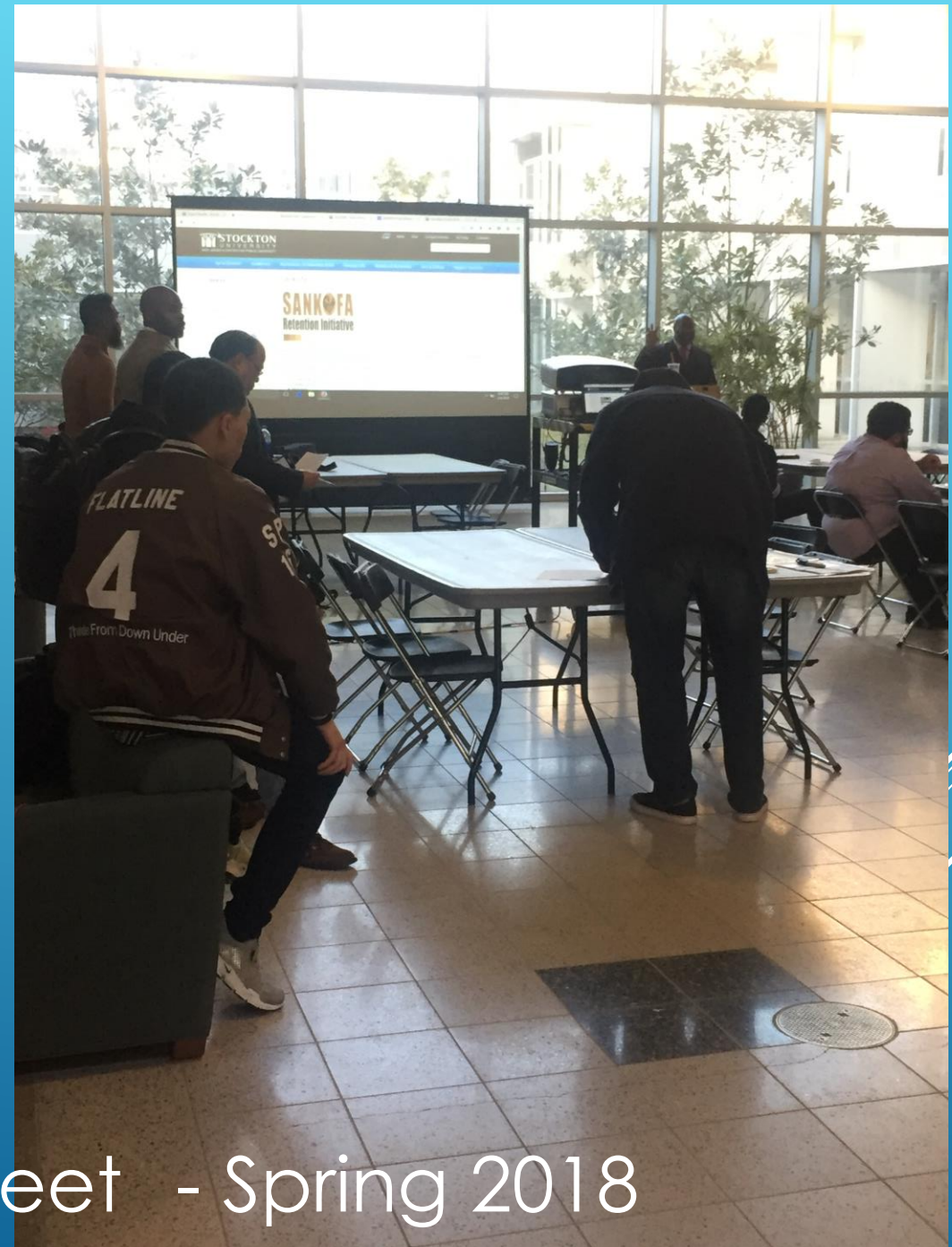
