



# **Stevens 2032: Inspired by Humanity, Powered by Technology**

**STRATEGIC PLAN IMPLEMENTATION REPORT — YEAR 3 UPDATE  
(July 1, 2024-June 30, 2025 and Fall 2025 Enrollment Statistics)**

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## Message from the President



I am pleased to share this annual Strategic Plan Progress Report for the third year of Stevens' ambitious strategic plan. Year 3 marks the period of Fiscal Year 2025 (FY25) — July 1, 2024 through June 30, 2025 — and enrollment and related statistics for Fall 2025.

Now three years into our strategic plan, *Inspired by Humanity, Powered by Technology* is more than a tagline. It is a guiding principle that shapes how we navigate both opportunity and uncertainty.

Whether through faculty research that addresses real-world challenges or an education that equips our graduates to adapt and lead, Stevens continues to demonstrate what it means to put technology in service of humanity.

Year 3 tested our community in significant and, at times, unexpected ways. Federal policy changes created significant headwinds for international student enrollment and research funding—challenges felt across higher education. Fall 2025 saw declines in PhD and master's enrollment driven by visa challenges facing international students, even as applications increased. I am proud of how Stevens responded: with agility, with resolve and with an unwavering focus on our mission. We listened to our community, made thoughtful adjustments and continued to move forward.

Despite these challenges, Year 3 marked remarkable progress on multiple fronts. Our SUCCESS core curriculum is now fully implemented, providing every Stevens undergraduate with the essential skills to thrive in the 21st-century digital economy. The NJ Fintech Accelerator at Stevens (NJ FAST) successfully launched and completed its first two cohorts of companies. Our online graduate programs grew by 20 percent, exceeding expectations. Technology, infrastructure and sustainability improvements continued, and Stevens earned a top 10 national Green College award.

Our faculty continue to distinguish themselves through exceptional research and recognition. Research awards and expenditures reached new record highs at \$78.6 million and \$72.3 million, respectively. Our undergraduate students achieved a 96.8 percent career outcome rate for the Class of 2024, a testament to the quality of their preparation and the strength of our programs. Alumni engagement flourished, with 30 regional networks, 16 affinity groups and more than 100 events worldwide. Philanthropic support reached a new record of \$54.76 million in new gifts and pledges, reflecting the confidence our donors have in Stevens' future. I am particularly gratified that Stevens earned Great Place To Work® certification for the third consecutive year, a reflection of our commitment to building a culture where faculty and staff can thrive alongside our students.

Year 3 reminded us that progress is rarely linear, but it also affirmed that Stevens is built to adapt. We have navigated real challenges while continuing to advance our mission, and we enter Year 4 with both humility and confidence. The vision we adopted in our 2022–2032 strategic plan remains our North Star:

*By 2032, Stevens will be a national and global leader in technology-centric education and research, serving as a magnet for exceptional students from all backgrounds who will fuel the innovation economy and for world-class faculty who create knowledge and technologies that transform the future.*

To every member of the Stevens community: thank you. Your resilience, creativity and unwavering commitment to this institution make our progress possible. We have much work ahead, and I am grateful to be doing it alongside you.

*Per aspera ad astra,*

**Nariman Farvardin**

President

## Executive Summary

The third year of implementation of Stevens' strategic plan, *Stevens 2032: Inspired by Humanity, Powered by Technology*, coincides with FY25 — July 1, 2024 through June 30, 2025 — and Fall 2025 enrollment statistics. During this period, Stevens continued to make significant progress despite the many challenges faced this year due to federal directives that resulted in declining international student enrollment and created uncertainties in research funding. A summary of noteworthy progress made during Year 3 includes:

### Undergraduate Education and Experience

Stevens fully implemented its SUCCESS core curriculum and expanded key academic experiences, including the Frontiers of Technology and the First-Year Experience courses. Nine living-learning communities were supported, and student participation in entrepreneurship and startup creation continued to rise. Recruitment efforts targeted international, transfer and pre-college students through events, partnerships, scholarships and enhanced orientations. A for-credit online pre-college program launched in 2025, and the student ambassador program expanded outreach. A Bloomberg Philanthropies grant advanced a transfer-student success initiative. Planning for establishing a School of Computing began. Despite fewer applications, first-year enrollment grew nearly 5%, a result of data-driven strategies and strengthened retention efforts. Overall undergraduate enrollment was 4,206 compared to 4,236 in the prior year.

