



Stevens 2032: Inspired by Humanity, Powered by Technology

**STRATEGIC PLAN IMPLEMENTATION REPORT — YEAR 1 UPDATE
(July 1, 2022-June 30, 2023 and Fall 2023 Enrollment Statistics)**

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Message from the President



I am pleased to share this annual Strategic Plan Progress Report for the first year of Stevens' ambitious strategic plan, *Inspired by Humanity, Powered by Technology*. Year 1 marks the period of Fiscal Year 2023 (July 1, 2022-June 30, 2023) and enrollment and related statistics for Fall 2023.

We have embarked on this ambitious 10-year plan by building on the remarkable progress achieved during the previous decade in which we improved and even set records for enrollment growth, academic profile and diversity of our student body; growth of our faculty and their increased impact in teaching and research; expansion and modernization of our physical and IT infrastructure; and increased engagement and support from our alumni.

As we work to accomplish the many new goals identified for Stevens, we do so with the hope and expectation that Stevens is well on its way to becoming a national and global leader in technology-centric education and research, committed to solving society's most pressing challenges. I am confident that Stevens will meet and exceed each of the goals we have set for our university.

I am grateful to all members of the university community — faculty and staff, students, alumni, members of the Board of Trustees and the President's Leadership Council, as well as friends and partners — for the contributions you have made to develop this new strategic plan and the significant advances you have made during this first year. With your continued engagement, Stevens will, again, reach for the stars.

Per aspera ad astra,

Nariman Farvardin

President

Executive Summary

The first year of implementation of Stevens' strategic plan, *Stevens 2032: Inspired by Humanity, Powered by Technology*, coincides with fiscal year 2023 and Fall 2023 enrollment statistics. During this period Stevens continued the strong upward trajectory that resulted from the prior 10-year strategic plan. A summary of noteworthy progress made during Year 1 includes:

Undergraduate Education and Experience

A new Stevens signature core curriculum that spans all schools and undergraduate majors was proposed, and with input from university leadership, development of the *Stevens Undergraduate Core Curriculum: Essential Skills for Success (SUCCESS)*, began. The curriculum includes a set of academic and entrepreneurial courses and also a first-year experience course that introduces students to Stevens and its resources. Three living-learning communities were established during the 2022-23 academic year and five more were introduced in the 2023-24 academic year. Stevens also developed and implemented several new initiatives to enhance the experience and success of our students.

Stevens developed plans to further increase undergraduate applications and realized increases in nearly all categories of students. The total number of undergraduate applications increased 13.4% to 14,170 in Year 1 with selectivity improving to 43.4% and an average best test score (SAT) for first-year students of 1438 in Fall 2023. First-year student enrollment in Fall 2023 was 1,076, meeting the target, and with the following breakdowns: 4.6% international students, 34.5% women, 20.4% underrepresented minority students and 34.0% domestic out-of-state students.

An analysis of the Career Center and a comprehensive analysis of retention and graduation rates was conducted, and several key parameters that correlate with student success were identified. In this first year of the Strategic Plan, Stevens made considerable improvement in its six-year graduation rate, reaching 90% — a distinction earned by only about 35 other institutions in the U.S. Additionally, career outcomes for the Class of 2022 and Class of 2023 (within six months of graduation) were 97.3% and 96.2%, respectively, both exceeding the 10-year career outcomes target of 96% in Year 1.

Graduate Education and Experience

Year 1 initiatives included enhancing doctoral student recruitment and retention efforts to grow the number of Ph.D. students and increase Ph.D. student-to-faculty ratios. The total number of enrolled doctoral students in Fall 2023 was virtually unchanged from the previous year at 498, and the average GREQ among the Fall 2023 admitted Ph.D. students was 164. During the 2022-23 academic year the university awarded 72 doctoral degrees.

Progress towards improving Stevens' master's programs included better aligning demand for some programs with available resources and providing new and revised courses, concentrations and experiences that are

specific to students' interests. Stevens also improved career placement resources and services to better serve part-time and online students. Full-time and part-time master's degree and graduate certificate on-campus enrollments in Fall 2023 were 2,921 and 400, respectively.

Stevens undertook efforts to improve awareness of Stevens' online offerings in Year 1, continuing its partnership with Noodle, by making changes to a number of academic programs, offering more elective options and providing increased training for Stevens staff about the Noodle partnership and the changes made in Year 1 to improve outcomes. Stevens also established a partnership to deliver online education to working professionals in China. A search was initiated for the dean of the newly-created College of Online and Professional Education. Master's and graduate certificate enrollment in online programs was 934 in Fall 2023.

Stevens achieved a six-month placement rate of 96.5% for master's students who graduated in May 2022, exceeding the 10-year target of 95%.

Research and Innovation

Stevens conducted 43 faculty searches in Year 1, resulting in hiring 21 tenure-stream faculty members and seven non-tenure stream faculty members for a total of 28 new hires. During Year 1, junior faculty submitted 24 proposals to the NSF CAREER program, exceeding the previous record of 18, and five received awards. Three new faculty recognition programs were implemented this year to celebrate faculty achievements.

Stevens received \$3.5 million in state funding from the New Jersey Higher Education Capital Grant Program to enhance Stevens' high-performance computing facility which greatly enhances Stevens' computing infrastructure. Research expenditures increased in Year 1 to \$52.5 million, exceeding the first-year target.

The research enterprise was strengthened in Year 1 by hiring a new Vice Provost for Research and Innovation, initiating a search for (and hiring in July 2023) a new Director of Technology Transfer and New Ventures, and providing a more stable and attractive working environment for current and prospective employees.

Alumni Engagement and Development

A new Strategic Plan for Alumni Engagement was created and work to improve existing programs and develop new initiatives was launched. *StevensConnects*, a robust networking mechanism for the entire Stevens community, was launched; regional alumni networks were expanded; and numerous social activities were held. The Student-Alumni Council was instrumental in engaging current Stevens students in events. Several new groups were established as part of the Industry Torchbearers program in an effort to increase alumni engagement.

The Stevens Indicator was redesigned as was the Development and Alumni Engagement website to better highlight pathways for engagement and support of Stevens. A new staff role was created to better systematize the work done with philanthropic volunteers, reinvigorate the management of loyalty and leadership societies

and increase peer-to-peer outreach. Work to develop a new Network Handbook for alumni network leaders began, and Stevens increased its work with and recognition of volunteers.

In Year 1, Stevens raised \$18,318,788.55 toward the target of \$20,000,000, slightly exceeding last year's total of \$18.2 million. Five principal gifts were raised against a goal of six, resulting in a total of \$10 million and exceeding last year's total of three principal gifts. Twenty-three major gifts were secured, including five from corporations or foundations, and there were 18 newly documented planned gifts. A preliminary campaign pyramid was completed in preparation for the next campaign. In FY23, there were a total of 1,955 non-undergraduate alumni donors, including 469 graduate alumni, 540 parents and 180 faculty and staff. Prioritizing acquisitions for this population within the solicitation strategy this year was a crucial step for future giving outcomes. Stevens hosted numerous visits and meetings to connect donors with beneficiaries of their gifts.

Partnerships

In Year 1, many partnerships were created or renewed, including with international and domestic institutions of higher education, K-12 schools, government and industry and national professional societies. Stevens collaborated on several large, multi-state, multi-institutional federal proposals focused on economic development and hosted campus visits and speaking engagements from policymakers and legislators.

The work of the Corporate Relations Committee was expanded and resulted in greater collaboration among Stevens partners and led to the establishment, renewal or expansion of partnerships with leading corporations such as L3Harris, Bayer, HDR, Merck and more. The Committee developed a priority list to track commitments with key partners and critical industry collaborators. The Salesforce Customer Relationship Management system took deeper root and was updated to include over 450 organizations and contacts. The Corporate Transaction Committee developed legal templates to streamline legal review.

Diversity, Equity and Inclusion

As part of the NSF-funded project, *ASPIRE: The National Alliance for Inclusive & Diverse STEM faculty*, Stevens conducted professional development and enhanced institutional recruitment practices. This included training for faculty search committees that covered compliance, equitable processes and awareness about unconscious bias and training for departmental recruiters. Stevens also used text analyzing software to ensure all position postings used inclusive language. Stevens' DEI website was reviewed and updated.

Through grants from the National Science Foundation and U.S. Department of Education, Stevens was able to provide scholarships to increase the number of low-income STEM undergraduate students and students enrolled in pre-college summer programs. Stevens also worked to revise the ACES program, identifying new partner high schools and engaging more ACES students in undergraduate research. Stevens continued to work closely on initiatives to improve graduation and retention rates of undergraduate students by providing additional financial aid support to current students and prioritizing student inclusion and belonging activities. The Graduate School implemented a number of recruitment and marketing efforts in collaboration with undergraduate programs and professional organizations that primarily serve underrepresented populations as

well as historically Black colleges and universities to increase applications from a diverse group of students. Stevens also signed an agreement with Saint Peter's University, a Hispanic serving institution, for a combined bachelor's and master's degree program.

Stevens obtained baseline data to assess faculty composition on new and standing committees in order to assess the current level of inclusion and engagement of faculty and staff and broaden participation where appropriate.

A DEI Climate Study was undertaken that included developing and administering a Climate Survey to undergraduate and graduate students, faculty and staff and conducting focus groups. The Climate Study was designed with the goal of improving the student experience and workplace satisfaction for faculty and staff. Additionally, faculty were trained to effectively mentor First-Generation/Low Income students. A number of high-visibility, campus-wide programs to increase awareness and pride in DEI efforts were implemented and professional development, networking, mentoring and socialization opportunities were available for all at Stevens. A working group focused on Stevens' response to the Supreme Court ruling on Affirmative Action was convened to ensure compliance, reaffirm commitment to diversity, equity and inclusion and increase understanding of processes, programs and practices.

University Culture

In this first year of the implementation of the strategic plan, Human Resources offered many professional development opportunities, training, recognition events and both formal and informal networking opportunities to employees. To further support faculty and staff, Stevens established a Faculty Ombuds Office and a staff performance management task force.

The Stevens community came together to provide volunteer and supportive services for the City of Hoboken and other nearby communities that included Day of Service events, incentives to purchase food at local restaurants, supplemental K-12 learning opportunities, celebratory events for members of the Hoboken community, access to Stevens facilities and invitations to attend Stevens lectures, performances and more.

Stevens instituted once-a-month email updates from the president to faculty, staff, students, alumni and friends and continued to organize and support many events sponsored by the Office of the President that promote engagement and inclusiveness with all members of the Stevens community. This year, the Office of the President organized two strategic plan retreats to ensure the goals in this strategic plan were initiated as designed and produced lessons learned from the previous 10-year strategic report, *The Future. Ours to Create*.

Infrastructure and Sustainability

Stevens finalized the Long-Range Capital Plan with a 10-year outlook. Financial projections that prioritize the most critical space, program and infrastructure needs were established without impacting the university's credit rating. Stevens also conducted a financial analysis of the online programs that will continue into Year 2.

Stevens developed a model to estimate facilities needs as a function of enrollments to guide future infrastructure development. To support the university's growth plans, Stevens created new academic and research spaces, reassigned infrequently-used space and began creating hoteling-type space. Systematic endeavors were made to broaden the data-driven culture in a standardized approach, emphasizing scalability and the integration of new data sources and pipelines. Stevens unveiled its first data warehouse and Business Intelligence & Analytics service, and a proposed framework for data governance was established.

In FY23, Stevens undertook a number of activities to support the university's commitment to sustainability and, among other accomplishments, achieved Gold status as a result of AASHE's 2023 STARS submission, was named a Hoboken Green Business, was included in the NJ Sustainable Business Registry and was named a Princeton Review Green College in Year 1. Stevens' University Center Complex also achieved LEED Gold status.

Stevens IT continued to emphasize improvements in communication and classroom technology support for both faculty and students. A Teaching and Learning Fellowship program and a Teaching Assistant training initiative were undertaken. Facilities and IT have enhanced 19 classrooms equipped with hybrid technology, built six classrooms with accessible seating and completed braille room identification signage in six buildings.

Academic Reputation

In FY23, a tremendous amount of work was completed to produce assets and provide training, support and many other tools to campus partners and vendors in the new Stevens brand. Pre-college, undergraduate and graduate recruitment materials were completely re-imagined and aligned with the new brand, and new assets were created to strengthen yield and combat melt. A new Graduate awareness campaign was launched, and Stevens worked with all external marketing agency-managed campaigns to ensure that updated advertising creative was meticulously aligned with Stevens' new brand standards and visual identity.

Stevens successfully implemented an academic reputation campaign and an inaugural brand awareness campaign in FY23. A comprehensive analysis of the peer reputation campaign found that research accomplishments proved to be the most compelling and influential content. The inaugural brand awareness campaign exceeded expectations—with a statistically significant 12.2% improvement in general brand awareness (as measured by the Harris Brand Index) during the inaugural flight. A further analysis revealed that messages emphasizing the opportunities and vibrant community at Stevens were highly engaging.

A multi-channel peer awareness campaign, targeted at presidents, provosts and chief admissions officers of peer U.S. universities, was created based on the new brand and launched during FY23. 11.3 million impressions were generated, representing a 57% increase over the FY22 campaign. Testing was conducted to identify top-performing messages, media and designs to improve efficiency and effectiveness of the FY24 campaign.

The new Stevens.edu website launched on November 16, 2022, the culmination of a two-year process and a significant achievement, featuring a centralized content store to support all omnichannel marketing endeavors for Stevens. Year over year metrics showed a 117.2% increase in pageviews, a 68.0% increase in users and a 31.0% increase in organic traffic. The Web Governance Policy was drafted, and the Web Governance Committee

worked effectively to optimize Stevens' digital presence that resulted in a significant improvement in website performance. A great deal of progress was made in standardizing and augmenting faculty web pages which now import data automatically from Workday and other sources.

GOAL 1: Undergraduate Education and Experience

A new Stevens signature core curriculum that spans all schools and undergraduate majors was proposed, and with input from university leadership, development of the *Stevens Undergraduate Core Curriculum: Essential Skills for Success (SUCCESS)*, began. The curriculum includes a set of academic and entrepreneurial courses and also a first-year experience course that introduces students to Stevens and its resources. Three living-learning communities were established during the 2022-23 academic year and five more were introduced in the 2023-24 academic year. Stevens also developed and implemented several new initiatives to enhance the experience and success of our students.

Stevens developed plans to further increase undergraduate applications and realized increases in nearly all categories of students. The total number of undergraduate applications increased 13.4% to 14,170 in Year 1 with selectivity improving to 43.4% and an average best test score (SAT) for first-year students of 1438 in Fall 2023. First-year student enrollment in Fall 2023 was 1,076, meeting the target, and with the following breakdowns: 4.6% international students, 34.5% women, 20.4% underrepresented minority students and 34.0% domestic out-of-state students.

An analysis of the Career Center and a comprehensive analysis of retention and graduation rates was conducted, and several key parameters that correlate with student success were identified. In this first year of the Strategic Plan, Stevens made considerable improvement in its six-year graduation rate, reaching 90% — a distinction earned by only about 35 other institutions in the U.S. Additionally, career outcomes for the Class of 2022 and Class of 2023 (within six months of graduation) were 97.3% and 96.2%, respectively, both exceeding the 10-year career outcomes target of 96% in Year 1.

Goal 1 - Build a continuum of academic and co-curricular learning, intellectual growth, cultural enrichment and personal development through a technology-infused curriculum in a supportive, high-touch and inclusive environment that contributes to students' professional and personal success and resilience. In addition, grow undergraduate enrollment moderately and strategically.

Key Initiatives/Strategies:

1.1 Develop academic and co-curricular programs, including:

- a. a signature core curriculum across all schools and majors that prepares our students with essential skills for success in the 21st century society and digital economy
- b. a seminar course required for all first-year students to introduce life skills, principles of modern-day leadership and ethical values
- c. living-learning communities in residence halls to instill a sense of community, enhance student-faculty interaction and increase retention

d. an entrepreneurship ecosystem on campus and beyond

1.2 Moderately and strategically increase undergraduate enrollment, maintaining and improving the academic profile of our student body, shaped by the optimized size of each school and major and meeting the demands of society and the innovation economy; in parallel, ensure that overall enrollment aligns with the campus's capacity

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Continue to make Stevens a destination university, such that applications double and selectivity (admission rate) improves by decreasing from 46% to 24%
- Increase our six-year graduation rate from 87% to 92%
- Maintain or improve student success upon graduation, including employment and admission to prestigious graduate programs, with at least 96% of graduates securing desired outcomes within six months of graduation
- Broaden Stevens' reach on a national and international scale by increasing our combined domestic out-of-state and international student enrollment from 31% to at least 50%

(Please see Goal 7: University Culture for additional metrics pertaining to Goal 1.)

Owners: Senior Vice President and Provost Jianmin Qu, Vice President Sara Klein, Vice Provost David Zeng, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Vice President Cindy Chin, Vice President Louis Mayer

Key Initiative 1.1: A new Stevens signature core curriculum that spans all schools and undergraduate majors was proposed, and with input from university leadership, development of the *Stevens Undergraduate Core Curriculum: Essential Skills for Success (SUCCESS)*, began. The curriculum includes a set of *Frontiers of Technology* courses that include course options on AI and Machine Learning, Data Science and Analytics, Biotechnology, Sustainability and Quantum Technology and also a first-year experience course that introduces students to Stevens and its resources, life and study skills for success, principles of modern-day leadership and ethical values. The first-year experience course was piloted in Fall 2023 and will be fully implemented in Fall 2024. Three living-learning communities (LLCs) that support the educational, social and personal needs of students as they pursue their academic goals were established during the 2022-23 academic year. After positive feedback from students, five additional LLCs were introduced in the 2023-24 academic year, two of which were designed by returning students through a program called "Ducks by Design." Each community has a faculty advisor and a staff advisor interacting closely with the students. With the implementation of *SUCCESS*,

all undergraduate students will take at least one course in entrepreneurship. A new Startup Garage was completed for students, and the Office for Entrepreneurship Education was established, which will oversee the co-curricular programs for undergraduate entrepreneurship activities. Stevens also developed and implemented several new initiatives to enhance the experience and success of our students including expanding the undergraduate research experience program, establishing an office dedicated to student success in each school and in all departments of the School of Engineering and Science, to further improve academic advising, offering programs that encourage more faculty-student interactions, and providing training for all student-facing staff members as well as leadership training for student organization leaders.

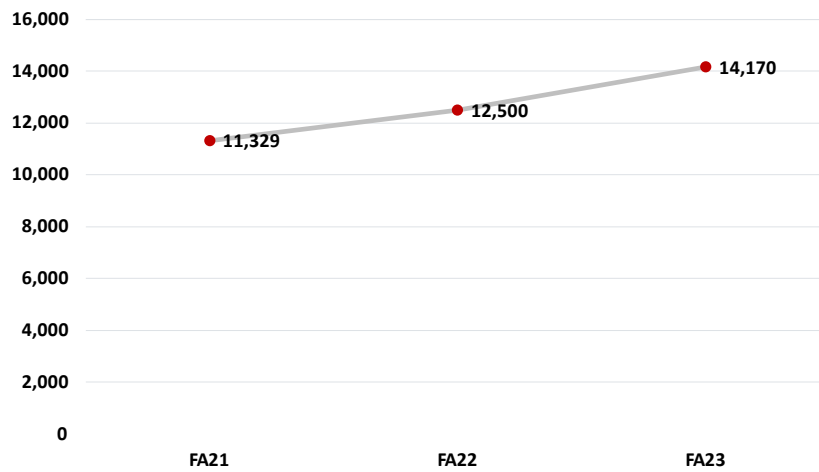
Key Initiative 1.2: Stevens developed plans to further increase undergraduate applications, especially out-of-state domestic students, and will continue to be strategic in its recruitment activities, admissions rates and yield activities by implementing in-person sessions, ambassador programs and predictive modeling, and by focusing on need-awareness and demonstrated interest by students for admission. Stevens increased the number of applications and deposits from international students during Year 1, reaching a new record, and will continue with a multi-pronged international recruitment strategy that focuses on consortiums and partnerships abroad and recruitment of international students in the U.S. The total number of undergraduate applications increased 13.4% to 14,170 in Year 1 with selectivity improving to 43.4% and an average best test score (SAT) for first-year students of 1438 in Fall 2023. First-year student enrollment in Fall 2023 was 1,076 with the following breakdowns: 4.6% international students, 34.5% women, 20.4% underrepresented minority students and 34.0% domestic out-of-state students, which helped to broaden Stevens' national and international reach for its total undergraduate population. Additionally, an analysis of the Career Center was conducted, and subsequent changes were made to office operations, data collection procedures, technology use and a new focus on employer relations was launched. A comprehensive analysis was conducted on retention and graduation rates using actual student data at Stevens. Several key parameters that correlate with student success were identified and a set of measures will be adopted in the next few years to further improve retention and graduation rates.