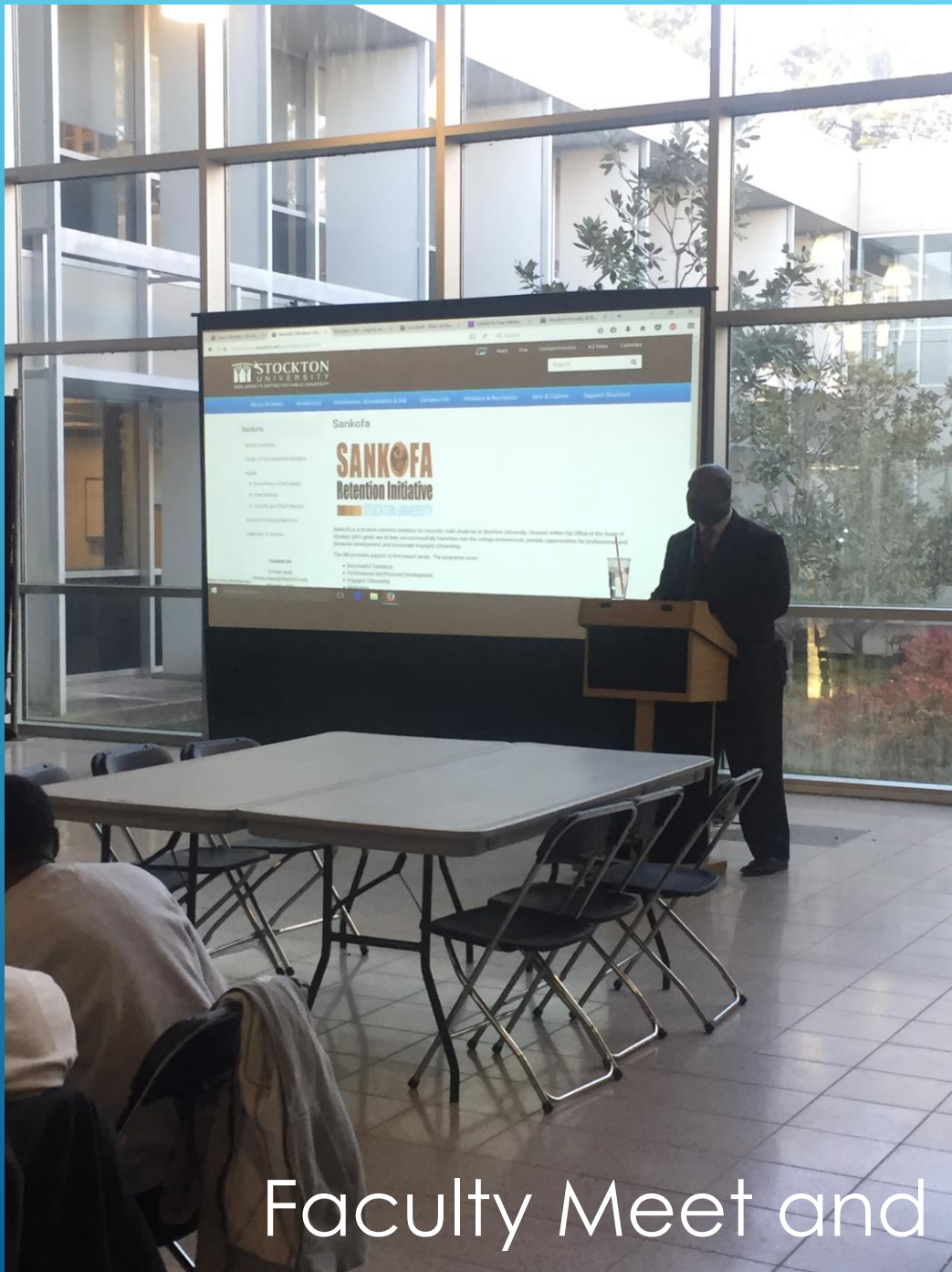
Faculty Meet and Greet - Spring 2018