### Graduate Education and Experience

Stevens surpassed its Spring 2025 PhD enrollment goals but reduced Fall targets due to expected declines in federal research funding. Fall 2025 PhD and master's enrollment dropped—20% and 32% respectively—despite significant increases in applications, driven entirely by international students' visa challenges. However, online graduate programs grew by 20%, exceeding expectations. The new College of Professional Education made strong first-year progress by unifying online programs, refining offerings, developing new programs, completing market research, advancing branding efforts and building a course marketplace ahead of its October 2025 launch.

### Research and Innovation

Despite uncertainty and disruption in federal agency funding priorities, research awards and expenditures reached new record highs at \$78.6 million and \$72.3 million, respectively. Stevens slowed faculty hiring in Year 3 due to anticipated budget constraints, bringing on 14 new faculty while expanding training, mentoring and educational research support. New initiatives included leadership and faculty engagement programs and mentoring and research groups. Interdisciplinary research

centers strengthened operations, and funding grew significantly, including increased awards for artificial intelligence and biomedical engineering. Corporate and foundation engagement produced new grants and deeper partnerships. Stevens also advanced regional research collaborations, improved compliance processes, streamlined contract and sponsored-research workflows, and launched InfoEd for financial conflict of interest reporting. A new director of technology commercialization was hired to boost licensing, startups and industry partnerships.

## **Alumni Engagement and Development**

Alumni engagement expanded significantly in Year 3, with 30 regional networks, 16 affinity groups and more than 100 events worldwide. StevensConnects membership grew 36% to 3,181 users, and new programs—including workplace engagement, cluster-year reunions, industry Torchbearer events and enhanced student–alumni initiatives—strengthened community ties. Volunteer activity increased through alumni summits and appreciation events, and plans for a new alumni engagement strategy were initiated. Fundraising surpassed expectations, with \$54.76 million in new gifts and pledges—a new record—as well as through record-setting corporate and foundation grants and record numbers of major gifts. New outreach efforts, including Day of Giving initiatives, digital campaigns and stewardship reports, deepened donor involvement and highlighted philanthropic impact.

## **Partnerships**

Stevens expanded its government, industry and community partnerships in FY25, strengthening visibility and research collaboration across New Jersey and beyond. Key achievements included launching the NJ FAST fintech accelerator, contributing to the NJ AI Hub, joining a regional NSF photonics initiative and deepening K–12 and pre-college outreach through ACES and new school and informal education partnerships. The university broadened global engagement with eight new dual-degree agreements and began exploring community-college collaborations, which have since been implemented. A restructured Corporate Relations Committee advanced relationships with major companies, while the College of Professional Education expanded corporate education efforts. Local engagement and industry-sponsored design programs also grew significantly.

## **One Stevens**

Stevens strengthened hiring, recruitment and campus culture in Year 3. The university created best-practice guides for faculty and staff hiring, enhanced HR communications and offered informational interviews to prospective faculty. Enrollment Management expanded domestic and international recruitment, revamped pre-college programs and formalized new partnerships. Financial aid strategies continued to support high-achieving, low-income students through initiatives like the American Talent Initiative and Bloomberg-supported IDEAS fund. Campus units collaborated on inclusive leadership and pedagogy training, and a comprehensive climate report assessed shifts in community attitudes and the

impact of ongoing culture-building efforts. Overall, undergraduate and graduate students of all backgrounds reported feeling welcome, included and respected, with Master's students being the most satisfied in all categories measured. Faculty and undergraduate student interactions have improved; however, this remains an area for continued development. Faculty and staff response rates and positive response rates continue to improve; staff rate their employment satisfaction higher than faculty in all categories measured.

## **University Culture**

Stevens advanced several community-building and governance initiatives in Year 3. The university prepared for the inaugural Stevens Staff Advisory Council elections and expanded advisory structures within the School of Engineering and Science. The Faculty Ombuds Office continued offering confidential support. Stevens strengthened local partnerships, hosted a large MLK Service Week and increased participation in campus and community events. Major lectures and alumni programs boosted engagement, while HR expanded digital tools and employee-focused events. The 2025 Great Place To Work® survey showed strong gains in participation and satisfaction, and Stevens earned certification as a Great Place To Work® for the third consecutive year.

## **Infrastructure and Sustainability**

Stevens updated its 10-Year Financial Plan in FY25, monitored the budget closely to maintain a surplus, and preserved strong financial indicators. Planning for Digital Innovation Hall advanced through master planning, cost estimates and relocation plans, while accessibility improvements expanded across campus. Sustainability efforts progressed through the evaluation of a solar farm, grant proposals, composting expansion and EV charging studies all contributing to a top 10 national Green College ranking for Stevens. Technology initiatives included major upgrades to learning platforms, expanded faculty training and deeper integration of generative AI and XR tools. Classroom modernization continued, and the XR Lab significantly increased student and faculty engagement in immersive learning and research.