Metrics and 10-Year Targets

- **Continue to make Stevens a destination university, such that applications double and selectivity (admission rate) improves by decreasing from 46% to 24%**

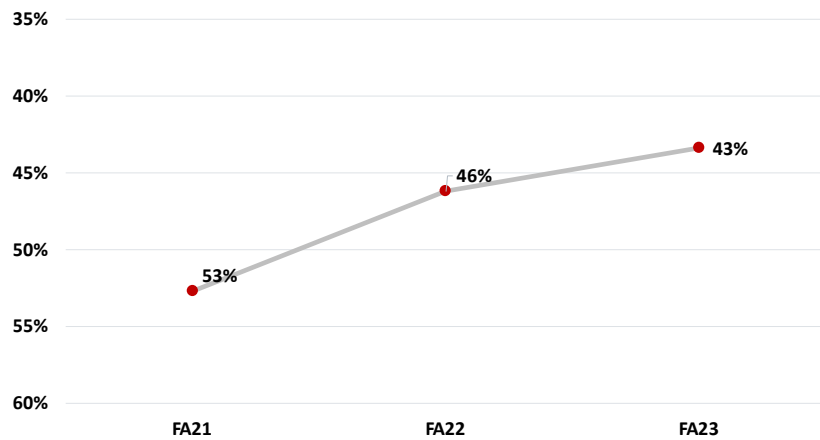
The number of applications increased from 2022 to 2023 by 13.4% and selectivity improved to 43%.

Goal 1: Undergraduate First-Year Applications



◆ STEVENS INSTITUTE of TECHNOLOGY

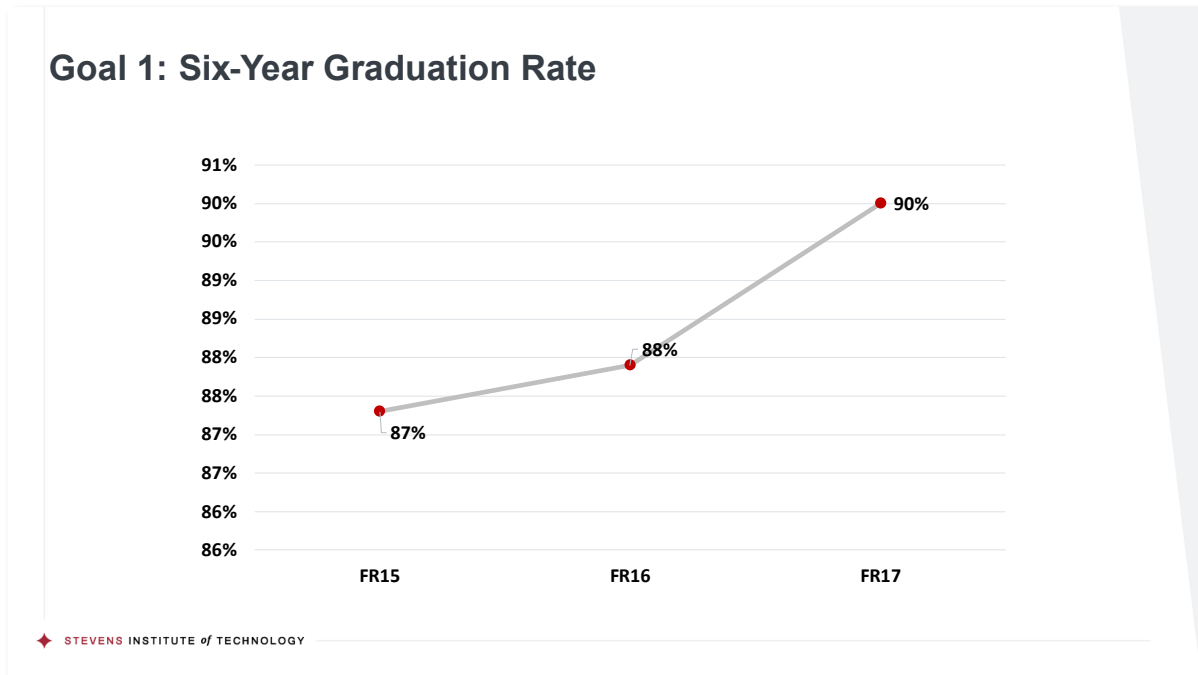
Goal 1: Undergraduate Selectivity



◆ STEVENS INSTITUTE of TECHNOLOGY

- **Increase our six-year graduation rate from 87% to 92%**

The 6-year graduation rate for AY2023 is 90%, an increase of 2% from 2022, and a distinction earned by only about 35 other institutions in the U.S.



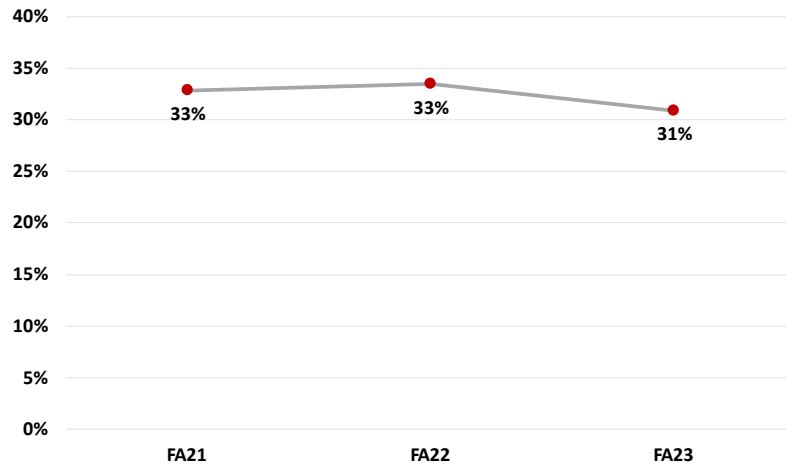
- **Maintain or improve student success upon graduation, including employment and admission to prestigious graduate programs, with at least 96% of graduates securing desired outcomes within six months of graduation**

For the Class of 2022, Stevens achieved career outcomes of 97.3% within six months of graduation, and the Class of 2023 achieved career outcomes of 96.2% within six months of graduation, both exceeding the 10-year career outcomes target of 96% in Year 1.

- **Broaden Stevens' reach on a national and international scale by increasing our combined domestic out-of-state and international student enrollment from 31% to at least 50%**

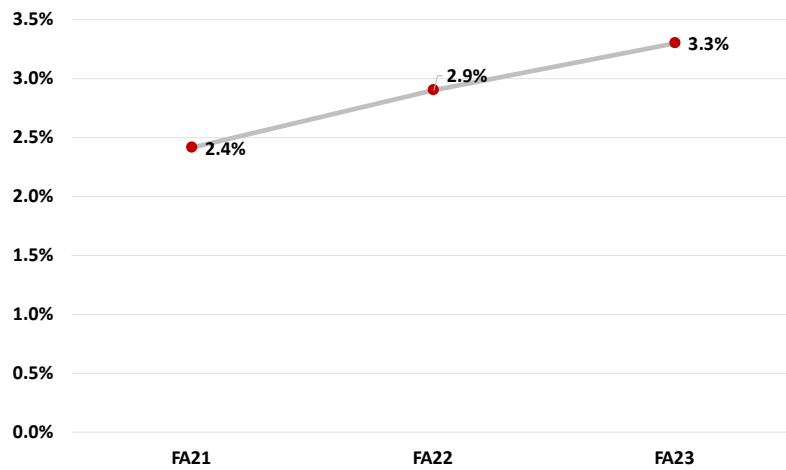
For Fall 2023, the combined percentage of all undergraduate domestic out-of-state students and international students was 34.2%.

Goal 1: Undergraduate Enrollment % Domestic Outside of NJ



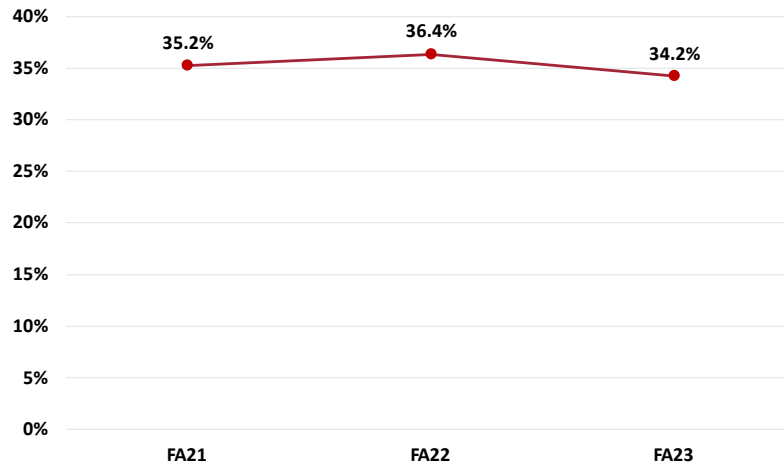
◆ STEVENS INSTITUTE of TECHNOLOGY

Goal 1: Undergraduate Enrollment % International



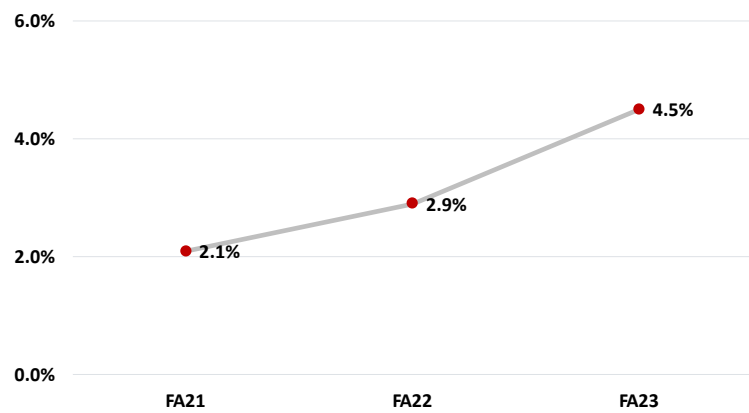
◆ STEVENS INSTITUTE of TECHNOLOGY

Goal 1: Undergraduate Enrollment % Out-of-State & International



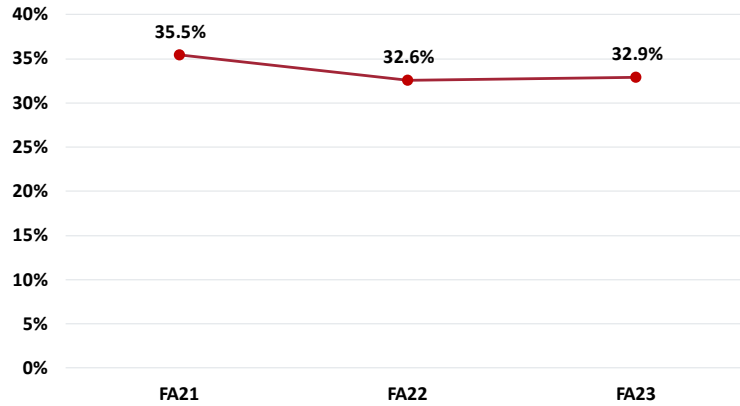
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Goal 1: % International in the First-Year Undergraduate Class



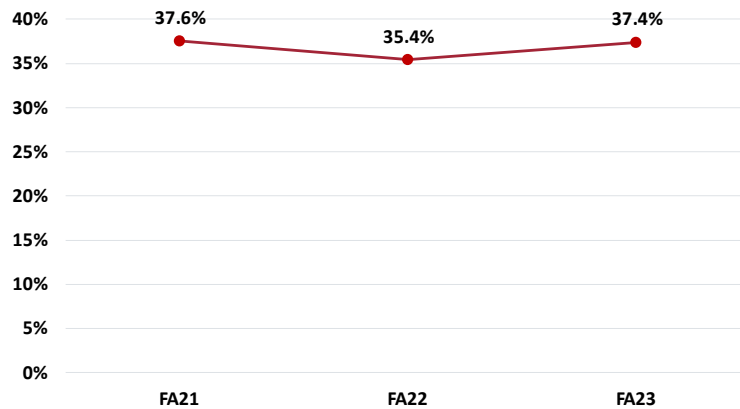
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Goal 1: % Domestic Outside of NJ in the First-Year Undergraduate Class



◆ STEVENS INSTITUTE of TECHNOLOGY

Goal 1: % Out-of-State & International in the First -Year Undergraduate Class



◆ STEVENS INSTITUTE of TECHNOLOGY

GOAL 2: Graduate Education and Experience

Year 1 initiatives included enhancing doctoral student recruitment and retention efforts to grow the number of Ph.D. students and increase Ph.D. student-to-faculty ratios. The total number of enrolled doctoral students in Fall 2023 was virtually unchanged from the previous year at 498, and the average GREQ among the Fall 2023 admitted Ph.D. students was 164. During the 2022-23 academic year the university awarded 72 doctoral degrees.

Progress towards improving Stevens' master's programs included better aligning demand for some programs with available resources and providing new and revised courses, concentrations and experiences that are specific to students' interests. Stevens also improved career placement resources and services to better serve part-time and online students. Full-time and part-time master's degree and graduate certificate on-campus enrollments in Fall 2023 were 2,921 and 400, respectively.

Stevens undertook efforts to improve awareness of Stevens' online offerings in Year 1, continuing its partnership with Noodle, by making changes to a number of academic programs, offering more elective options and providing increased training for Stevens staff about the Noodle partnership and the changes made in Year 1 to improve outcomes. Stevens also established a partnership to deliver online education to working professionals in China. A search was initiated for the dean of the newly-created College of Online and Professional Education. Master's and graduate certificate enrollment in online programs was 934 in Fall 2023.

Stevens achieved a six-month placement rate of 96.5% for master's students who graduated in May 2022, exceeding the 10-year target of 95%.

Goal 2 - Develop a supportive graduate ecosystem that attracts high-caliber students with diverse backgrounds and empowers them to thrive academically, professionally and personally. Our doctoral programs will create knowledge and solutions to global issues, as well as develop future scholars and leaders, while our master's programs will provide lifelong learning opportunities for college graduates and working adults to stay ahead of the technology-driven and rapidly evolving job market. In addition, grow online programs substantially.

Key Initiatives/Strategies:

2.1 Significantly increase doctoral student enrollment by:

- a. recruiting and retaining research-active faculty
- b. growing sponsored research
- c. developing innovative doctoral programs in new and/or interdisciplinary areas
- d. recruiting the best and brightest doctoral students through additional investment in fellowships and enhancing financial support for our students

2.2 Continue to provide competitive technology-driven and lifelong learning opportunities in our master's programs by:

- a. raising the bar to improve academic credentials of our on-campus master's and certificate students
- b. moderately and strategically growing enrollments to ensure that they are compatible with our physical plant, shaped by the optimized size of each school and major and meet the demands of society and the economy

2.3 Significantly grow our online programs by:

- a. providing flexible learning opportunities to meet the wide-ranging needs of working adults
- b. establishing requisite organizational, administrative and technology infrastructure
- c. exploring and adapting effective strategies and best practices

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Increase the number of Ph.D. students per tenure-stream faculty from 3.0 to 4.0 in the Schaefer School of Engineering and Science (SES) and the School of Systems and Enterprises (SSE), and from 1.0 to 1.4 in the School of Business
- Continue to make Stevens a destination research university by increasing applications and improving selectivity (decreasing the admission rate) for on-campus masters' students from 69% to 45%
- Increase the job placement rate to 95% within six months of graduation
- Reach more students of diverse backgrounds and circumstances by increasing the online program full-time equivalent enrollment from 300 to 1,600

(Please see Goal 7: University Culture for additional metrics pertaining to Goal 2.)

Owners: Senior Vice President and Provost Jianmin Qu, Senior Vice Provost Constantin Chassapis, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Vice President Louis Mayer, Vice President Tej Patel, Vice President Sara Klein

Key Initiative 2.1: Year 1 initiatives included enhancing doctoral student recruitment efforts to grow the number of Ph.D. students – especially in the School of Systems and Enterprises and the Charles V. Schaefer, Jr. School of Engineering and Science - and increase Ph.D. student-to-faculty ratios. A plan for increasing stipend awards to a select group of high achieving students was developed. Stevens created milestone courses for qualifying exams and proposal defenses in order to streamline the process through which doctoral

student progress is monitored. The total number of enrolled doctoral students in Fall 2023, at 498, remained virtually the same as the 500-enrollment in Fall 2022, and the average GREQ among the Fall 2023 admitted Ph.D. students was 164. During the 2022-23 academic year the university awarded 72 doctoral degrees.

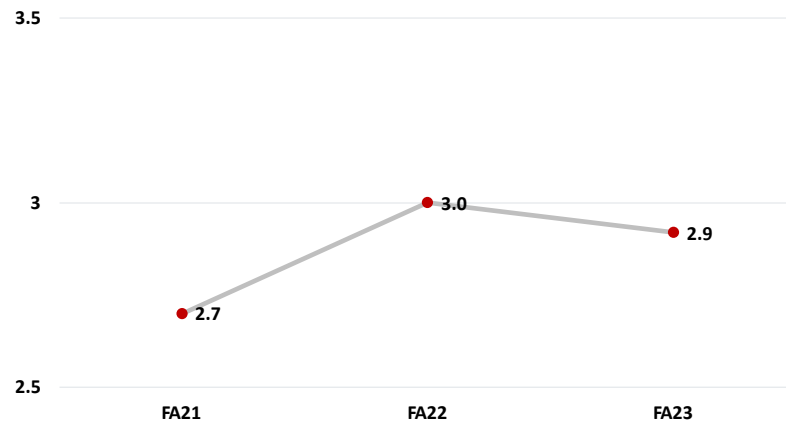
Key Initiative 2.2: In Year 1, Stevens substantially lowered admissions to the on-campus Computer Science program, in an effort to align enrollment with available resources. Substantial numbers of students in the part-time online Computer Science program continue to be enrolled, which is offered through a partnership with Noodle Partners. Stevens worked with academic units to assist with the recruitment of adjunct instructors to meet enrollment needs. Furthermore, Stevens reviewed and made changes to key programs in each school to assure that students are provided the opportunity to focus on areas that are specific to their interests and that they are equipped with the appropriate knowledge to be highly sought after by industry upon graduation. Changes included new and revised courses, new concentrations and immersion experiences. Stevens also developed the requisite infrastructure to assure that all part-time and online students have equal access to career placement resources and services regularly provided to full-time undergraduate and graduate students. This includes synchronous career development programming, guidance from Stevens' career advisors, and access to job postings and career fairs. Full-time and part-time master's degree and graduate certificate on-campus enrollments in Fall 2023 were 2,921 and 400, respectively.

Key Initiative 2.3: The work on developing a sustainable online organizational infrastructure is ongoing, and marketing efforts to improve awareness of Stevens' online offerings are progressing. In Year 1, Stevens continued its partnership with Noodle, making several changes intended to improve outcomes including changes to the MBA program, revising course sequence for the Data Science and Computer Science programs, offering elective options for qualified Engineering Management students and providing increased training for Stevens staff about the Noodle partnership. Stevens also established a partnership with Beacon Education to deliver online education to working professionals in China. Through this program, Stevens will offer M.S. degrees in Computer Science and Data Science. A search was initiated for the dean of the newly-created College of Online and Professional Education. In Fall 2024, Stevens' current online program offerings will transition under this college. Master's and graduate certificate enrollment in online programs was at 934 in Fall 2023.