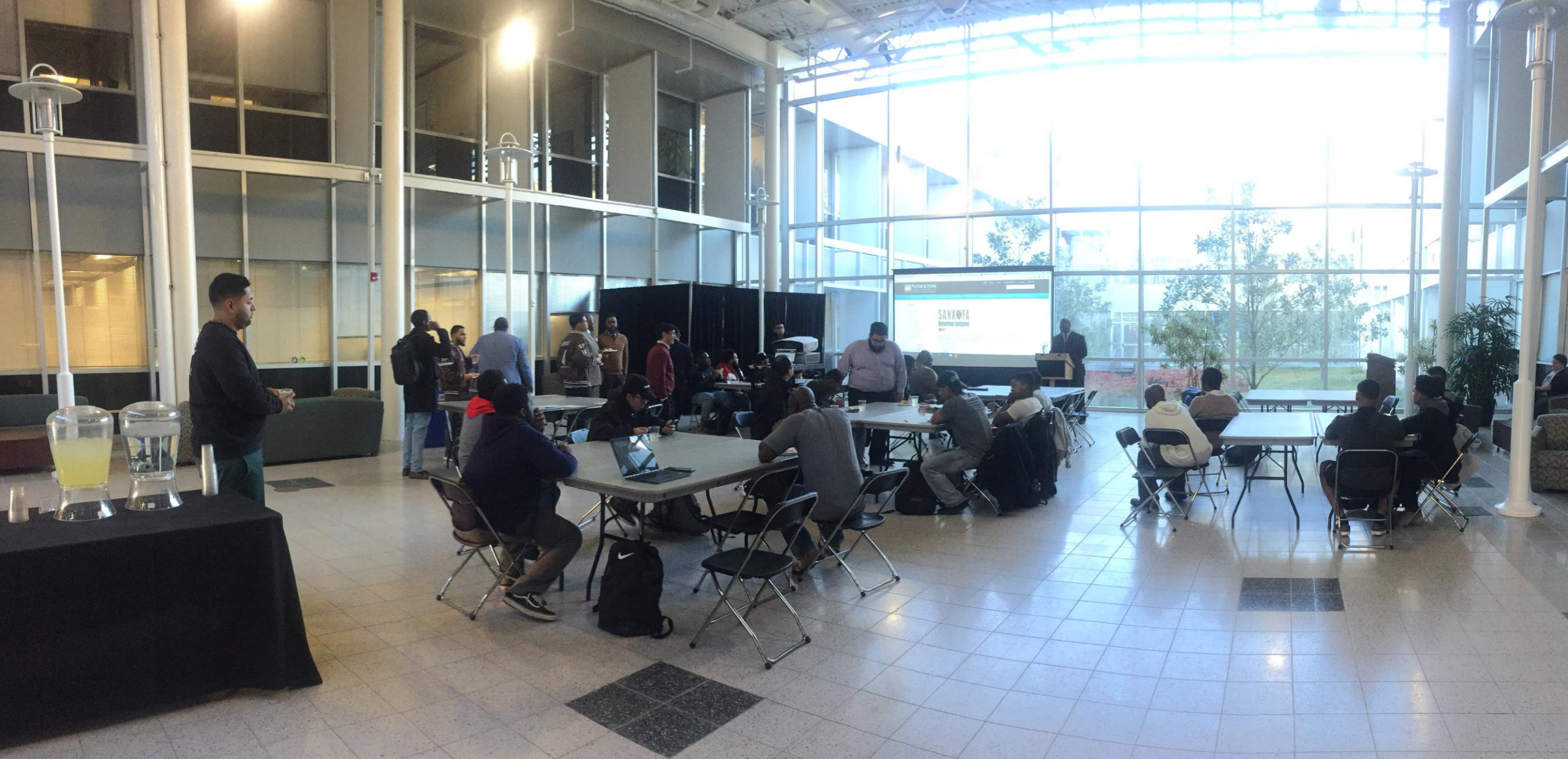
Faculty Meet and Greet - Spring 2018