## **Academic Reputation**

Stevens strengthened its brand and visibility in FY25 through expanded branding tools, updated guidelines, a new merchandise storefront and broader licensing. Marketing efforts boosted undergraduate, graduate and international recruitment, supported by major video campaigns, refreshed materials and a 6.8% year-over-year increase in media coverage that positioned faculty as thought leaders on significant topics and shared key university news. Peer-reputation initiatives included national advertising, presidential outreach and launching the Academic Reputation Index, alongside planning the 2025 US Universities Summit. A new Director of Web and Digital Strategy led major improvements to Stevens.edu, SEO and UX, while social media engagement surged year-over-year

286.7% with net audience growth of 11.7% across all platforms. Updated Research Pillar webpages and ongoing content curation further enhanced the university's digital presence.

## GOAL 1: Undergraduate Education and Experience

**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.

**Owners: Senior Vice President and Provost Jianmin Qu**, Vice President Sara Klein, Vice Provost David Zeng, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Vice President Cindy Chin, Vice President Louis Mayer\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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 21<sup>st</sup>-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; and (d) an entrepreneurship ecosystem on campus and beyond

The *Stevens Undergraduate Core Curriculum: Essential Skills for Success (SUCCESS)*, has been fully implemented for all students starting with the 2024 cohort. The Frontiers of Technology courses were offered to sophomores in Fall 2025 and will continue to be offered each semester and summer. The First-Year Experience course was successfully launched in Fall 2024 and continued in 2025 for all first-year students. The feedback received has been positive, and the course is assessed and improved on an annual basis to meet student needs. The Office of the Provost worked closely with Student Affairs to support nine living-learning communities (LLCs) that were offered in the 2025-26 academic year.

In Year 3, the number of students engaged in entrepreneurship programs continued to increase, and the number of startup companies created by the students also increased. In addition, Stevens continues to build the entrepreneurship ecosystem by adding courses and supporting structure to the program.

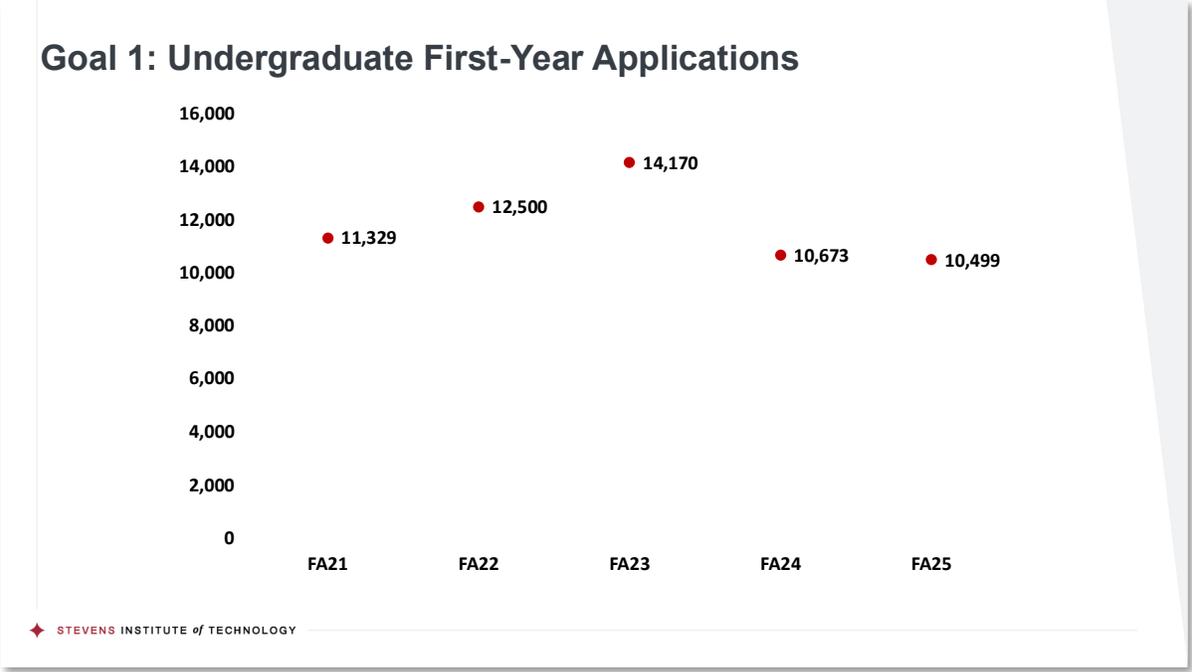
**Key Initiative 1.2** Moderately and strategically increase undergraduate enrollment, maintaining and improving the academic profile of our student body, shaped by the optimized size of each school and major and meeting the demands of society and the innovation economy; in parallel, ensure that overall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