Metrics and 10-Year Targets

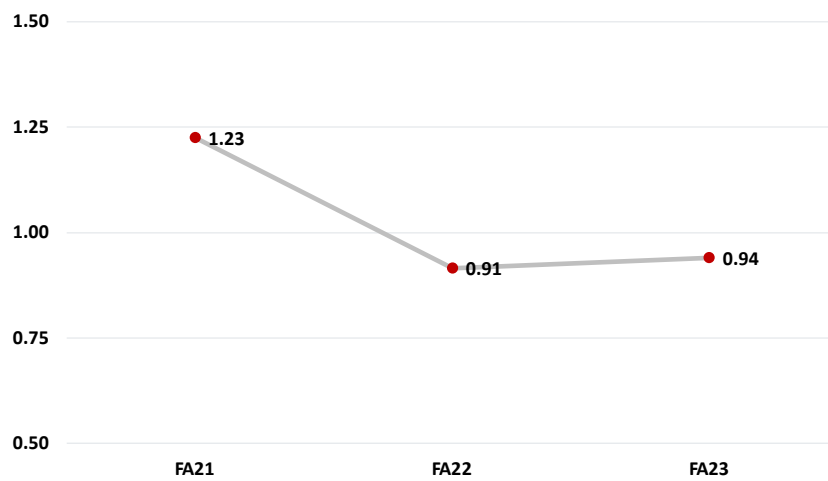
- **Increase the number of Ph.D. students per tenure-stream faculty from 3.0 to 4.0 in the Schaefer School of Engineering and Science (SES) and the School of Systems and Enterprises (SSE), and from 1.0 to 1.4 in the School of Business**

Goal 2: FT Doctoral Students to FT T/TT Faculty Ratio - Engineering



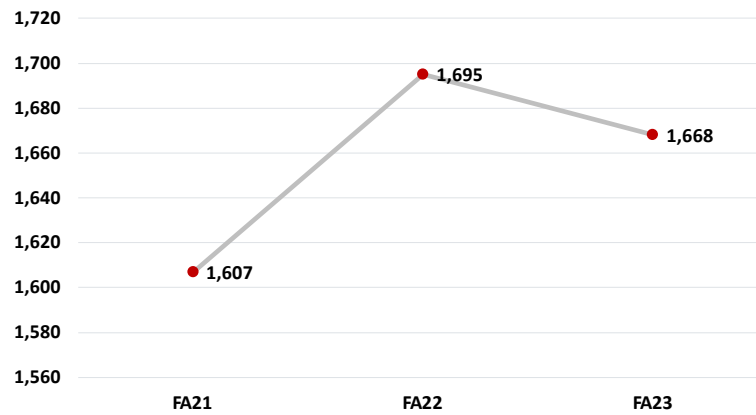
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Goal 2: FT Doctoral Students to FT T/TT Faculty Ratio- Business



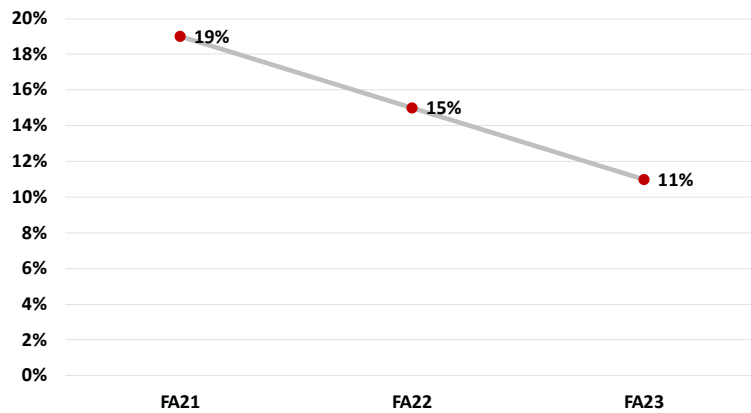
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Goal 2: Doctoral Fall Applications



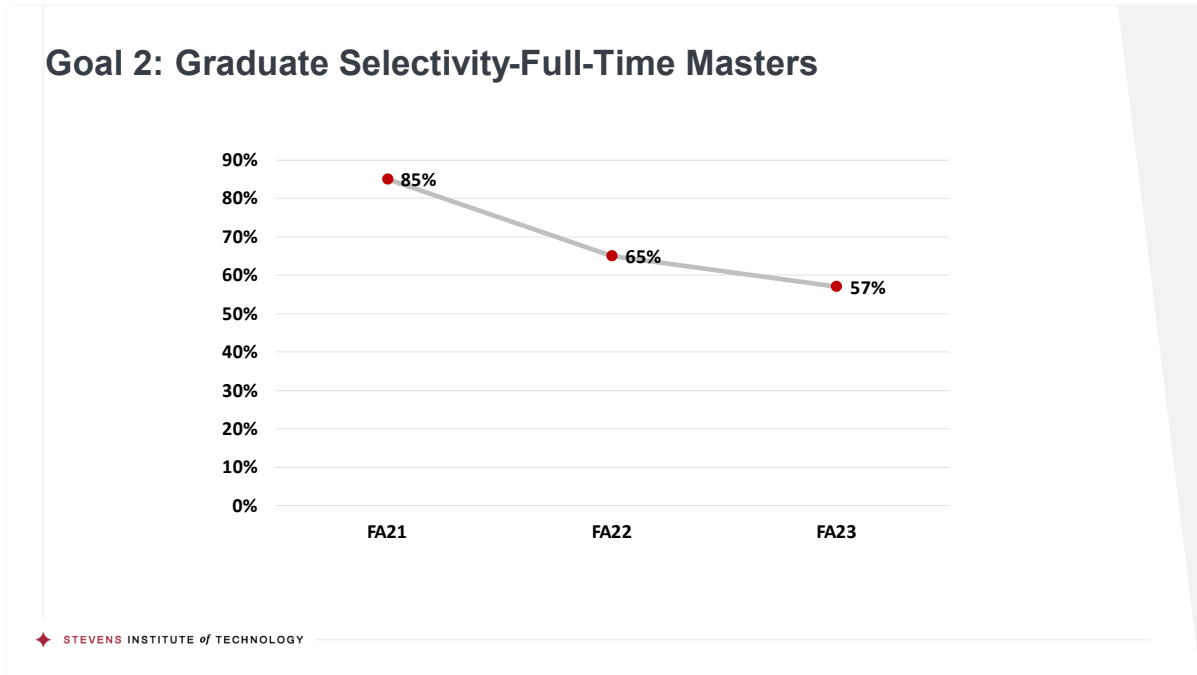
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Goal 2: Graduate Selectivity-Ph.D.



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- **Continue to make Stevens a destination research university by increasing applications and improving selectivity (decreasing the admission rate) for on-campus masters' students from 69% to 45%**

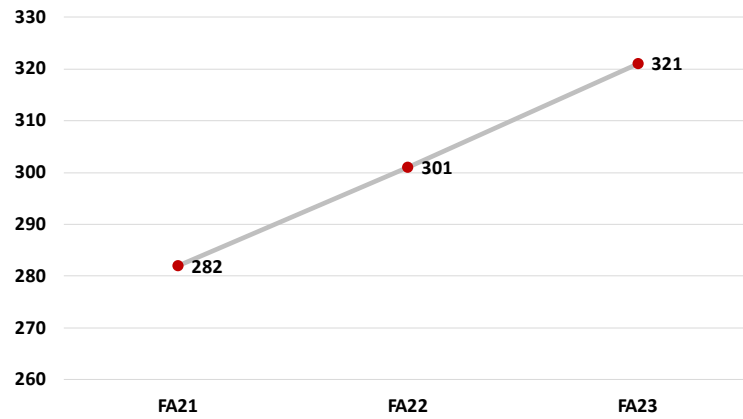


- **Increase the job placement rate to 95% within six months of graduation**

Stevens achieved a six-month placement rate of 96.5% for master's students who graduated in May 2022, exceeding the 10-year target. Placement rates for students who graduated in May 2023 are not yet available.

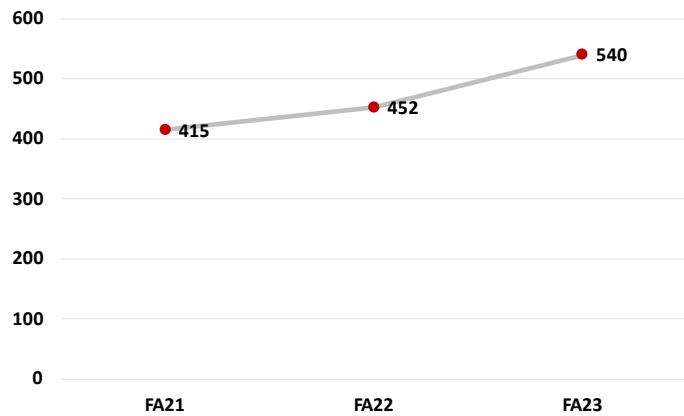
- **Reach more students of diverse backgrounds and circumstances by increasing the online program full-time equivalent enrollment from 300 to 1,600**

Goal 2: Graduate Fall Online Enrollment-FTE



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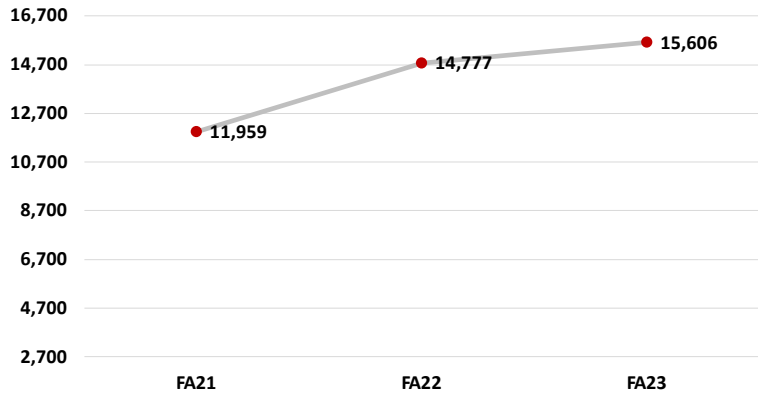
Goal 2: Graduate Online Applications



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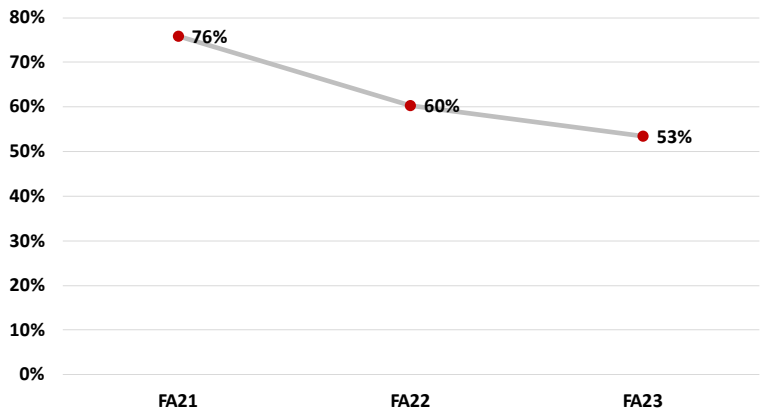
- **Other Metrics: Overall Graduate Enrollment**

Goal 2: Graduate Total Fall Applications



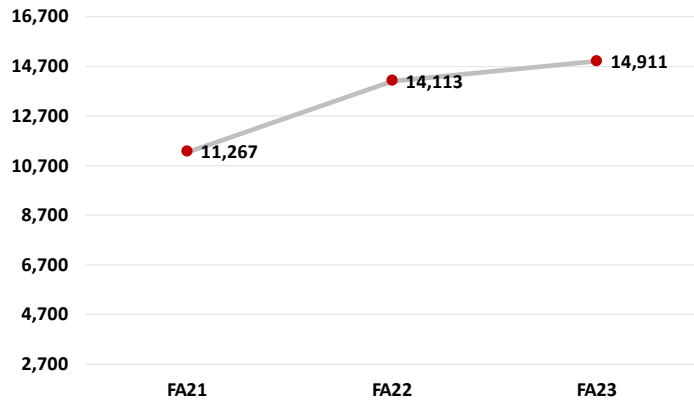
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Goal 2: Graduate Selectivity-Overall



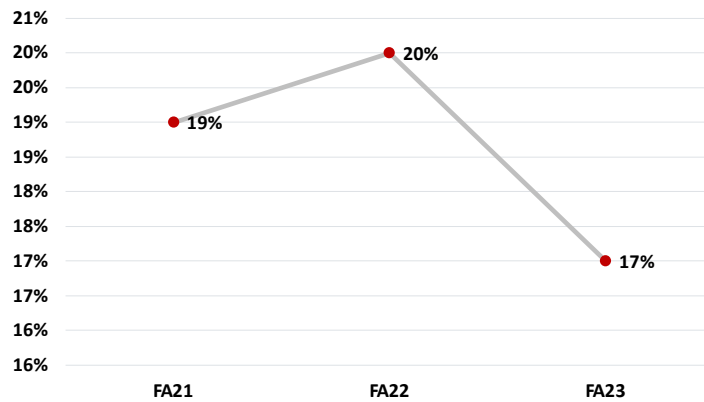
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Goal 2: Graduate On-Campus Full-Time Applications



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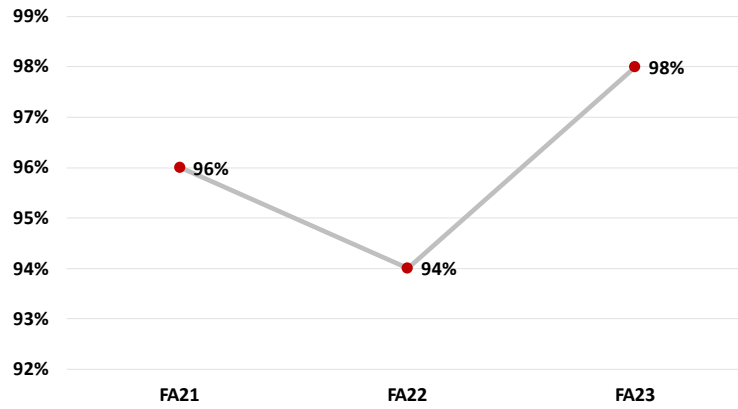
Goal 2: Graduate Fall Yield



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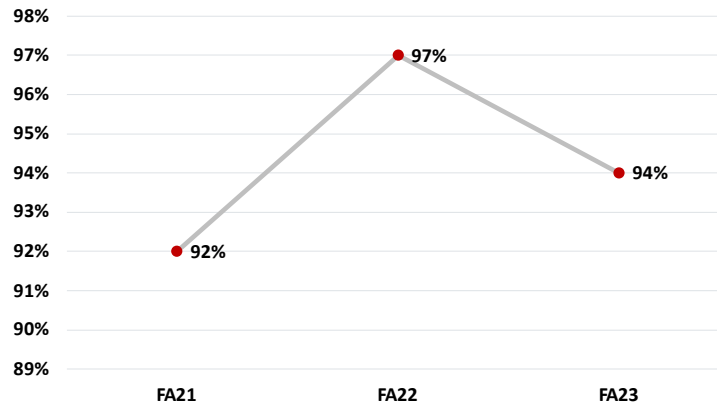
- **Other Metrics: Graduate Retention Rates**

Goal 2: All Doctoral First-Term Retention (Fall-Spring)



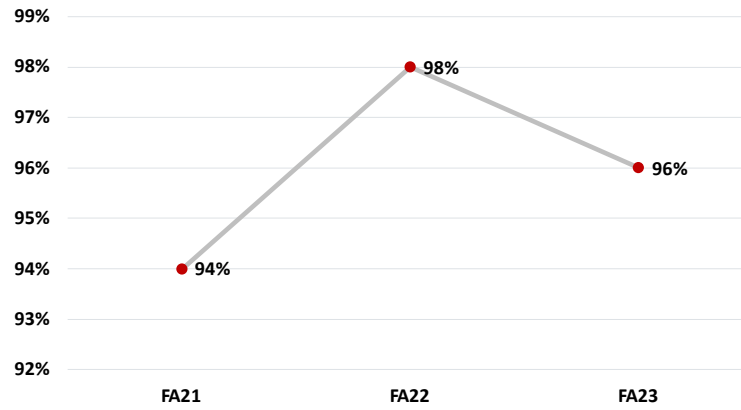
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Goal 2: All Masters' First-Term Retention (Fall-Spring)



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Goal 2: Full-Time Masters' First-Term Retention (Fall-Spring)



GOAL 3: Research and Innovation

Stevens conducted 43 faculty searches in Year 1, resulting in hiring 21 tenure-stream faculty members and seven non-tenure stream faculty members for a total of 28 new hires. During Year 1, junior faculty submitted 24 proposals to the NSF CAREER program, exceeding the previous record of 18, and five received awards. Three new faculty recognition programs were implemented this year to celebrate faculty achievements.

Stevens received \$3.5 million in state funding from the New Jersey Higher Education Capital Grant Program to enhance Stevens' high-performance computing facility which greatly enhances Stevens' computing infrastructure. Research expenditures increased in Year 1 to \$52.5 million, exceeding the first-year target.

The research enterprise was strengthened in Year 1 by hiring a new Vice Provost for Research and Innovation, initiating a search for (and hiring in July 2023) a new Director of Technology Transfer and New Ventures, and providing a more stable and attractive working environment for current and prospective employees.

Goal 3 - Expand the community of scholars who translate their research into scholarship, discoveries, inventions and innovations to create solutions to the most critical problems facing our society and advance the frontiers of knowledge.

Key Initiatives/Strategies:

3.1 Develop and implement a long-term strategic plan for faculty recruitment and retention that includes:

- a. a robust faculty mentoring program to support, nurture and enable faculty to strengthen their academic career and produce their best work at Stevens
- b. best practices, policies and reward systems that encourage team science and promote a culture of excellence

3.2 Continue university investment to:

- a. strengthen existing and establish new interdisciplinary centers in areas of high impact and growing national importance
- b. improve and expand research infrastructure, including labs, equipment and high-performance computing facilities to meet the needs of our fast-growing research portfolio

3.3 Enhance research administration by:

- a. streamlining policies, reducing bureaucracy and integrating and digitizing the end-to-end process of administrative support
- b. providing regular professional training for our research support staff
- c. recruiting and retaining the most talented and dedicated research administrators

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Increase our research expenditure per tenure-stream faculty in SES and SSE from \$266,000 to \$450,000 (adjusted for inflation) per year
- Double our total university research expenditure from \$40 million to \$80 million (adjusted for inflation) per year
- Build five new interdisciplinary centers in areas of high societal impact and growing importance such as life sciences and healthcare (specifically, at the interface between medicine, engineering and informatics), quantum technologies, automation and robotics, human-robot interaction, financial technology, sustainable energy and environment and other emerging opportunities (a joint metric with Goal 5: Partnerships)
- Expand societal impact and generate substantial revenue by capitalizing on the entrepreneurial environment at Stevens that supports faculty conducting translational research by increasing technology licenses/options per year from seven to 25, which is expected to boost the number of startups launched at Stevens

(Please see Goal 8: Infrastructure and Sustainability and Goal 9: Academic Reputation for additional metrics pertaining to Goal 3.)

Owners: Senior Vice President and Provost Jianmin Qu, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Vice Provost Edmund Synakowski, Vice President Louis Mayer, Vice President Robert Maffia, Vice President Beth McGrath

Key Initiative 3.1: Stevens conducted 43 faculty searches in Year 1, resulting in hiring 21 tenure-stream faculty members and seven non-tenure stream faculty members for a total of 28 new hires. The School of Engineering and Science (SES) and the School of Systems and Enterprises included statements in their tenure guidelines that encouraged junior faculty members to submit proposals for young investigator awards. During Year 1, several workshops were organized to help junior faculty to prepare their proposals, and 24 proposals were submitted to the NSF CAREER program exceeding the previous record of 18. Five junior faculty members from SES received NSF CAREER awards. New recognition programs implemented this year include the Young Investigator Fellowship Awards, Distinguished Scholar and Teacher Award and Distinguished Mentor and Teacher Award.