FACULTY MEET AND GREET - SPRING 2018



Faculty Meet and Greet - Spring 2018



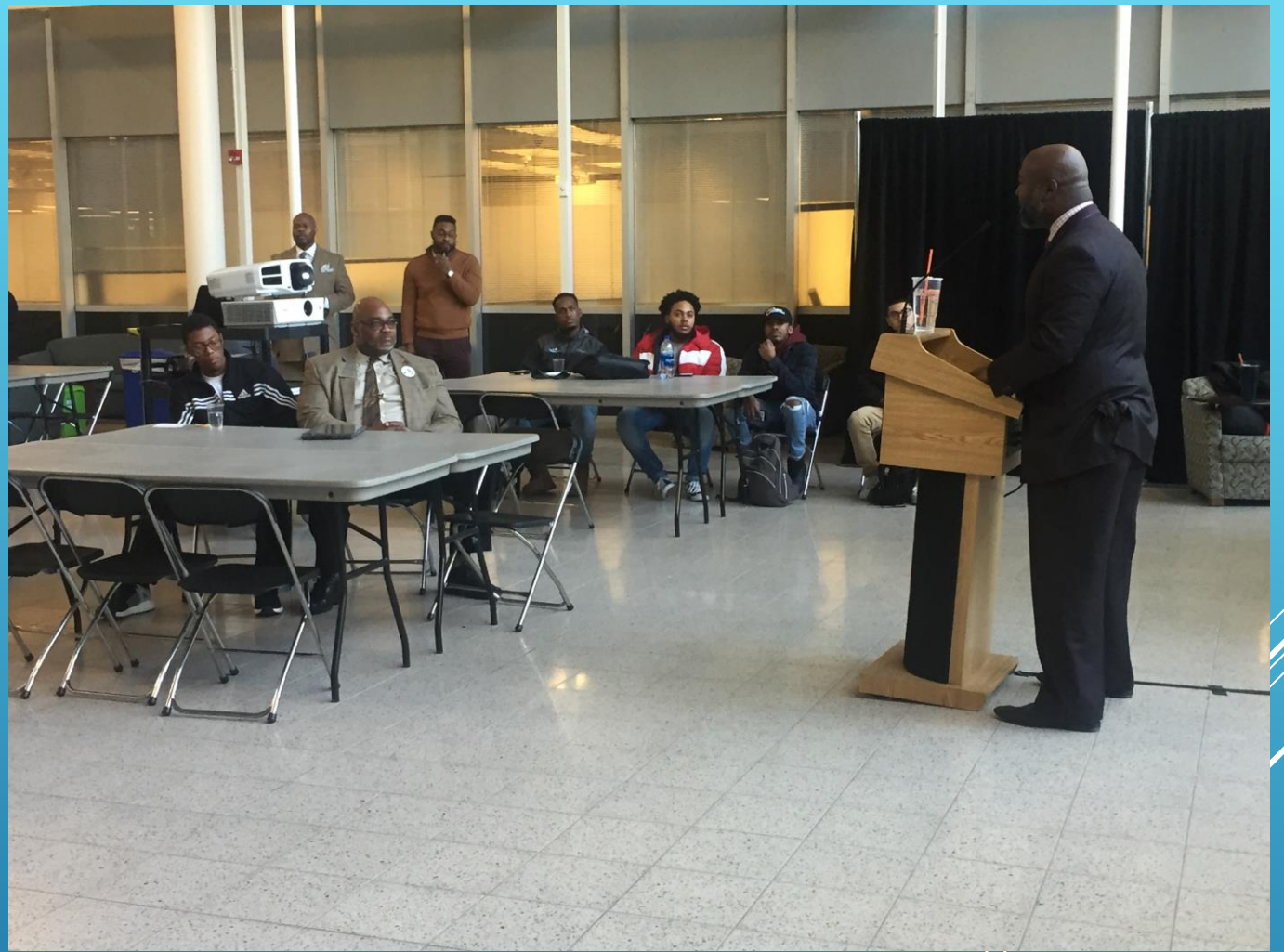