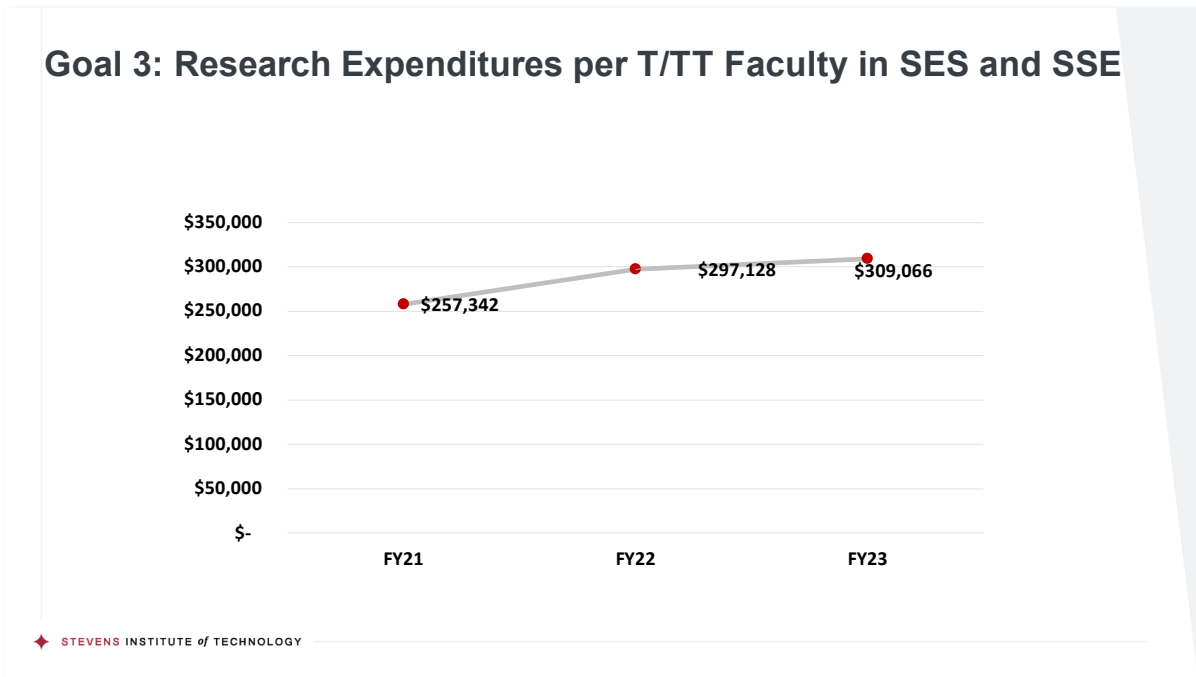
Key Initiative 3.2: In Year 1, all four schools conducted a strategic planning exercise and developed their own five-year strategic plan, fully aligned with the university's strategic plan, but suitable for each school with appropriate school-level goals, initiatives and metrics. A proposal to the New Jersey Higher Education Capital

Grant Program was submitted in Year 1 which resulted in \$3.5 million in state funding to enhance Stevens' high-performance computing facility. The new high-performance computing cluster was installed and became operational in Fall 2023. This system greatly enhances Stevens' computing infrastructure. Additionally, an initial version of a dashboard for displaying real-time research activities such as awards and expenditures was developed and will continue to be refined in Year 2. Research awards and expenditures exceeded targets for Year 1.

Key Initiative 3.3: Actions taken in Year 1 include hiring a Vice Provost for Research and Innovation, instituting hiring and retention practices to provide a more stable and attractive working environment and conducting a national search for a Director of Technology Transfer and New Ventures who, now at Stevens, leads the university's technology transfer and commercialization efforts, helping to bring to market the ideas, technologies and solutions generated by Stevens faculty and students. A new research administration software system, *InfoEd*, that provides the end-to-end service from proposal submission to post-award management was implemented.

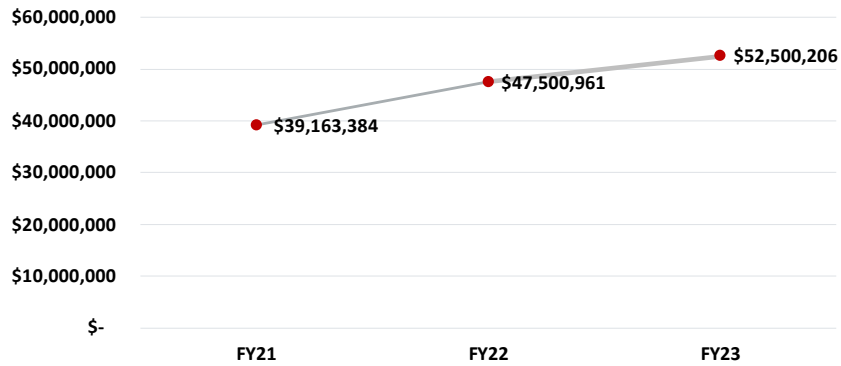
Metrics and 10-Year Targets

- **Increase our research expenditure per tenure-stream faculty in SES and SSE from \$266,000 to \$450,000 (adjusted for inflation) per year**



- **Double our total university research expenditure from \$40 million to \$80 million (adjusted for inflation) per year**

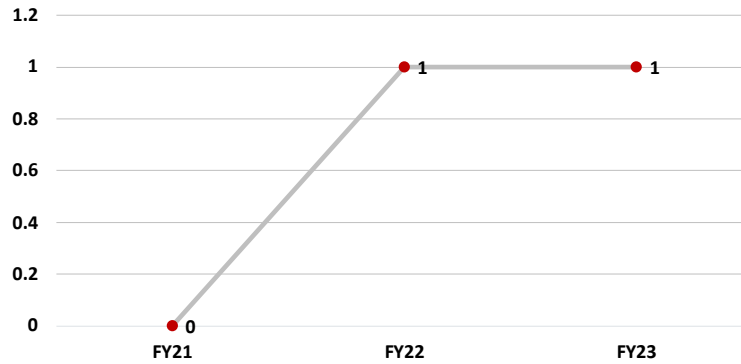
Goal 3: Total University Sponsored Research Expenditures



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- **Build five new interdisciplinary centers in areas of high societal impact and growing importance such as life sciences and healthcare (specifically, at the interface between medicine, engineering and informatics), quantum technologies, automation and robotics, human-robot interaction, financial technology, sustainable energy and environment and other emerging opportunities (a joint metric with Goal 5: Partnerships)**

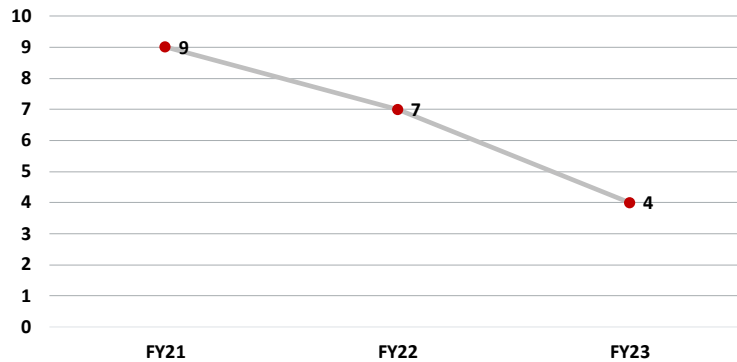
Goal 3: Number of New Interdisciplinary Research Centers



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- **Expand societal impact and generate substantial revenue by capitalizing on the entrepreneurial environment at Stevens that supports faculty conducting translational research by increasing technology licenses/options per year from seven to 25, which is expected to boost the number of startups launched at Stevens**

Goal 3: Number of Technology Licenses/Options



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GOAL 4: Alumni Engagement and Development

A new Strategic Plan for Alumni Engagement was created and work to improve existing programs and develop new initiatives was launched. *StevensConnects*, a robust networking mechanism for the entire Stevens community, was launched; regional alumni networks were expanded; and numerous social activities were held. The Student-Alumni Council was instrumental in engaging current Stevens students in events. Several new groups were established as part of the Industry Torchbearers program in an effort to increase alumni engagement.

The Stevens Indicator was redesigned as was the Development and Alumni Engagement website to better highlight pathways for engagement and support of Stevens. A new staff role was created to better systematize the work done with philanthropic volunteers, reinvigorate the management of loyalty and leadership societies and increase peer-to-peer outreach. Work to develop a new Network Handbook for alumni network leaders began, and Stevens increased its work with and recognition of volunteers.

In Year 1, Stevens raised \$18,318,788.55 toward the target of \$20,000,000, slightly exceeding last year's total of \$18.2 million. Five principal gifts were raised against a goal of six, resulting in a total of \$10 million and exceeding last year's total of three principal gifts. Twenty-three major gifts were secured, including five from corporations or foundations, and there were 18 newly documented planned gifts. A preliminary campaign pyramid was completed in preparation for the next campaign. In FY23, there were a total of 1,955 non-undergraduate alumni donors, including 469 graduate alumni, 540 parents and 180 faculty and staff. Prioritizing acquisitions for this population within the solicitation strategy this year was a crucial step for future giving outcomes. Stevens hosted numerous visits and meetings to connect donors with beneficiaries of their gifts.

Goal 4 - In partnership with our alumni, foster mutually beneficial activities and relationships that increase alumni pride in and affinity for their alma mater, advance the mission of the university and create a vibrant philanthropic culture that inspires meaningful support from the Stevens community. In parallel, develop a robust corporate and foundation relations program.

Key Initiatives/Strategies:

4.1 Continue to elevate the value of a Stevens degree through the creation and expansion of:

- a. synergistic opportunities for alumni to professionally network with, mentor and recruit students and one another
- b. diverse alumni networks among those who share affinity, life stage, regional, volunteer or other interests via worthwhile programming

4.2 Advance and encourage opportunities to grow alumni career networks, support students, activate alumni communities and propel fundraising at all levels, and elevate the volunteer experience through training and recognition

4.3 Strengthen the foundation of fundraising by:

- a. expanding the universe of donors and securing highest-level gifts to sustain annual fundraising progress
- b. launching a capital campaign within the next decade to support the goals and priorities of the Strategic Plan
- c. recognizing and celebrating gifts of time, talent and treasure at all levels
- d. connecting donors to the impact of their philanthropy
- e. instilling an awareness in students of the value of their future roles as engaged alumni through focused messaging and programming in each undergraduate year
- f. substantially increasing the endowment

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Develop and implement an alumni engagement score that measures activity across four categories — volunteerism, philanthropy, experiential interactions and communication, in line with industry standards — and grow the engagement score from 19% to 25%, or 3% compounded annual growth over 10 years
- Develop and implement best practices to track progress in alumni networking, career services and recognition
- Execute a multiyear capital campaign that is significantly higher than Stevens' previous campaign after conducting a thorough feasibility study; raise \$150 million for the endowment over the next 10 years, a \$50 million increase from the previous 10 years, capitalizing on the momentum of the success of *The Power of Stevens*
- Raise \$50 million in corporate and foundation gifts over the next 10 years, an increase of \$8 million over the past 10 years

Owners: Vice President Laura Rose, Vice President Beth McGrath, Vice President Sara Klein, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Executive Director Cherena Walker

Key Initiative 4.1: In Year 1, a new Strategic Plan for Alumni Engagement was created and there was increased collaboration among Stevens' divisions of Development and Alumni Engagement (DAE) and Student Affairs to improve existing programs and develop new initiatives. Progress included launching *StevensConnects*, a network for the entire Stevens community that provides opportunities to connect professionally with alumni,

and establishing an alumni-in-residence program, industry insights sessions, career chats, an alumni/employer networking night, affinity-based scholarship meetings and mentoring programs among many others. Regional alumni networks grew and new ones were established in several cities. In addition to regional networks, the team laid the groundwork for a new identity-based alumni network. Social and educational activities that engage the young alumni population and current students were held in several highly populated areas. Working with DAE, the Student-Alumni Council was instrumental in engaging current Stevens students in a number of student and alumni-facing events, including Commencement activities, with increased student and alumni attendance and involvement. DAE will build on this foundation and students' existing points of connection with the university and alumni in future years.

Key Initiative 4.2: The Industry Torchbearers program continues to be an emerging pathway for alumni engagement with several groups established in Year 1 including an Information Technology group, a Constructions/Civil Engineering group and a Healthcare group. A FinTech group will be established in Year 2. In Year 1, Stevens' alumni magazine, *The Stevens Indicator*, was redesigned and the Development and Alumni Engagement website was also redesigned to better highlight pathways for engagement and support of Stevens, including the addition of a new section on career engagement. Volunteers were deeply involved in fundraising efforts, and a new staff role was created to better systematize the work done with philanthropic volunteers, reinvigorate the management of loyalty and leadership societies and increase peer-to-peer outreach. Volunteer management received increased attention as DAE staff worked with volunteer leaders to revise existing club guidelines into a new Network Handbook that will be rolled out to all alumni network leaders in Year 2. This resource will be invaluable to network leaders in streamlining processes, outlining roles and responsibilities and detailing support mechanisms from DAE. Recognition and identification of new talent advanced this past year. DAE provided thank-you gifts to alumni volunteers hosted by campus partners and also highlighted volunteers during Alumni Weekend.

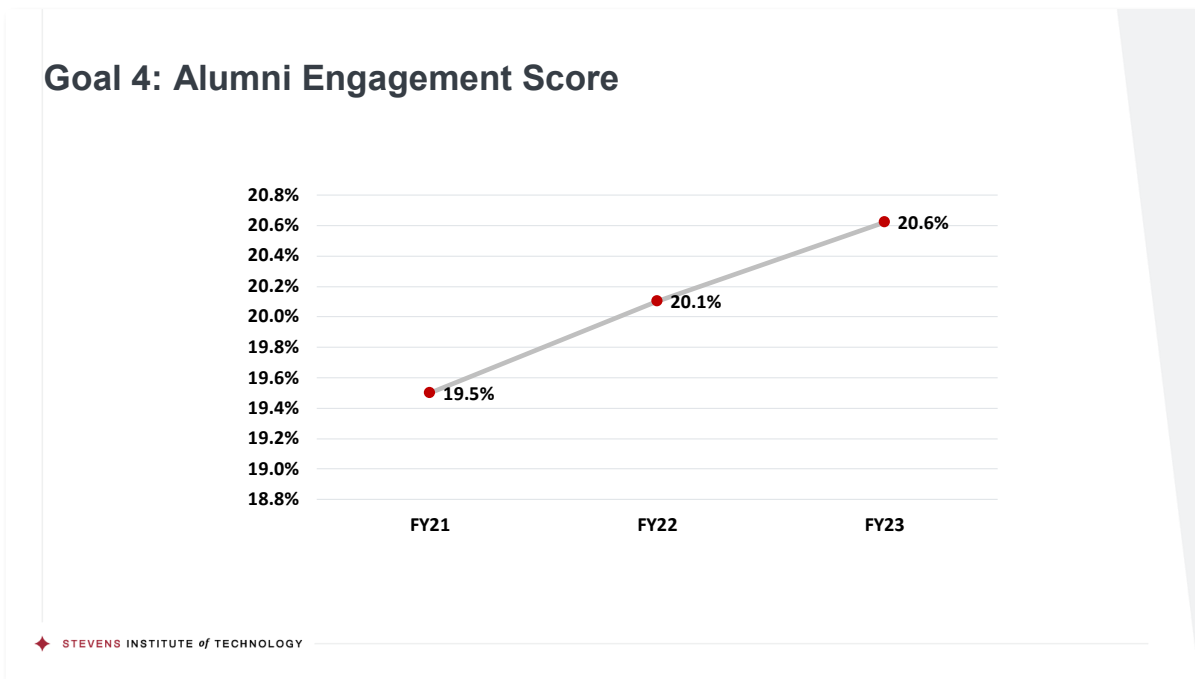
Key Initiative 4.3: In Year 1, Stevens raised \$18,318,788.55 toward the target of \$20,000,000, slightly exceeding last year's total of \$18.2 million. Five principal gifts were raised against a goal of six, resulting in a total of \$10 million and exceeding last year's total of three principal gifts. Twenty-three major gifts were secured, including five from corporations or foundations, and there were 18 newly documented planned gifts. A preliminary campaign pyramid was completed indicating the number of prospects needed at each gift level, the current number of prospects at each level and the gap. This pyramid will be used as a working document in preparation for the next campaign. With a global trend of declining alumni donors, Stevens created opportunities in Year 1 for a pipeline-oriented, engagement-first annual giving program with a President's Circle prospectus, special crowdfunding projects, video messages and more. In FY23, there were a total of 1,955 non-undergraduate alumni donors, including 469 graduate alumni, 540 parents and 180 faculty and staff. While falling short of the graduate alumni goal in FY23, prioritizing acquisitions for this population within the solicitation strategy this year was a crucial step for future giving outcomes. Also during FY23, Stevens hosted stewardship visits to campus for corporate and foundation donors and included meetings with the beneficiaries of their gifts. Stevens staff worked together to arrange group meetings for affinity scholarship donors and beneficiaries and for reunion class scholars to attend reunion meetings to meet their benefactors. For

individual scholarships, Stevens hosted virtual and in-person meet and greet opportunities between scholars and donors, and students sent thank you notes following each in-person meeting. Additionally, to better instill a culture of philanthropy among students, Stevens held in-person meetings with first-time named scholarship recipients.

Metrics and 10-Year Targets

- **Develop and implement an alumni engagement score that measures activity across four categories—volunteerism, philanthropy, experiential interactions and communication, in line with industry standards – and grow the engagement score from 19% to 25%, or 3% compounded annual growth over 10 years**

The final alumni engagement score for FY23 was 20.62%, an increase from the established baseline of 19.5% and the FY22 total of 20.1%.

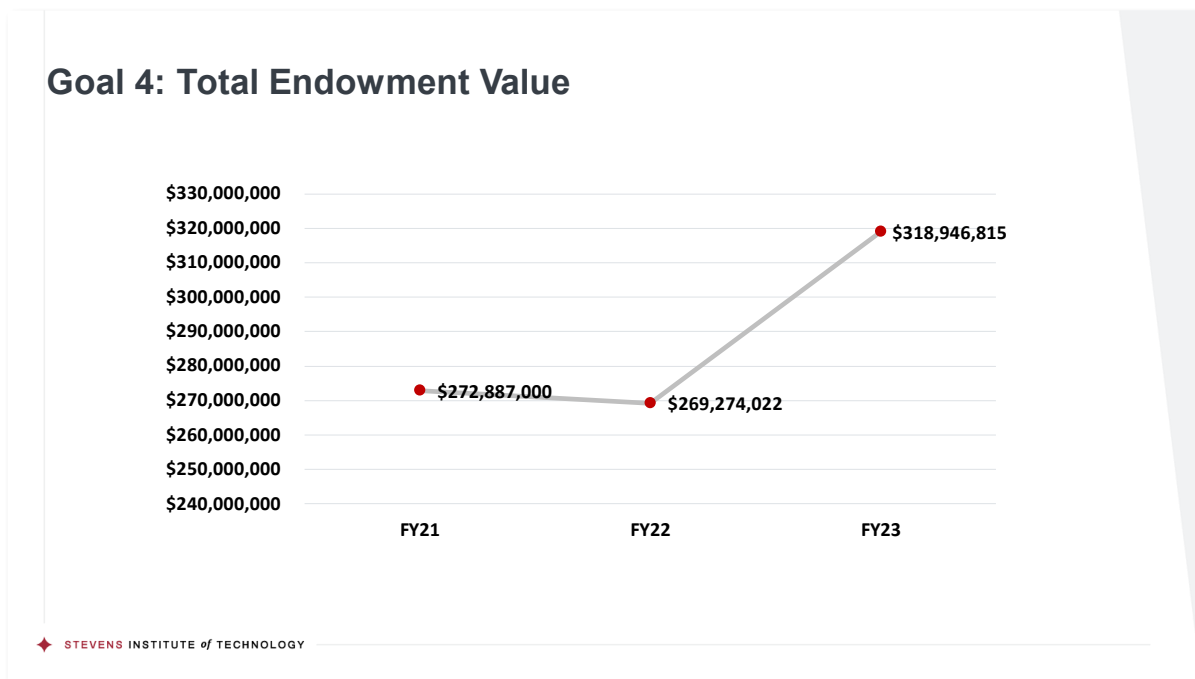


- **Develop and implement best practices to track progress in alumni networking, career services and recognition**

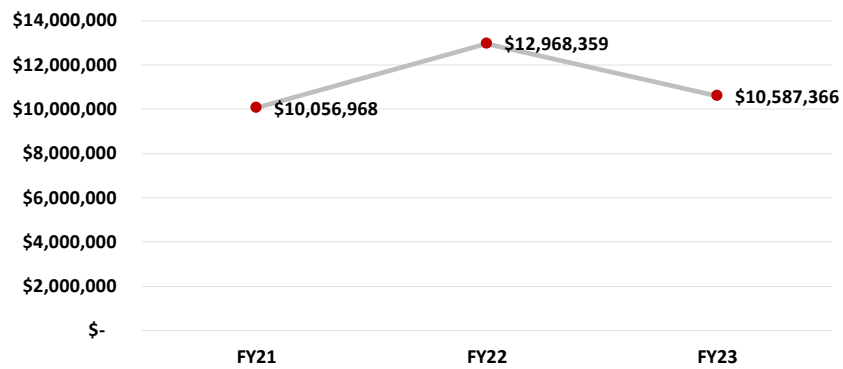
The *StevensConnects* networking platform was launched in January, 2023. 1,524 alumni and 524 students have joined the network as of June 30, 2023.

- **Execute a multi-year capital campaign that is significantly higher than Stevens' previous campaign after conducting a thorough feasibility study; raise \$150 million for the endowment over the next 10 years, a \$50 million increase from the previous 10 years, capitalizing on the momentum of the success of *The Power of Stevens***

A campaign pyramid was developed with prospect targets at each gift level. \$10.6 million was raised for the endowment during FY23.



Goal 4: Endowment Giving: New Gifts, Pledges, and Bequest Expectancies



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- **Raise \$50 million in corporate and foundation gifts over the next 10 years, an increase of \$8 million over the past 10 years**

\$1.9 million was raised in corporate and foundation gifts during FY23.

Goal 4: Total Gifts from Corporations and Foundations



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GOAL 5: Partnerships

In Year 1, many partnerships were created or renewed, including with international and domestic institutions of higher education, K-12 schools, government and industry and national professional societies. Stevens collaborated on several large, multi-state, multi-institutional federal proposals focused on economic development and hosted campus visits and speaking engagements from policymakers and legislators.

The work of the Corporate Relations Committee was expanded and resulted in greater collaboration among Stevens partners and led to the establishment, renewal or expansion of partnerships with leading corporations such as L3Harris, Bayer, HDR, Merck and more. The Committee developed a priority list to track commitments with key partners and critical industry collaborators. The Salesforce Customer Relationship Management system took deeper root and was updated to include over 450 organizations and contacts. The Corporate Transaction Committee developed legal templates to streamline legal review.

Goal 5 - Forge and deepen strategic and enduring partnerships with industry, government and other educational institutions that advance the university's mission and amplify the impact and reputation of the university.

Key Initiatives/Strategies:

5.1 Identify and forge partnerships with:

- a. prestigious domestic and international institutions of higher education that strategically increase and diversify undergraduate and graduate enrollment and that amplify the impact of our faculty research and scholarship, including through national centers of excellence
- b. regional, national and international organizations, professional societies, corporations and governmental agencies to increase the visibility and strengthen the reputation of Stevens and its education and research programs through co-branded and co-sponsored programs
- c. recruit industry and government participation, including organizations in which alumni serve in senior roles, for advisory boards, as speakers, judges, student mentors and in other key roles to strengthen and expand engagement with Stevens

5.2 Expand the work of the Corporate Relations Committee to:

- a. grow corporate and government-sponsored education programs
- b. increase the number of sponsored capstone projects
- c. expand the number of organizations that recruit students
- d. increase opportunities for research collaborations and corporate philanthropy

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Establish new and significantly grow existing partnerships with domestic and international institutions of higher education and other partners to expand Stevens' academic offerings and research portfolio in areas such as online education, dual degree programs, corporate education initiatives and joint research initiatives in life sciences, health and healthcare, among others
- Increase the number and impact of partnerships with K-12 schools to create pathways for exceptional students to pursue pre-college programs and matriculate at Stevens
- Substantially increase the number and visibility of co-sponsored, co-branded or jointly funded educational and research programs, outreach activities and events, including with professional organizations and societies; state, regional and federal coalitions; economic development initiatives; and technology-focused alliances
- Establish five new collaborative, large-scale, multidisciplinary and multi-institutional research and education programs on topics of significant interest to government agencies and industry (a joint metric with Goal 3: Research and Innovation)

(Please see Goal 4: Alumni Engagement and Development for additional metrics pertaining to Goal 5.)

Owners: Vice President Beth McGrath, Senior Vice President and Provost Jianmin Qu, Vice Provost Edmund Synakowski, Vice President Laura Rose, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Executive Director Cherena Walker

Key Initiative 5.1: In FY23, many partnerships were created or renewed, including with international and domestic institutions of higher education in Italy, China, Croatia, Spain, France, Korea and the U.S. Partnerships encompassed joint research initiatives, international exchange programs, dual degree programs, online programs, course credit recognition, study abroad programs and more. Stevens continued forging partnerships with K-12 schools, adding seven new ACES partner schools and engaging teachers and students in STEM programming. Additionally, Stevens was a significant collaborator in several large, multi-state, multi-institutional federal proposals centered on economic development and co-sponsored and/or hosted several convenings of professional societies such as with IEEE. The Office of Corporate and Government Relations, in collaboration with the Vice Provost of Research and Innovation, was a regular participant in convenings and working group sessions led by the Office of the Governor in response to large federal grant opportunities including the USED A Tech Hub program and the USDOE Wind Energy Center program. Outside of this state-led process, leadership-level, proactive relationship-building with other institutions was conducted to identify synergies and enable future collaboration on other federal grant opportunities. Furthermore, Stevens arranged

for campus visits and speaking engagements from policymakers and legislators. An aggressive relationship-building strategy focused on key research areas and capital needs was planned for Year 2. Stevens recruited representatives from NASA, Becton Dickinson and ASME for the Department of Mechanical Engineering's External Advisory Board.

Key Initiative 5.2: In Year 1 the work of the Corporate Relations Committee (CRC) was expanded and resulted in greater collaboration among Stevens partners and led to the establishment, renewal or expansion of partnerships with leading corporations such as L3Harris, Bayer, HDR, Merck and more. With personnel foundations now in place, a corporate relations infrastructure was established that has allowed Stevens to respond holistically to a variety of broad corporate engagements and positions the university to further advance corporate relations goals. In Year 1, Stevens leveraged connectivity with government and business attraction agencies to embed Stevens in statewide economic development activity. The Committee developed a priority list that has been used as a guide to ensure commitments with key partners are carried through and campus partners recognize the significance of their interactions with critical industry collaborators. The Salesforce Customer Relationship Management system has been in place at Stevens for over one year and now includes over 450 organizations and contacts. The Corporate Transaction Committee continues to meet to address unique legal matters pertaining to specific corporate engagements. Legal templates have been developed to streamline legal review whenever possible.

Metrics and 10-Year Targets

- **Establish new and significantly grow existing partnerships with domestic and international institutions of higher education and other partners to expand Stevens' academic offerings and research portfolio in areas such as online education, dual degree programs, corporate education initiatives and joint research initiatives in life sciences, health and healthcare, among others**

In FY23, partnerships included the following:

- Italy: U. of Pavia, Università Carlo Cattaneo, Università del Piemonte Orientale; China: Zhejiang University, Chongqing University of Posts and Telecommunications, Zijing Education, Beacon Education – Online Programs in China for working professionals; Croatia: Zagreb School of Economics & Management; Spain: Universidad Europea de Madrid
- Hackensack Meridian School of Medicine – Master of Biomedical Engineering awarded by Stevens, St. Peter's University (3+2 program) B.S. at St. Peter's & M.S. at Stevens (several Engineering programs are included)
- Partnerships (dual degrees) with University Carlos 3 Madrid (completed) in Spain, EM Lyon in France, SKKU in Korea, ZSEM in Croatia (in progress), ECSA (MOU signed)
- Partnering with Tsinghua to enable ~20 students per semester to matriculate in the EM ME program (1 semester in China. 1 semester on campus). First group to enroll in Fall 2023.

- Renewed the partnership with the DAU to enable students with DAU SE Certifications to retire graduate course requirements by taking a course by examination.
- Ecole Centrale de Nantes, France - Dual-Degree Ph.D.
- Inter-University Engineering Doctoral Consortium, New York/New Jersey-Stevens, between NYU, NYUIT, Rutgers, CCNY, Columbia, Cornell, and Princeton.
- Joined the Global E3 ("Engineering Education Exchange") consortium which allows engineering students to participate in exchange experiences at participating domestic and international universities.

- **Increase the number and impact of partnerships with K-12 schools to create pathways for exceptional students to pursue pre-college programs and matriculate at Stevens**

In FY23, K-12 partnerships and programs included the following:

- Seven new ACES partner schools were added and the Brooklyn Tech Weston Research Scholars Program for Summer 2023 was strengthened (the goal is to replicate similar type programs and relationships with other local high schools in partnership with the faculty)
- RET Program on Sustainable Energy and Bioengineering
- Math Olympiad, Math Circles Programs

- **Substantially increase the number and visibility of co-sponsored, co-branded or jointly funded educational and research programs, outreach activities and events, including with professional organizations and societies; state, regional and federal coalitions; economic development initiatives; and technology-focused alliances**

In FY23, programs and initiatives included the following:

- Stevens was a significant collaborator in several large, multi-state, multi-institutional federal proposals centered on economic development: three NSF Engines proposals (planning grant for photonics proposal was funded), two USEDA Tech Hub proposals, one USDOE wind energy proposal, among others.
- Stevens co-sponsored and/or hosted several convenings of professional societies including the National Academies of Science Transportation Research Board, the Northeast Regional Deans Council, two IEEE conferences, among others.
- Stevens received a positive response to the NJ EDA RFI for a FinTech Innovation Center. An announcement about the launch of the Center is expected in Year 2.
- Pending Congress's adoption of the FY24 budget, Stevens is slated to receive \$900K for a high-resolution, multi-platform rapidly deployable coastal extreme event observing system as

well as \$5M for AI and quantum research and \$2.5M for resiliency research, through our partnership with Picatinny Arsenal.

- The final FY24 State budget included \$1.5M to augment the Stevens Flood Advisory System capability at Davidson Lab.

- **Summary of Number of Partnerships**

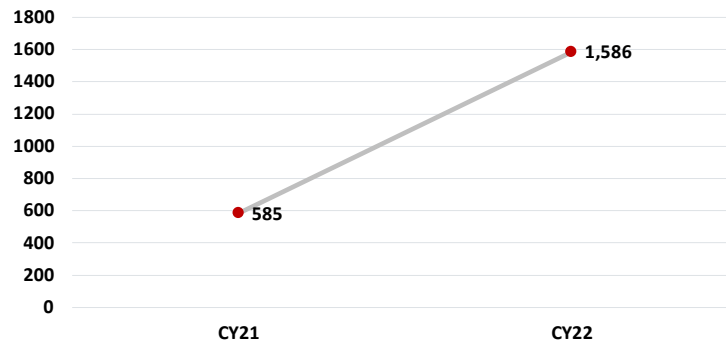
Goal 5: Partnerships

- # Partnerships with Domestic and International Institutions - 25
- # Partnerships with K-12 schools - 16
- # of Co-sponsored, Co-branded or Jointed Funded Educational and Research Programs - 4

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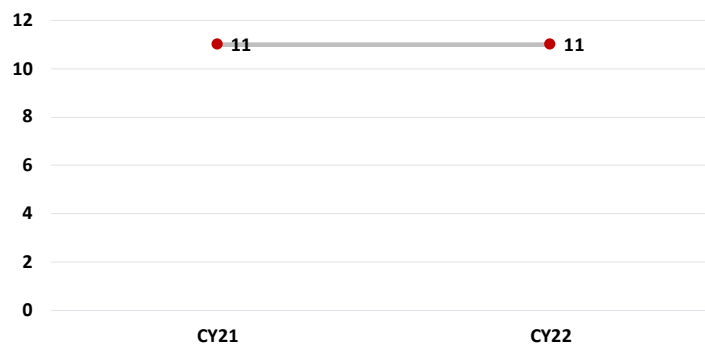
- **Establish five new collaborative, large-scale, multidisciplinary and multi-institutional research and education programs on topics of significant interest to government agencies and industry (a joint metric with Goal 3: Research and Innovation)**
 - See Goal 3 regarding research centers and strategic planning
 - Stevens advanced to final stages of a highly competitive NSF grant proposal process for the establishment of ERC-IMPACT in collaboration between Stevens, Binghamton University, The City College of New York and Syracuse University.
- **Other Metrics:** Other metrics demonstrating the status of Stevens' corporate engagement efforts are as follows.

Goal 5: Unique Employers Recruiting



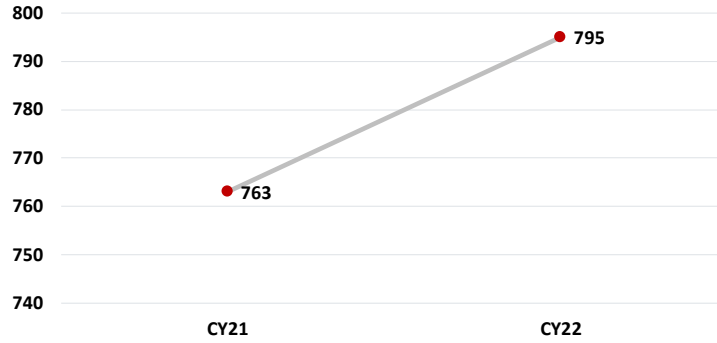
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Goal 5: Employers Recruiting 10+ years



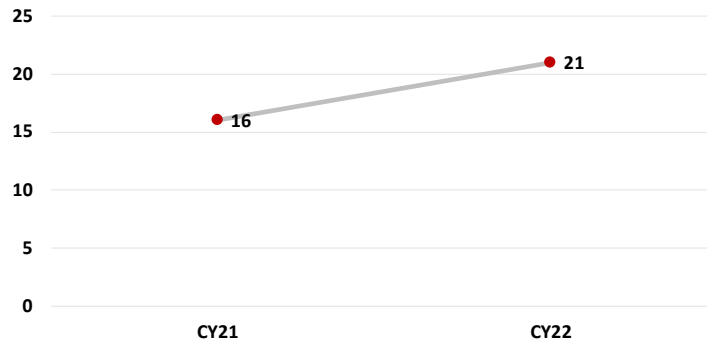
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Goal 5: Corporate Education Students (Fall)



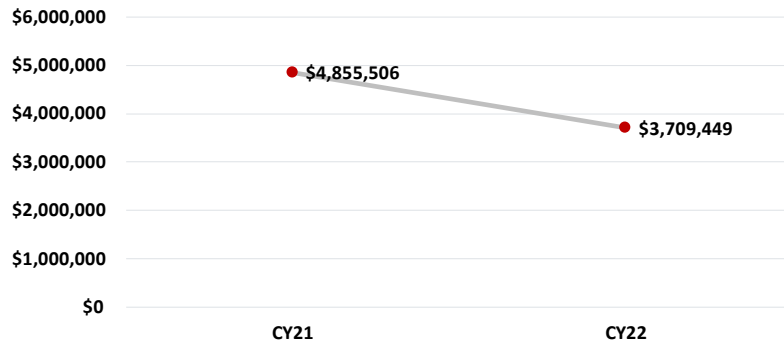
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Goal 5: Corporate-Sponsored Research Projects



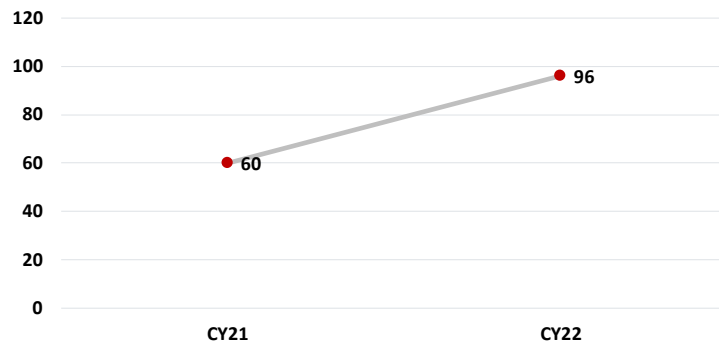
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Goal 5: Corporate-Sponsored Research Awards



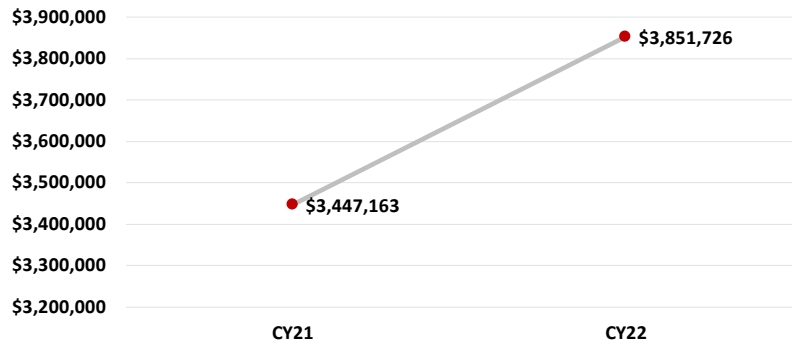
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Goal 5: Corporate-Sponsored Student Projects



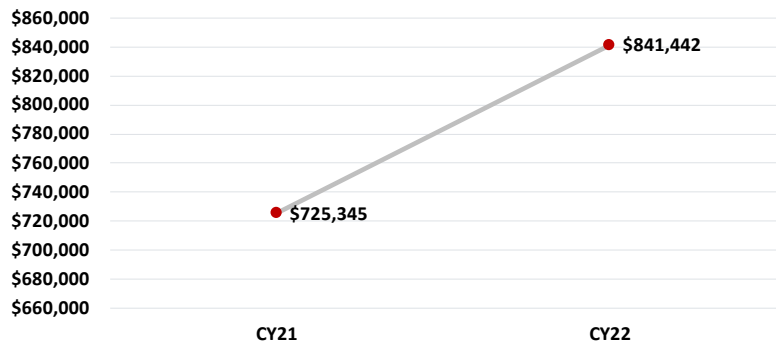
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Goal 5: Corporate Education Net Revenue



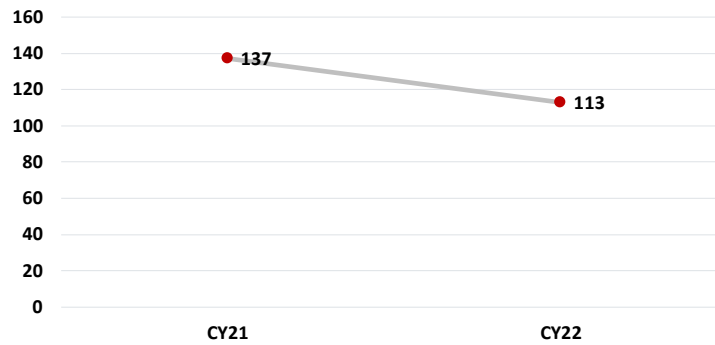
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Goal 5: Corporate Gift Amount



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Goal 5: Number of Corporate Gifts



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Goal 5: Industry & Gov't Participation on Campus

Baseline metrics looking across schools and business units

	<u>Advisory Boards</u>	<u>Speakers</u>	<u>Judges</u>	<u>Student Mentors</u>	<u>Other</u>
Industry	119	50	7	17	18
Government	2	2	1	3	0
Alumni	155	30	9	127	28

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GOAL 6: Diversity, Equity and Inclusion

As part of the NSF-funded project, *ASPIRE: The National Alliance for Inclusive & Diverse STEM faculty*, Stevens conducted professional development and enhanced institutional recruitment practices. This included training for faculty search committees that covered compliance, equitable processes and awareness about unconscious bias and training for departmental recruiters. Stevens also used text analyzing software to ensure all position postings used inclusive language. Stevens' DEI website was reviewed and updated.

Through grants from the National Science Foundation and U.S. Department of Education, Stevens was able to provide scholarships to increase the number of low-income STEM undergraduate students and students enrolled in pre-college summer programs. Stevens also worked to revise the ACES program, identifying new partner high schools and engaging more ACES students in undergraduate research. Stevens continued to work closely on initiatives to improve graduation and retention rates of undergraduate students by providing additional financial aid support to current students and prioritizing student inclusion and belonging activities. The Graduate School implemented a number of recruitment and marketing efforts in collaboration with undergraduate programs and professional organizations that primarily serve underrepresented populations as well as historically Black colleges and universities to increase applications from a diverse group of students. Stevens also signed an agreement with Saint Peter's University, a Hispanic serving institution, for a combined bachelor's and master's degree program.