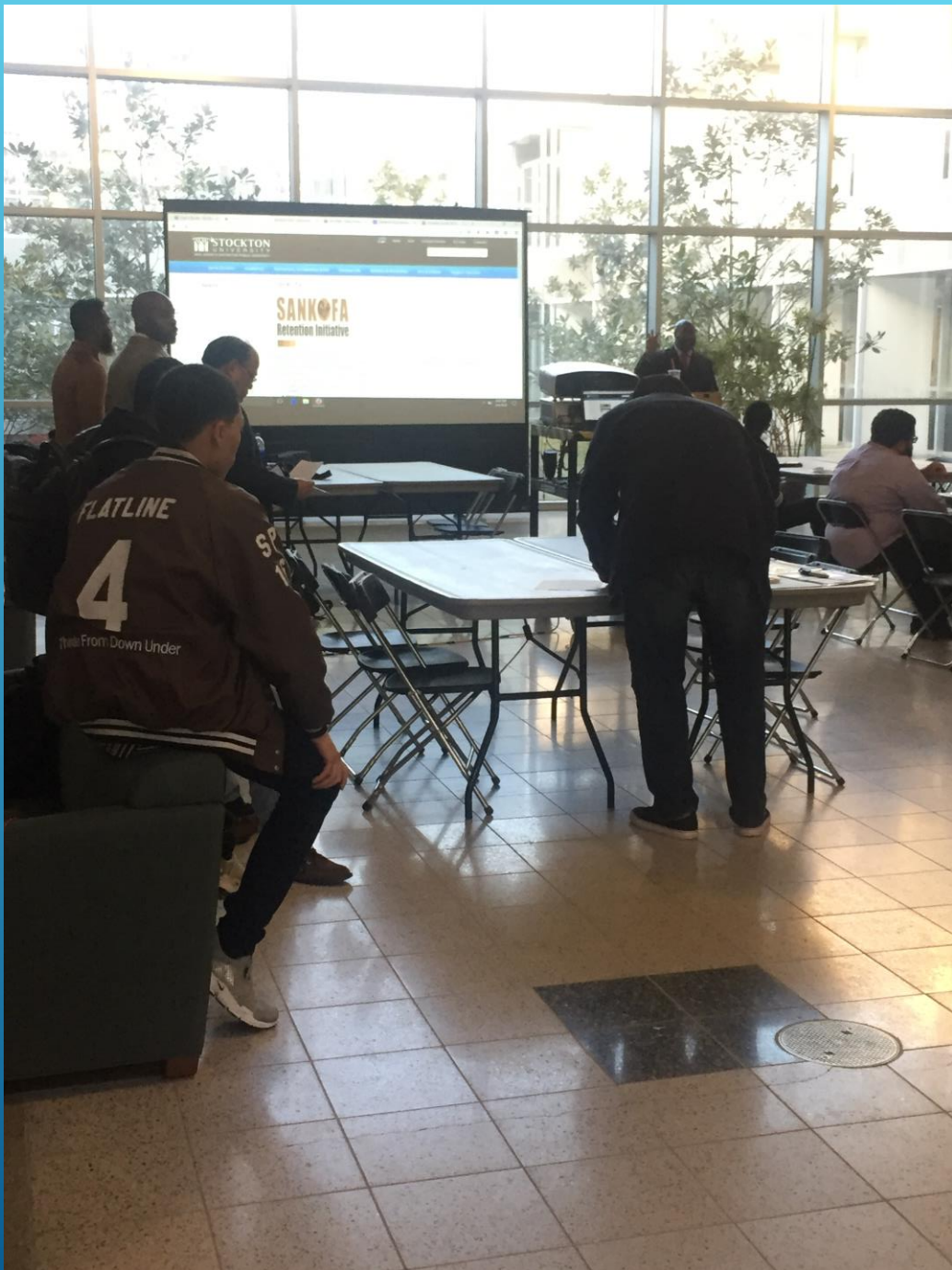
Faculty Meet and Greet - Spring 2018



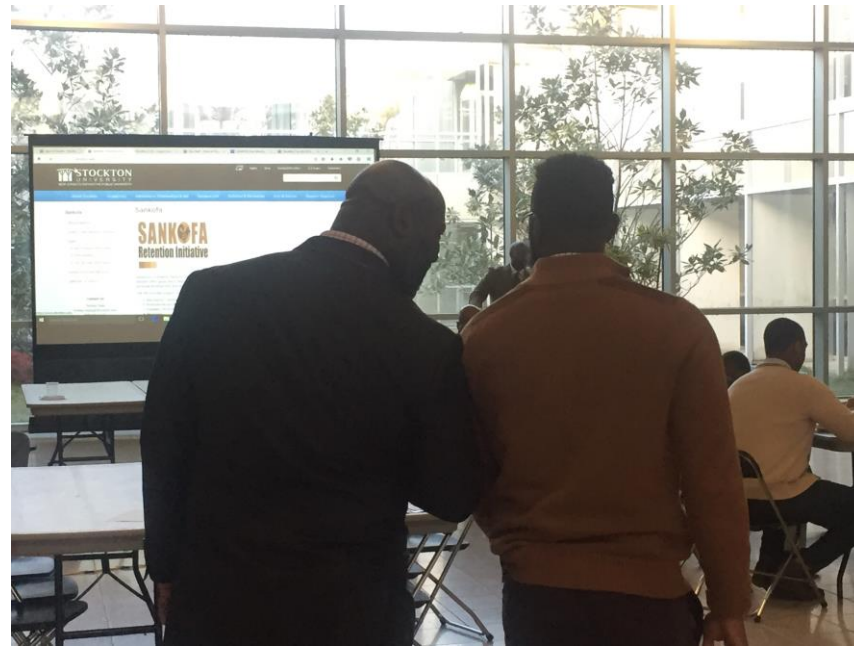
Faculty Meet and Greet - Spring 2018



FACULTY MEET AND GREET - SPRING 2018



FACULTY MEET AND GREET - SPRING 2018



FACULTY MEET AND GREET - SPRING 2018



FACULTY MEET AND GREET SPRING 2018



New York Metropolitan Museum of Art



Award and Pinning Ceremony – Spring 2018



Phillies College Night Series



Phillies College Series Night – Spring 2018



Award and Pinning Ceremony SPRING 2018



AWARD AND PINNING CEREMONY SPRING 2018

Appendix 5

Sankofa Calendar of Events - Fall 2018

<https://stockton.edu/sankofa/calendar.html>

September 11, 4:30-6:00 pm	Orientation	CC Event Room
September 12, 4:00-9:00 pm	The Franklin Institute	Philadelphia
September 16, 9:00 am -5:00 pm	Mexican Independence Day	Philadelphia
September 17-21, 4:30-5:30 pm	Career Fair Preparation	CC MR 2
September 18, 4:30-6:00 pm	Study Abroad Workshop	F-111
September 25, 10:00-3:00 pm	Tabling-we need volunteers	CC Food Court
September 25, 4:00-5:30 pm	Mentee/Mentor Meeting/Social	CC MR 1
September 30, 8:00 am-5:00 pm	Puerto Rican Parade	Philadelphia
October 4, 10:00 am -2:00 pm	Career Fair	Big Blue
October 17, 4:00-5:30 pm	Mentee/Mentor Meeting/Social	CC MR 1
October 23, 4:30-6:00 pm	Study Abroad Workshop	F-111
October 30, 10:00 am -3:00 pm	Tabling	CC Food Court
November 14, 4:00-5:30 pm	Mentee/Mentor Meeting	CC MR 2
November 15, 4:30-6:00 pm	Study Abroad Workshop	F-111
November 17, 9:00-12:00 pm	Community Food Bank	Pleasantville
November 17, 9:00-12:00 pm	Trolley Tour	Philadelphia
November 27, 10:00 am-3:00 pm	Tabling-we need volunteers	CC Food Court
December 3, 5:00-7:00 pm	Barbershop Talk	B126
December 9, 3:00-8:00 pm	End of Semester Event	CC BOT Room