Stevens obtained baseline data to assess faculty composition on new and standing committees in order to assess the current level of inclusion and engagement of faculty and staff and broaden participation where appropriate.

A DEI Climate Study was undertaken that included developing and administering a Climate Survey to undergraduate and graduate students, faculty and staff and conducting focus groups. The Climate Study was designed with the goal of improving the student experience and workplace satisfaction for faculty and staff. Additionally, faculty were trained to effectively mentor First-Generation/Low Income students. A number of high-visibility, campus-wide programs to increase awareness and pride in DEI efforts were implemented and professional development, networking, mentoring and socialization opportunities were available for all at Stevens. A working group focused on Stevens' response to the Supreme Court ruling on Affirmative Action was convened to ensure compliance, reaffirm commitment to diversity, equity and inclusion and increase understanding of processes, programs and practices.

Goal 6 - Attract and retain an outstanding community of faculty, staff and students from diverse backgrounds and cultivate a supportive, inclusive learning and working environment that contributes to a technologically proficient workforce that is representative of our diverse society.

Key Initiatives/Strategies:

- 6.1 Implement university-wide recruiting policies and best practices that yield a diverse applicant pool for all faculty/staff/leadership searches
- 6.2 Invest in student enrollment practices that strengthen the diversity of the undergraduate and graduate student body across a broad range of attributes and backgrounds
- 6.3 Diversify university committees to reflect a broader range of Stevens constituents by taking specific measures to increase representation of faculty, staff and students from underrepresented groups
- 6.4 Train faculty, staff and students to have the necessary skill set to influence climate and culture, engender a sense of inclusion, belonging and equity and implement and participate in inclusive instructional pedagogies

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Increase the success of Pell Grant, first-generation and underrepresented minority students at least equal to the graduation rate of majority students, while maintaining their level of representation in the undergraduate student population
- Increase the percentage of individuals in underrepresented groups among faculty and administrative leaders to reflect the changing demographics of the campus community and benchmark institutions
- Increase the response rate and percentage of positive responses by students, faculty and staff across key demographic groups on university surveys used to measure inclusion and belonging

Owners: Executive Director Susan Metz, Vice President Sheraine Gilliam, Senior Vice President and Provost Jianmin Qu, Vice President Sara Klein, Vice President Cindy Chin, Vice Provost David Zeng

Key Initiative 6.1: In Year 1, Stevens continued its participation in the NSF-funded project, *ASPIRE: The National Alliance for Inclusive & Diverse STEM faculty*, a three-year institutional change effort that aims to diversify the professoriate in STEM through professional development and institutional recruitment practices. To meet the initiative's objectives and engage key practitioners and decision-makers across campus, faculty and staff were invited to be part of the Stevens ASPIRE team and inform these strategic efforts. The campus has invested in multiple resources that ensure progress towards this goal. For example, the Office of DEI and HR partnered to pilot and assess training for faculty search committees that covered compliance, equitable processes and awareness about unconscious bias. HR designed and delivered recruitment training for departmental recruiters, enhancing their knowledge of the Workday Human Capital Management (HCM) system. To ensure all position postings used inclusive language and were written in a format that attracts candidates from diverse backgrounds, the text analyzing software tool *OnGig* was purchased and made

available to all hiring managers. Multiple *OnGig* trainings for academic and administrative hiring managers were offered by the HR Business Partner and Office of the President DEI Director team. An extensive review of the Office of DEI website was conducted to increase awareness and relevance to the Stevens community and prospective employees and students.

Key Initiative 6.2: In Year 1, Stevens received an NSF S-STEM grant award (2022-2028), *Fostering Adaptive Expertise to Increase Retention of Low-Income STEM Students*, which dedicates about 60% of its \$1.5 million budget to scholarships. The divisions of Enrollment Management, Student Affairs and Academic Affairs worked closely on the revised ACES program, awarding more pre-college summer scholarships and additional ACES partner schools. Supported by the U.S. Department of Education \$750,000 grant for the ACES program, Year 1 yielded the following: 1) 23 students attended the pre-college program; 2) seven new high schools with large populations of underrepresented and underserved students in New Jersey were identified as potential partners; 3) 21 students, all from underrepresented groups participated in undergraduate research; and 4) 15 ACES undergraduate students were awarded \$5,000 scholarships to participate in study abroad programs. Five ACES undergraduate students joined Stevens in the Fall 2023, and through financial aid optimization, Stevens met the need for these five students. Stevens also continued to work closely on initiatives to improve graduation and retention rates by providing additional financial aid support to current students due to changes in circumstances. The Summer Pre-College programs for Summer 2023 achieved the highest levels of enrollments, diversity and scholarship funding. There was 39% female enrollment and 37% URM student attendance. Furthermore, nearly 20% of summer students received a scholarship to attend. The Division of Student Affairs prioritized student inclusion and belonging through a variety of efforts including: 1) enhancing history and heritage month programming; 2) developing and implementing a Campus Climate Survey; 3) supporting the First Generation, Limited Income (FLI) Network and creating a FLI Pre-Orientation program and mentoring program; 4) expanding Stevens' Inclusion Representatives program; 5) developing a spring break student trip focused on Black history and the civil rights movement; and 6) collaborating across the institution to host Stevens' first in-person MLK Celebration and Day of Service which saw increased community participation by 332% from the prior year. In collaboration with Information Technology, the NameCoach tool was used to embed audio clip name pronunciations in email signatures to easily learn and remember how to say a person's name. The Graduate School implemented efforts to increase applications by: 1) working closely with McNair Scholars to recruit underrepresented undergraduate students; 2) recruiting graduate students through organizations such as the Society for Women in Engineering, Grace Hopper, Women of Color, American Indian Science and Engineering Society, Society Advancing Chicanos/Hispanics & Native Americans in Science and Hispanic Association of Colleges and Universities; 3) employing digital marketing efforts focused on surrounding HBCUs (historically Black colleges and universities); and signed a coordinated program agreement with Saint Peters University, a Hispanic serving institution, through which students will earn a Bachelor of Science from Saint Peters and a Master of Engineering from Stevens (a 3+2 program).

Key Initiative 6.3: Stevens obtained baseline data to assess faculty composition on standing committees. In addition, president-appointed committees including search committees and working groups in AY19-20 through AY22-23 were obtained to understand the composition of the individuals invited to participate. The

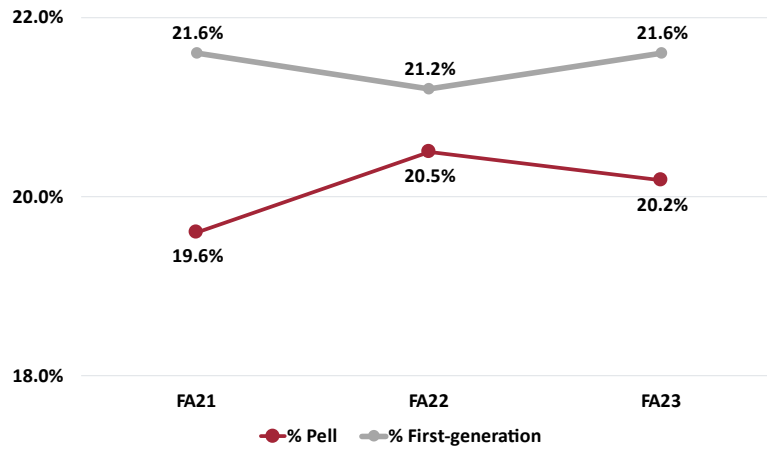
objective of this exercise is to assess the current level of inclusion and engagement of faculty and staff and broaden participation where appropriate. Data will continue to be tracked and reviewed.

Key Initiative 6.4: Through a collaboration between Stevens and Peak Research, LLC, a DEI Climate Study was undertaken that included developing and administering a climate survey to undergraduate and graduate students, faculty and staff and conducting focus groups. This DEI Climate Study met the requirements of the NJ Office of the Secretary of Higher Education (OSHE) to conduct a climate assessment in addition to revealing information about other topics pertinent to Stevens and its goal of improving the student experience and workplace satisfaction for faculty and staff. A final report that included findings and recommendations was shared with the Cabinet, Academic Council, Faculty Senate, interested faculty members and staff and was used to inform programs and practice. As part of the NSF S-STEM grant award, *Fostering Adaptive Expertise to Increase Retention of Low-Income STEM Students* (see section 6.2), approximately 12 faculty were trained to effectively mentor First-Generation/Low Income students. This skill development will benefit all Stevens students. A number of high-visibility, campus-wide programs to increase awareness and pride in DEI efforts were implemented including MLK Day of Service, In*Sight – Talks that Drive Change, Pride Week workshops, Women TechMakers Conference, LeadHership Conference and others. Additionally, professional development, SafeZone training, networking, mentoring and socialization opportunities were available for all at Stevens. Student organization leaders were required to participate in anti-racist leadership training and the Inclusion Reps Program was conducted for Athletics, student leaders and fraternity and sorority leaders. Included were Division of Student Affairs-led affinity group meetings; semesterly meetings of faculty and staff who work in the DEI space in practice, research and curriculum; inclusive leadership training and certificate for students, staff, and administrative and academic leadership; DEI coaching for Schaefer School department chairs; Allies & Advocates workshops for faculty and academic leaders to increase awareness and basic on-the-ground forms of support for faculty who are underrepresented; and a listening and discussion session for women faculty focused on building community. Finally, a working group focused on Stevens' response to the Supreme Court ruling on Affirmative Action was convened. Co-leaders of that group (General Counsel, Vice President for Enrollment Management, Executive Director for DEI) provided training to key groups including Cabinet, Academic Council, Divisions of Enrollment Management, Student Affairs and Development and Alumni Engagement to ensure compliance, reaffirm commitment to diversity, equity and inclusion and increase understanding of processes, programs and practices that have and have not changed.

Metrics and 10-Year Targets

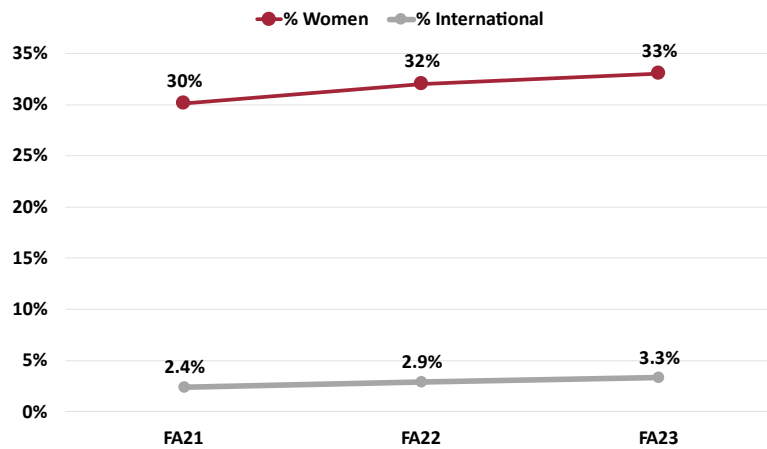
- **Increase the success of Pell Grant, first-generation and underrepresented minority students at least equal to the graduation rate of majority students, while maintaining their level of representation in the undergraduate student population**

Goal 6: Undergraduate Enrollment % Pell Grant, First-Generation



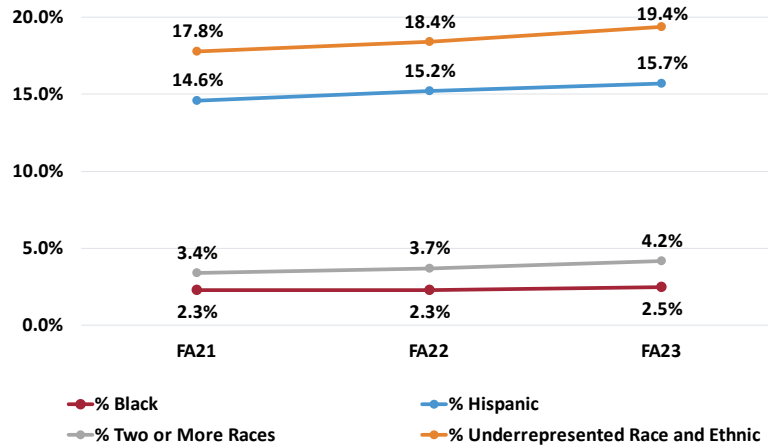
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Goal 6: Undergraduate Enrollment % Women, International



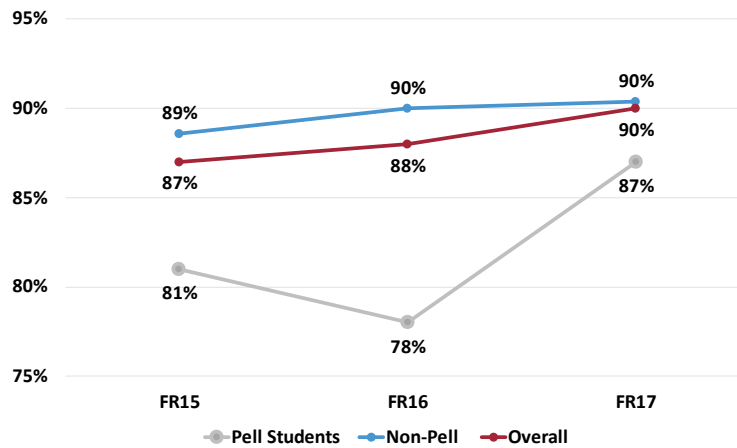
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Goal 6: Undergraduate Enrollment % Black, Hispanic, Two or More Races, Underrepresented Race and Ethnic



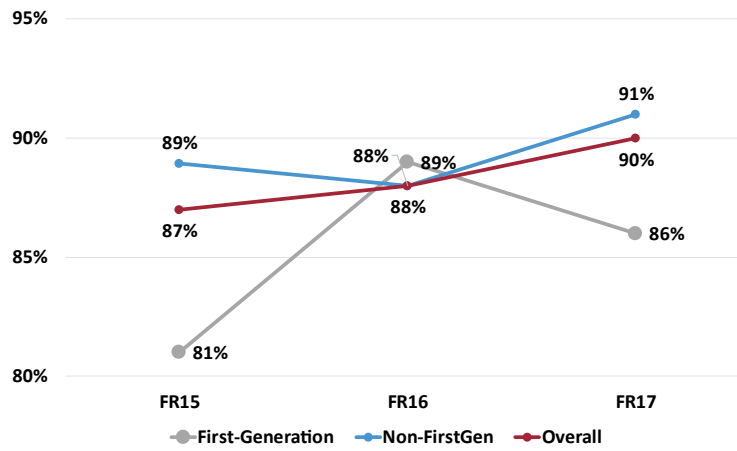
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Goal 6: 6-year Graduation Rate Pell Grant Students, Non-Pell, Overall



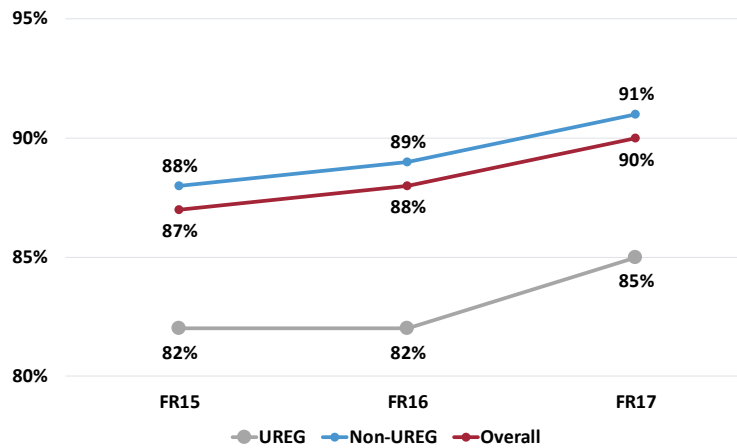
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Goal 6: 6-year Graduation Rate First-Generation Students, Non-FirstGen, Overall



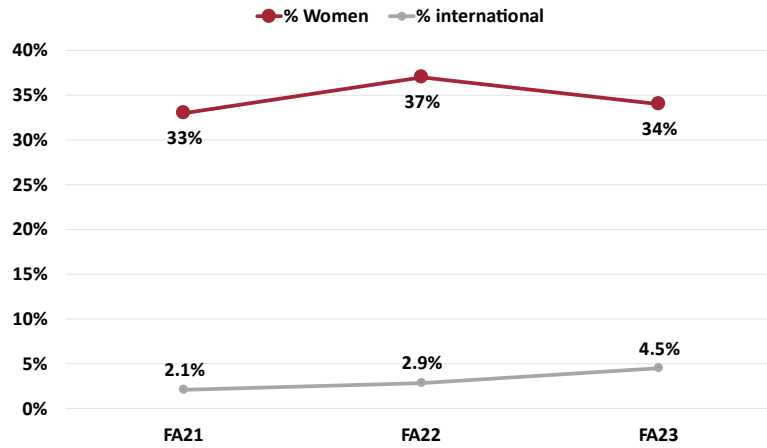
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Goal 6: 6-year Graduation Rate Underrepresented Race & Ethnic (UREG) Students, Non-UREG, Overall



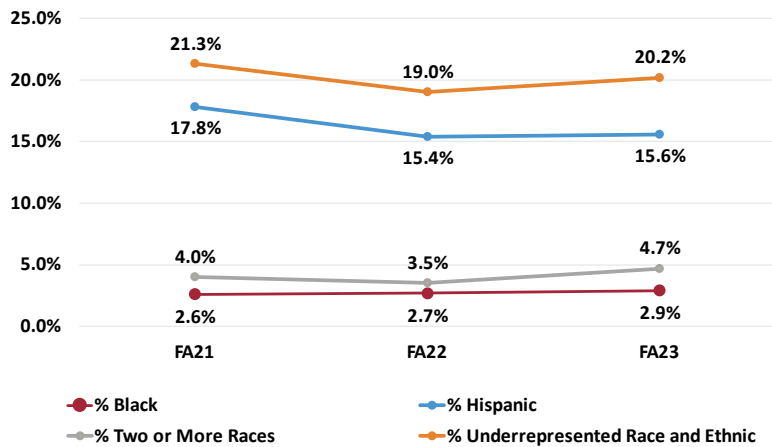
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Goal 6: First-year Undergraduate Class % Women, International



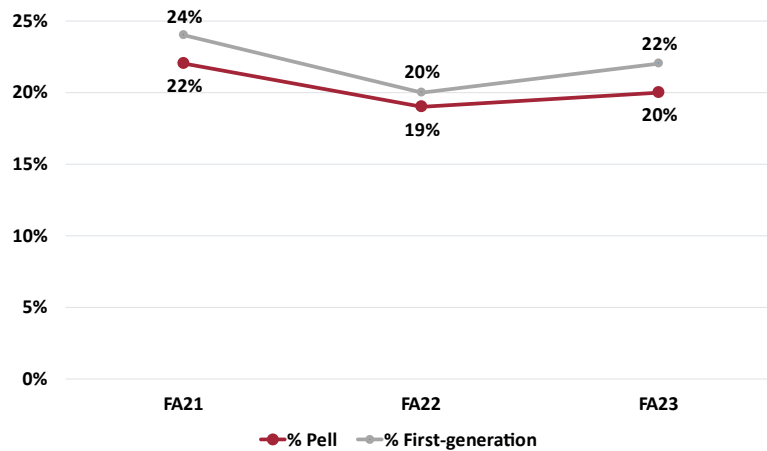
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Goal 6: First-year Undergraduate Class % Black, Hispanic, Two or More Races, Underrepresented Race and Ethnic



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Goal 6: First-year Undergraduate Class % Pell Grant, First-Generation



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Goal 6: Graduate Students: Overall Composition

Fall 22:

- 27% women students
- 33% domestic students
- 46% students from India
- 14% students from China

Fall 23:

- 28% women
- 35% domestic students
- 47% students from India
- 11% students from China

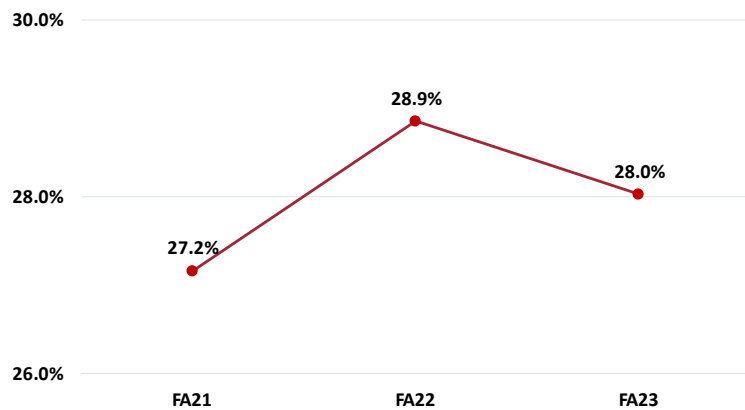
Source: Office of Institutional Research and Effectiveness

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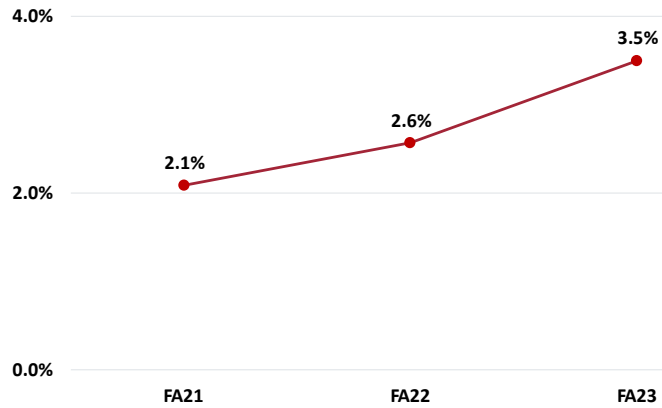
- **Increase the percentage of individuals in underrepresented groups among faculty and administrative leaders to reflect the changing demographics of the campus community and benchmark institutions**

Gains in the number of women faculty have been significant and the upward trend continued this year. In AY 22-23, more faculty were hired (43) than any time since AY 11/12 and 40% of new faculty hires were women, up from 34% the previous year. Other highlights include hiring two women full professors and increasing full-time women faculty from 27% to 29%. There was an increase in the number of Black faculty from 2 to 5. However, Hispanic faculty continue to depart from Stevens evidenced by a downward trend beginning in AY20-21 from 6-3 this year. Gender and racial/ethnic data for Stevens administrative leaders was compiled and will be tracked.

Goal 6: Women Full-Time Faculty: Faculty Composition

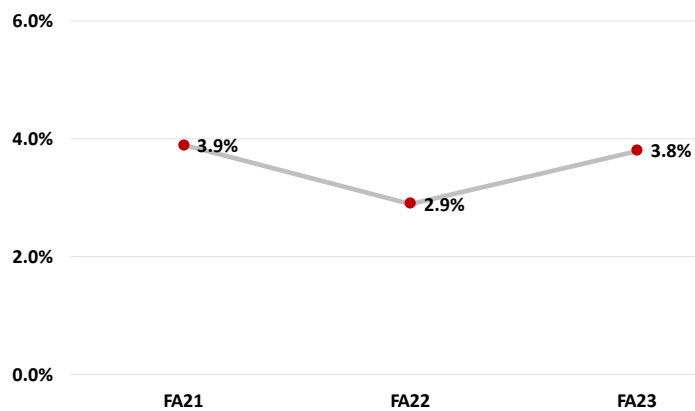


Goal 6: UREG Full-Time Faculty: Faculty Composition



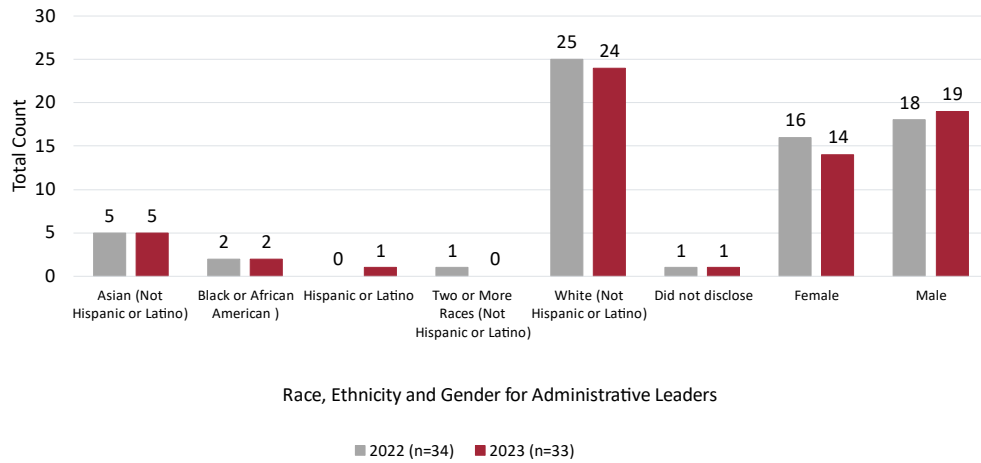
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Goal 6: % Underrepresented Race & Ethnic T/TT Faculty



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Goal 6: Administrative Leaders Demographics



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- **Increase the response rate and percentage of positive responses by students, faculty and staff across key demographic groups on university surveys used to measure inclusion and belonging**

Goal 6: Survey Response Rate (all have a 3-year cycle)

- **National Survey of Student Engagement (NSSE)**
 - 2019: 18%
 - 2022: 43%
- **Student Satisfaction Survey**
 - 2023: 6.8%
- **Campus Climate Survey**
 - 2022: 12% full-time undergraduates and 31% full-time graduates

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Goal 6: Stevens DEI Climate Study Overview

- Survey questions adapted from standardized surveys; focus groups drawn from random sample
- Peak Research, LLC. administered survey and conducted focus groups in April and May 2022.
- All findings reported are statistically significant ($p < .01$ or $p < .05$) with medium or large effect sizes

Response Rates & Demographics

- **Faculty 159 (49%)**

Non-tenure stream (56%); Tenured (48%); Tenure -Stream (46%); Lecturer (53%)

Women (36%); White (71%); Asian (23%); Black (2%); Multiracial (4%); Hispanic (4%);

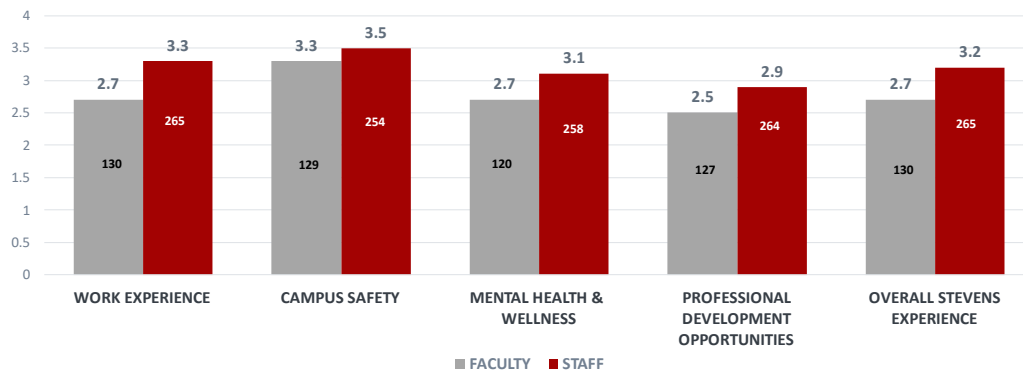
Heterosexual (96%); one or more disability (27%); under 45 (43%)

- **Staff 328 (43%)**

Women (67%); White (73%), Asian (11%); Black (6%); Multiracial (11%); Hispanic (20%);

Heterosexual (91%); one or more disability (28%); under 45 (58%)

Goal 6: Climate: Overall Experience Faculty and Staff



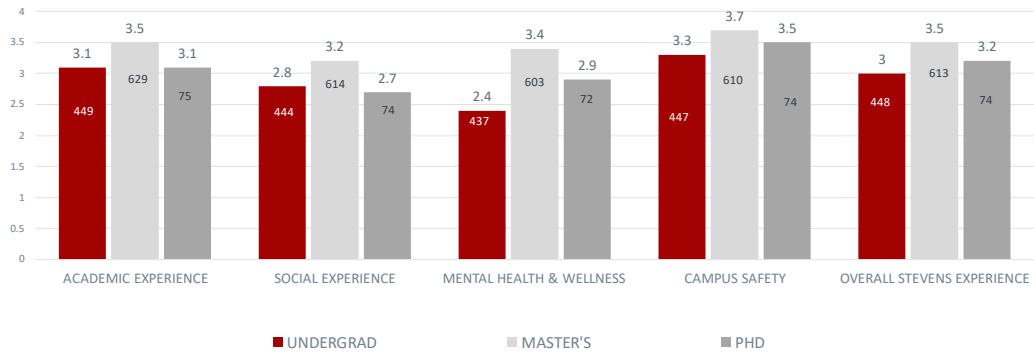
How would you describe the following experiences at Stevens?

Poor (1), Fair (2), Good (3), Excellent (4)

The number of respondents for each item is embedded in the bar charts.

Employees

Goal 6: Climate: Overall Experience



How would you describe the following experiences at Stevens?

Poor (1), Fair (2), Good (3), Excellent (4)

The number of respondents for each item is embedded in the bar charts.

Students

GOAL 7: University Culture

In this first year of the implementation of the strategic plan, Human Resources offered many professional development opportunities, training, recognition events and both formal and informal networking opportunities to employees. To further support faculty and staff, Stevens established a Faculty Ombuds Office and a staff performance management task force.

The Stevens community came together to provide volunteer and supportive services for the City of Hoboken and other nearby communities that included Day of Service events, incentives to purchase food at local restaurants, supplemental K-12 learning opportunities, celebratory events for members of the Hoboken community, access to Stevens facilities and invitations to attend Stevens lectures, performances and more.

Stevens instituted once-a-month email updates from the president to faculty, staff, students, alumni and friends and continued to organize and support many events sponsored by the Office of the President that promote engagement and inclusiveness with all members of the Stevens community. This year, the Office of the President organized two strategic plan retreats to ensure the goals in this strategic plan were initiated as designed and produced lessons learned from the previous 10-year strategic report, *The Future. Ours to Create*.

Goal 7 - Foster a vibrant, supportive and sustainable culture where students, faculty, staff and alumni from all backgrounds engage in ongoing activities that strongly connect them to the university and where all constituencies are mutually committed to helping each other achieve their full potential to advance the mission of Stevens.

Key Initiatives/Strategies:

- 7.1 Establish mechanisms to enhance and allow for networking, mentorships and other opportunities for professional and personal development, including:
 - a. a Staff Advisory Council that reviews policies and advises on decision making pertaining to matters related to staff work and that proposes recommendations to leadership and governance bodies
 - b. an Ombudsperson position that is a confidential, impartial and independent resource for information and assistance to faculty members
- 7.2 Expand sponsorship and collaborative activities with Hoboken and local communities to provide opportunities for faculty, staff, students and alumni to participate in collaborative and service engagements
- 7.3 Continue to host events, such as the President's Distinguished Lecture Series and the Excellence Through Diversity Lecture Series, that encourage open and honest dialogue in the community and provide meaningful and diverse perspectives and relationship building

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Increase the response rate and percentage of positive responses by students, faculty, staff and alumni across relevant demographic groups on surveys used to measure engagement, satisfaction, communication and pride
- Continuously improve the outcomes of a defined Student Experience Index based on a set of questions from a combination of university surveys (the Student Experience Index will capture key aspects of the student experience such as student-faculty interaction, student-staff interaction, academic advising, career services, athletics and intramural sports, residential life and extracurricular activities)

Owners: Vice President Sheraine Gilliam, Faculty Senate Chair Darinka Dentcheva, Vice President Beth McGrath, Senior Vice President and Provost Jianmin Qu

Key Initiative 7.1: In FY23, Human Resources (HR) offered professional development opportunities and other training and networking opportunities that included the following, among others: search committee training; employee and manager training for performance management; Workday recruiter training; Inclusive Leadership workshop; FWA training; and an executive coaching pilot program. HR continued to promote access to Academic Impressions and LinkedIn Learning for free professional development and learning opportunities. Additionally, based on feedback about the current performance management process, Stevens established a staff performance management task force that had representation from all divisions and made recommendations to enhance the process, some of which were implemented in FY23 and others that will be implemented in Year 2. Opportunities for personal development informal networking included Employee Connection tailgates, an employee bowling league, Red & Gray Fridays, a number of celebratory and employee recognition events, an activity-filled mental health week, a Bring Your Child to Work day and new employee connection events. The Faculty Ombuds Office was established officially in the spring semester of 2023. This office provides a voluntary and informal alternative for faculty members to discuss their concerns in a safe and confidential environment and to assist them in a neutral manner with resolving issues that they may be facing at the university.

Key Initiative 7.2: In Year 1, Student Affairs hosted the inaugural MLK Day of Service for students, faculty and staff, in which approximately 400 members of the Stevens community participated. Student Affairs also partnered with Compass One to provide Stevens students and employees access to local restaurants as part of their meal plan. The Department of Mathematical Sciences organized math circles and a Mathematics Olympiad for children grades 3–12. It partnered with three public schools in Hoboken, Hoboken Public Library, Art Harper Saturday Academy, and Hoboken and Jersey City Boys & Girls Clubs of NJ. These events yielded over 400 participants and significant volunteer hours by Stevens undergraduate students. The Office of

the President and University Relations held a Hoboken Holiday Reception and annual BBQ for members of the Hoboken community. They made facilities available to the city and non-profit groups such as the Girl Scouts. Additionally, Hoboken residents were invited to campus events such as the President's Distinguished Lecture Series and the DeBaun Performing Arts Center programs. HR maintained student employment Hoboken partnerships with the City of Hoboken, Hoboken Museum, Symposia Bookstore, All Saints CDC, St. Matthews Trinity Lutheran Church, St. Mary's Advocates of Hoboken and Hola Charter School. In addition, over 500 faculty, staff and students participated in Spirit Day activities.

Key Initiative 7.3: In FY23, Stevens instituted once-a-month email updates from the president to faculty, staff, students, alumni and friends and continued to organize and support all regular events sponsored by the Office of the President including: unit lunches with Residential Education, Mathematical Sciences, Physics, Library, School of Business and Civil, Environmental and Ocean Engineering; four Pancakes with the President; a *Conversation with the President* and reception each semester; the President's Distinguished Lecture with Michael Fabiano; and President's Leadership Council meetings each semester that included invited faculty and student presentations. Additionally, in Year 1 the Office of the President organized two strategic plan retreats to ensure the goals in this strategic plan were implemented as designed, developed a final annual report for the previous 10-year strategic report, *The Future. Ours to Create.*, and in collaboration with University Relations, produced *5 Lessons in Leadership* – foundational lessons resulting from the implementation of that strategic plan. The Excellence Through Diversity Lecture Series was combined with other annual lectures to create a new lecture series called *In*Sight: Talks That Drive Change*, and that introduces ideas and perspectives to increase understanding of the value of diversity and enhance the University's efforts toward inclusive excellence in STEM.

Metrics and 10-Year Targets

- **Increase the response rate and percentage of positive responses by students, faculty, staff and alumni across relevant demographic groups on surveys used to measure engagement, satisfaction, communication and pride**

As reported under Goal 6, In Year 1, Stevens conducted the 2022 Diversity, Equity, and Inclusion (DEI) Climate Study for faculty, staff and students. The results of this survey may be found in Goal 6 of this report. The survey will be administered again in 2026 for comparative analysis. Additionally, Stevens Institute of Technology is officially a Certified™ Great Place to Work®. Last year, 75% of employees said Stevens is a great place to work – 18 points higher than the average U.S. company. Survey to be administered again in January 2024 for comparative analysis.



Goal 7: Stevens Great Place to Work Survey Response Rates

Fall 2022 – 549 responses (40% response rate)

Faculty 152 (28%)

White (60%), Asian (24%), Black (0%),
Multicultural (7.9%), Hispanic (0%)

Women (32%), Men (64.5%), Declined
(3.5%)

Under 34 (14%), Under 44 (25%),
Under 54 (22%), Over 55 (39%)

Staff 397 (48%)

White (59%), Asian (10%), Black (7%),
Multicultural (5%), Hispanic (15.4%)

Women (64%), Men (34.5%), Another
gender not listed (1.2%), Declined
(.3%)

Under 34 (28.8%), Under 44 (27%),
Under 54 (19%), Over 55 (25%)

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- **Continuously improve the outcomes of a defined Student Experience Index based on a set of questions from a combination of university surveys (the Student Experience Index will capture key aspects of the student experience such as student-faculty interaction, student-staff interaction, academic advising, career services, athletics and intramural sports, residential life and extracurricular activities)**

Goal 7: University Culture

Student Success and Experience Index (SSEI) - 2023							
	Student Success Measurements			Student Experience Measurements			
	6-year Graduation Rate	1st Year Retention Rate	Job Placement Rate	Average Teaching Evaluation Score	NSSE Score	Campus Climate Score	Student Satisfaction Score
Year of Data	2023	2023	2022	2023	2022	2022	2023
Raw Data	90%	94%	97%	4.45/5	82%	3.0/4	3.9/5
Adjusted Data (100 as highest)	90	94	97	89	82	75	78
Weight	30%	10%	10%	20%	10%	10%	10%
Index Score	87.4						

Notes: Use the latest available data for each category;

Average teaching evaluation score: average of all faculty in the past academic year;

NSSE Score: percentage of students rating their overall experience as excellent or good (average of 1st year and ~~other~~ students);

Campus climate score: score to the question "Overall Stevens experience";

Student satisfaction score: average score of all student facing offices.

GOAL 8: Infrastructure and Sustainability

Stevens finalized the Long-Range Capital Plan with a 10-year outlook. Financial projections that prioritize the most critical space, program and infrastructure needs were established without impacting the university's credit rating. Stevens also conducted a financial analysis of the online programs that will continue into Year 2.

Stevens developed a model to estimate facilities needs as a function of enrollments to guide future infrastructure development. To support the university's growth plans, Stevens created new academic and research spaces, reassigned infrequently-used space and began creating hoteling-type space. Systematic endeavors were made to broaden the data-driven culture in a standardized approach, emphasizing scalability and the integration of new data sources and pipelines. Stevens unveiled its first data warehouse and Business Intelligence & Analytics service, and a proposed framework for data governance was established.

In FY23, Stevens undertook a number of activities to support the university's commitment to sustainability and, among other accomplishments, achieved Gold status as a result of AASHE's 2023 STARS submission, was named a Hoboken Green Business, was included in the NJ Sustainable Business Registry and was named a Princeton Review Green College in Year 1. Stevens' University Center Complex also achieved LEED Gold status.

Stevens IT continued to emphasize improvements in communication and classroom technology support for both faculty and students. A Teaching and Learning Fellowship program and a Teaching Assistant training initiative were undertaken. Facilities and IT have enhanced 19 classrooms equipped with hybrid technology, built six classrooms with accessible seating and completed braille room identification signage in six buildings.

Goal 8 - Optimize the university's resources by continuing to strengthen its financial position and outlook, to modernize and efficiently utilize its physical and cyber infrastructure and embrace clean energy technologies and best practices.

Key Initiatives/Strategies:

- 8.1 Expand upon the university's efforts to align and optimize operating and capital finances to support strategic endeavors and critical needs via regular analyses of expenditures
- 8.2 Proactively evaluate, optimize and add to our current space with a focus on the accessibility, usage and experience of students, faculty, staff and visitors, and use our technology tools to enable data-driven decision making
- 8.3 Harness the university's cyber, physical, technical and financial resources to expand on its 100% renewable electricity commitment and transform the Stevens campus into a living test bed to support and advance our commitments toward sustainability
- 8.4 Ensure that students, regardless of learning modality, have access to and experience the same high-quality education by equipping instructors and our physical and virtual classrooms

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Continue to improve the university's increasingly stable fiscal health through assessments as determined by composite financial index (CFI) at a minimum, above the threshold value of 3.0, and sub-ratios, including net income, return on net assets and other standard fiscal measurements
- Maintain a credit rating(s) of at least BBB+ issued by S&P, considering previous infrastructure investments (the University Center Complex) and those to be made during this Strategic Plan
- Maintain a sustainability performance of at least an AASHE STARS Gold level
- Complete the construction of a new academic building (relates to Goal 1: Undergraduate Education and Goal 3: Research and Innovation)

Owners: Vice President Robert Maffia, Vice President Louis Mayer, Vice President Tej Patel, Vice President Sara Klein, Senior Vice President and Provost Jianmin Qu, Vice Provost David Zeng, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Associate Provost Maria Ouckama

Key Initiative 8.1: Stevens worked with the Capital Budget Working Group to finalize the FY24 and the Long-Range Capital Plan with a 10-year outlook. Financial projections that prioritize the most critical space, program and infrastructure needs were established without impacting the university's credit rating. Stevens also conducted a financial analysis of the online programs but will require a follow-up analysis, particularly for the allocation of revenues from students taking a mix of online and in-person courses and expenses related to faculty who teach both online and in-person courses. This analysis will be conducted in Year 2.

Key Initiative 8.2: Stevens developed a model to estimate facilities needs as a function of enrollments. This model will guide the university in future infrastructure development. To support the university's growth plans, Stevens also reassigned space used by units that opt to work predominantly remotely to units that need additional space and began creating hoteling-type space for units and individuals who work remotely but need to have access to a desk when they are on campus. Stevens also created additional space to support the needs of academic units by way of additional offices, laboratories and classrooms, including redistributing the space being rented off campus. Key projects started or completed in Year 1 include: construction/conversion of new classrooms; renovation of the Canavan arena and the fitness center in the Schaefer Athletic Center and a resurfacing of DeBaun Athletic Field; waterproofing projects; renovation of the 13th thirteenth floor of the Howe Center; multiple lab renovations in the Burchard Building, McLean Hall and Carnegie Laboratory; expansion of the McLean Vivarium, Gianforte Hall fourth floor and Edwin A. Stevens Anechoic Chamber faculty offices; and replacement of Williams Library pavers, among others. The XR (Extended Reality) lab was

expanded through collaboration with faculty across campus and the Division of Information Technology (IT). The combined efforts of the academic community and the IT division have created an atmosphere of innovation and advancement, providing benefits for both faculty and students. Systematic progress was made to broaden the data-driven culture in a standardized approach, emphasizing scalability and the integration of new data sources and pipelines. The primary focus is on optimizing performance and enhancing data consumption. Under IT leadership, Stevens unveiled its first data warehouse and Business Intelligence & Analytics service. Executive support for data governance has been gained and a proposed framework with preliminary committee membership has been put in place. Data governance activities such as policy development and data inventory/dictionary will follow.

Key Initiative 8.3: In FY23, Stevens undertook a number of activities to support the university's commitment to sustainability including the following: completed AASHE's 2023 STARS submission, achieving a 'Gold' status; replaced two police vehicles with hybrid ones; produced a sustainability newsletter once per semester; administered surveys to the campus community to collect data on sustainability initiatives; created improved recycling signage; started a pilot program for student composting; drafted a new 100% renewable electricity contract, which will be in effect until September 30, 2027; and began a feasibility study for a solar farm. In recognition of the university's sustainability accomplishments, Stevens was named a Hoboken Green Business, was included in the NJ Sustainable Business Registry and was named a Princeton Review Green College in Year 1. Importantly, Stevens' University Center Complex also achieved LEED Gold status.

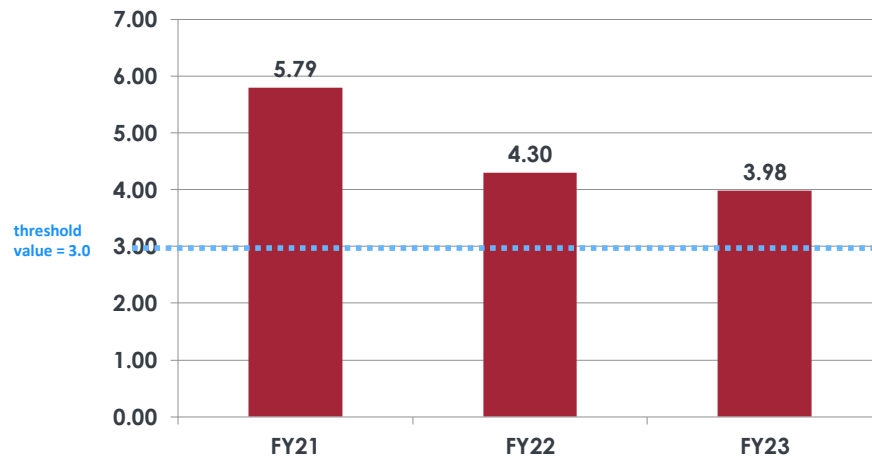
Key Initiative 8.4: Stevens IT continued to emphasize improvements in communication and classroom technology support for both faculty and students. Collaboration with the Teaching and Learning Center has yielded fruitful results, giving rise to the Teaching and Learning Fellowship program and a Teaching Assistant training initiative. The integration of Zoom and Panopto has been seamlessly implemented, and standardized classroom technology guidelines have been put in place. Facilities and IT have enhanced 19 classrooms equipped with hybrid technology in the Babbio Center, Burchard Building, Edwin A. Stevens Hall, McLean Hall and Carnegie Laboratory; built six classrooms with accessible seating in Samuel C. Williams Library and Burchard Building; and will continue to survey classrooms for accessibility. Stevens also completed braille room identification signage in six buildings including the Babbio Center, McLean Hall, Walker Gym, Schaefer Athletic Center, Davidson Laboratory, Martha Bayard Stevens Hall and the University Center Complex. Stevens continued to survey the remaining campus buildings, identifying changes and estimating costs, and will continue to meet with the Office of Disability Services and students to identify their needs on campus.

Metrics and 10-Year Targets

- **Continue to improve the university's increasingly stable fiscal health through assessments as determined by composite financial index (CFI) at a minimum, above the threshold value of 3.0 and sub-ratios, including net income, return on net assets and other standard fiscal measurements**

The university's CFI was 3.98 which is higher than the minimum threshold of 3.0 for financially healthy organizations.

Goal 8: Composite Financial Index



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Maintain a credit rating(s) of at least BBB+ issued by S&P, considering previous infrastructure investments (the University Center Complex) and those to be made during this strategic plan

The credit assessment report issued by S&P in Fall 2022 reflected a credit rating of “BBB+”. The S&P rating outlook for Stevens was upgraded from “stable” to “positive.”

Goal 8: Standard & Poor's Standard Rating

2021: BBB+/Stable

2022: BBB+/Positive

- **Maintain a sustainability performance of at least an AASHE STARS Gold level**

The STARS report was submitted to AASHE in FY23. Once again, Stevens received a Goal level status and will now begin working on the new submission, due in FY26.

Goal 8: AASHE STARS rating

2020: Gold star

2023: Gold star

- **Complete the construction of a new academic building (relates to Goal 1: Undergraduate Education and Goal 3: Research and Innovation)**

Programming and schematic design has begun for a multipurpose building to replace Davis Hall. Program space will include dry research and teaching labs, classrooms, faculty offices and residential spaces. In keeping with our sustainability goals, many environmental and energy saving features are being explored including geothermal heating and cooling, mass timber construction, solar panels and non-fossil fuel burning equipment.

- **Other Metrics: Create a Space Plan and Space Accounting system to provide direction and tracking of all space required to meet the annual goals of the Provost's 10-year Requirements Projection Model and to expand accessibility.**

- A Master Space Plan, with required financial resources, was created to respond to expected needs. The plan developed has been expanded for the duration of the Strategic Plan.
- The Archibus Space Management tool was used to create a centralized process for accounting for the campus space portfolio and its optimization. Close collaboration with division space captains was maintained to forecast FY24 and FY25 space needs, including right-sizing of classrooms, and will be used throughout the Strategic Plan.
- Space Planning & Design partially surveyed the campus for deficiencies in accessible signage and furniture. Four buildings were completely converted to ADA signage. Accessible furniture elements were added to classrooms. The survey will continue into Year 2.
- A multi-year enrollment analysis and an accompanying analysis of faculty hiring needs was developed by the Office of the Provost, along with resulting space needs, which is being used in FY24 to meet immediate needs to develop the updated ten-year space plan, financial plan and debt capacity analysis.

GOAL 9: Academic Reputation

In FY23, a tremendous amount of work was completed to produce assets and provide training, support and many other tools to campus partners and vendors in the new Stevens brand. Pre-college, undergraduate and graduate recruitment materials were completely re-imagined and aligned with the new brand, and new assets were created to strengthen yield and combat melt. A new Graduate awareness campaign was launched, and Stevens worked with all external marketing agency-managed campaigns to ensure that updated advertising creative was meticulously aligned with Stevens' new brand standards and visual identity.

Stevens successfully implemented an academic reputation campaign and an inaugural brand awareness campaign in FY23. A comprehensive analysis of the peer reputation campaign found that research accomplishments proved to be the most compelling and influential content. The inaugural brand awareness campaign exceeded expectations—with a statistically significant 12.2% improvement in general brand awareness (as measured by the Harris Brand Index) during the inaugural flight. A further analysis revealed that messages emphasizing the opportunities and vibrant community at Stevens were highly engaging.

A multi-channel peer awareness campaign, targeted at presidents, provosts and chief admissions officers of peer U.S. universities, was created based on the new brand and launched during FY23. 11.3 million impressions were generated, representing a 57% increase over the FY22 campaign. Testing was conducted to identify top-performing messages, media and designs to improve efficiency and effectiveness of the FY24 campaign.

The new Stevens.edu website launched on November 16, 2022, the culmination of a two-year process and a significant achievement, featuring a centralized content store to support all omnichannel marketing endeavors for Stevens. Year over year metrics showed a 117.2% increase in pageviews, a 68.0% increase in users and a 31.0% increase in organic traffic. The Web Governance Policy was drafted, and the Web Governance Committee worked effectively to optimize Stevens' digital presence that resulted in a significant improvement in website performance. A great deal of progress was made in standardizing and augmenting faculty web pages which now import data automatically from Workday and other sources.

Goal 9 - Expand the visibility of Stevens, its people and its achievements among key academic, enrollment, corporate and other constituencies. Promote Stevens' successes, such that the university becomes widely known as a leader in education and research that is inspired by humanity and powered by technology.

Key Initiatives/Strategies:

- 9.1 Develop and implement an institutional brand strategy university-wide, including with external marketing partners
- 9.2 Launch and expand an awareness and reputation campaign that includes paid advertising, social media, public relations in tier-one and tech, business, trade and metro media
- 9.3 Continue and expand campaigns to influence peer assessment of key rankings

9.4 Relaunch a fresh, compelling, accessible and on-brand Stevens.edu for key audiences, particularly prospective students, through strengthened coordination among all units and external partners and the optimization of resources

The following targets and metrics provide more specificity on our 10-year aspirations and the methods by which we will measure our progress in implementing the initiatives and achieving the goals.

Metrics and 10-Year Targets:

- Double the number of earned media placements in prestigious tier-one media and key technology, business, trade and New York City metro and major market media
- Double the number of impressions, engagements and followers on all Stevens channels and increase unique visitors and page views to Stevens.edu by at least 5% per year
- Annually increase the university's brand equity score, comprised of five metrics (awareness, familiarity, quality, momentum and recommendation), based on 2021 baseline
- Increase external faculty awards, as well as faculty publications in prestigious journals, conference proceedings and esteemed and visible thought leadership opportunities commensurate with research growth

(Please see Goal 1: Undergraduate Education and Experience, Goal 3: Research and Innovation and Goal 4: Alumni Engagement and Development for additional metrics pertaining to Goal 9.)

Owners: Vice President Beth McGrath, Senior Vice President and Provost Jianmin Qu, Dean Jean Zu, Dean Gregory Prastacos, Dean Anthony Barrese, Dean Kelland Thomas, Vice Provost Edmund Synakowski, Associate Provost Maria Ouckama

Key Initiative 9.1: In FY23, a tremendous amount of work was completed to produce assets including print and digital templates and to provide training, support and many other tools to campus partners and vendors using the new Stevens brand. Pre-college and undergraduate recruitment materials were completely re-imagined and aligned with the new brand. In addition, new assets to strengthen yield and combat melt, such as personalized student videos, lawn signs, Stevens baseball cap gift packages and student and parent swag gift boxes, among others, were created and distributed. Re-imagined graduate recruitment materials aligned with the new brand were also produced and delivered to Graduate Admissions for recruitment travel/events. Furthermore, a new graduate awareness campaign was launched, specifically targeting working professionals in the Hoboken, Jersey City and the NYC region. Stevens worked with all external marketing agency-managed campaigns to ensure that updated advertising creative was meticulously aligned with Stevens' new brand

standards and visual identity. These developments signify a comprehensive effort to enhance student recruitment and effectively communicate Stevens' brand message to prospective student audiences.

Key Initiative 9.2: Stevens successfully implemented an academic reputation campaign and an inaugural brand awareness campaign in FY23 to increase brand awareness and name recognition among peers and prospective students. The peer reputation campaign was very successful, generating 11.3 million impressions and garnering over 18,100 clicks to the campaign landing page. To assess the effectiveness of the campaign, a comprehensive analysis was conducted. The analysis aimed to identify which messaging and content was most engaging to the peer audience. The findings revealed that research accomplishments proved to be the most compelling and influential content, as it has consistently been in past reputation campaigns. These results highlight the effectiveness and resonance of emphasizing research accomplishments in the peer reputation campaign. By showcasing the institution's notable research achievements, Stevens successfully captured the attention and interest of the target audience, leading to increased impressions and higher click-through rates. The inaugural brand awareness campaign exceeded expectations —with a statistically significant 12.2% improvement in general brand awareness (as measured by the Harris Brand Index) during the inaugural flight. The campaign generated an impressive 42.4 million impressions and drove 196,700 clicks to [stevens.edu](https://www.stevens.edu). A thorough analysis was conducted to identify the most compelling messaging that resonated with the target audience. The analysis revealed that messages emphasizing the opportunities and vibrant community at Stevens were highly engaging. Despite the campaign's relatively short duration of five months, these results are very encouraging and demonstrate the effectiveness of the chosen messaging strategy and audience targeting.

Key Initiative 9.3: A multi-channel peer awareness campaign, targeted at presidents, provosts and chief admissions officers of peer U.S. universities, was created based on the new brand and launched during FY23. The campaign utilized paid media, direct mail, e-blasts, sponsored content and other vehicles to generate 11.3 million impressions, representing a 57% increase over the FY22 campaign. Featured content included “Punching Above our Weight,” “A leader in fintech and minutes from Wall Street,” and “Cambridge. Palo Alto. Hoboken.” Testing was conducted to identify top-performing messages, media and designs to improve efficiency and effectiveness of the FY24 campaign.

Key Initiative 9.4: The new [Stevens.edu](https://www.stevens.edu) launched on November 16, 2022, the culmination of a two-year process to select a vendor, gather stakeholder input, create an architecture and navigation structure, create content, introduce accessibility tools, conduct significant training, implement a graphical system aligned with the new Stevens brand and troubleshoot many challenges along the way. The launch of the new [Stevens.edu](https://www.stevens.edu) website marked a significant achievement, featuring a centralized content repository to support all omnichannel marketing endeavors for Stevens. Year over year metrics showed a 117.2% increase in pageviews, a 68.0% increase in users and a 31.0% increase in organic traffic. The Web Governance Policy was drafted, and the Web Governance Committee worked effectively to optimize Stevens’ digital presence by implementing guidelines, streamlining processes and making improvements to ensure the consistent quality and integrity of the university’s digital presence. The committee's commitment to accessibility, user experience and up-to-date information not only resulted in a significant improvement in website performance but fostered

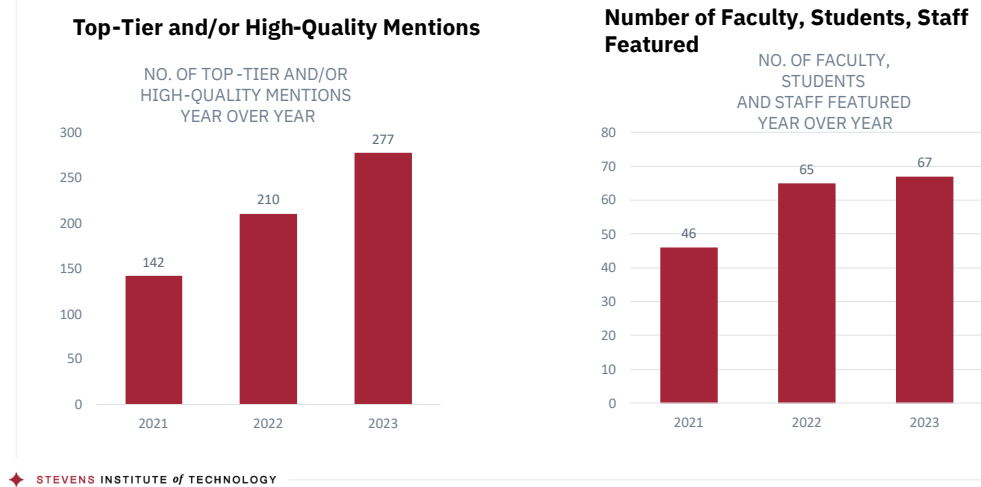
a culture of active participation among various departments and stakeholders. Lastly, a great deal of progress was made in standardizing and augmenting faculty web pages. Specifically, in May 2023, Stevens.edu relaunched its faculty listing pages. The new pages use existing institutional data sources to programmatically import data, eliminating the need for manual management. This means that all data is now imported automatically by Workday and other sources.

Metrics and 10-Year Targets

- **Double the number of earned media placements in prestigious tier-one media and key technology, business, trade and New York City metro and major market media**

Top-tier and high-quality earned media placements increased 32% from FY22 to FY23 and the number of faculty, staff and students engaged in media outreach increased 3%, revealing an increase in productivity.

Goal 9: Earned Media Placements in Major Media



- **Double the number of impressions, engagements and followers on all Stevens channels and increase unique visitors and pageviews to Stevens.edu by at least 5% per year**

For the YOY period since launch of the new Stevens.edu (Nov. 15, 2022-June 30, 2023 vs. Nov. 15, 2021-June 30, 2022), unique visitors increased 68% and pageviews increased 117.2%. Overall engagement across all @followstevens social channels increased 261% YOY.

Goal 9: Academic Reputation

Unique Visits and Page Views to Stevens.edu

Metric	2021-2022	2022-2023
Page views	17,886,232	8,236,121
Users	2,757,133	1,640,695

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- **Annually increase the university's brand equity score, comprised of five metrics (awareness, familiarity, quality momentum and recommendation), based on 2021 baseline**

Stevens introduced a new brand in 2022 and launched its inaugural institutional brand awareness campaign February-June 2023. Stevens' brand awareness+ score (national sample of those aware and familiar with Stevens according to Harris Poll*) increased from 25.2 in January 2023 (before campaign) to 26.4 in June 2023 (at campaign close), a 4.8% increase.

Stevens also tracks Brand Equity, which consists of five components: awareness, familiarity, quality, momentum and recommendation. At the end of Year 1, all of these components increased vs. the initial baseline.

*Note: Based on a national sample of adult Americans, the Harris Poll defines awareness+ as those aware and familiar with Stevens.

Goal 9: Brand Equity Score

As of June 2023, all of these components increased vs. initial 6-month baseline obtained July – December, 2022:

- Brand equity: 8.8 (up 0.3 points, or 3.8% vs. baseline)
 - Awareness: 10.9 (up 1.1 points, or 11.2% vs. baseline)
 - Familiarity: 15.5 (up 0.1 points, or 0.6% vs. baseline)
 - Quality: 8.3 (up 0.1 points, or 1.2% vs. baseline)
 - Momentum: 6.0 (up 0.3 points, or 5.3% vs. baseline)
 - Recommendation: 3.4 (no change vs. baseline)

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- **Increase external faculty awards, as well as faculty publications in prestigious journals, conference proceedings and esteemed and visible thought leadership opportunities commensurate with research growth**

Baseline data was collected as part of Faculty Activity Reports:

Goal 9: External Faculty Awards and Publications

External Faculty Awards - 137

Faculty Publications in Prestigious Journals - 466

Conference Proceedings - 259