In its efforts to strategically increase undergraduate enrollment, Stevens implemented multi-pronged approaches to recruit international students and transfer students, including pre-college students, that involved hosting events inside and outside the U.S.; establishing new partnerships with both schools and organizations; providing scholarships; offering enhanced orientation programs focused on the transitions of

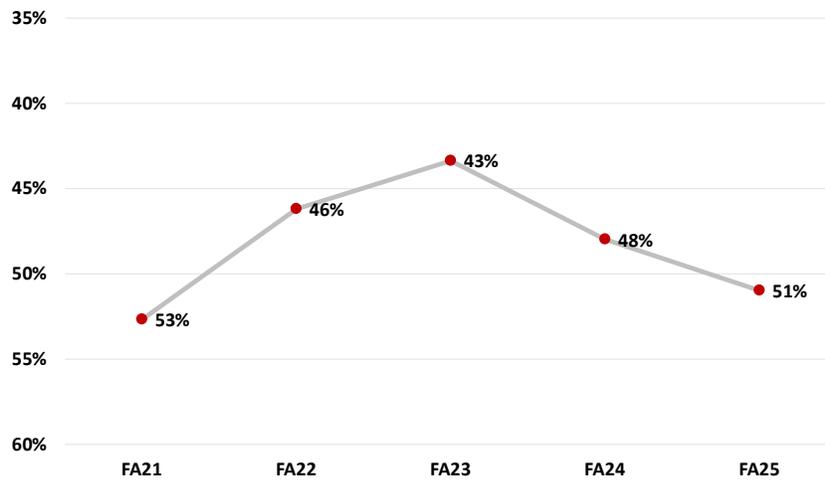
transfer students, commuter students and international students; and partnering on relevant research proposals, among other activities. Stevens also launched a for-credit pre-college program for Summer 2025 with three courses being offered online. The student ambassador program was augmented with an increased presence of students who spoke with prospective and admitted students, traveled to regional admitted student events and assisted on special projects and communications review. Stevens was also a recipient of a Bloomberg Philanthropies grant through the American Talent Initiative that allowed it to set the foundation for the transfer student success initiative, which includes partnerships with community colleges, enhanced advising, orientation and student support services. A preliminary proposal for establishing a School of Computing was developed and discussed with a variety of stakeholders. Despite a small decline in applications, first-year undergraduate enrollment increased by nearly 5%—1,104 compared to 1,054 in the prior year—largely due to a continued increase in leveraging data for decision making. Overall undergraduate enrollment was 4,206 in Fall 2025 compared to 4,236 in Fall 2024. To support retention goals, students who may be at risk of transferring out of Stevens were referred to the Office of Financial Aid for advising and additional support for their studies, as necessary.

**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%**



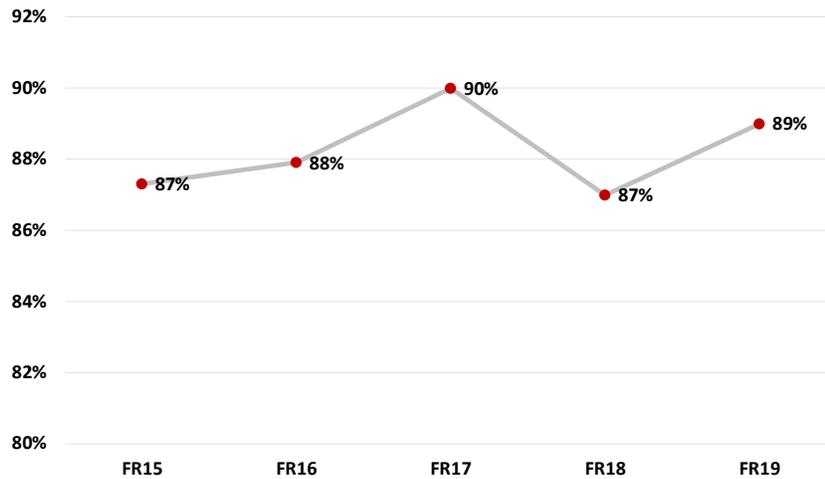
## Goal 1: Undergraduate Selectivity



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

## Goal 1: Six-Year Graduation Rate

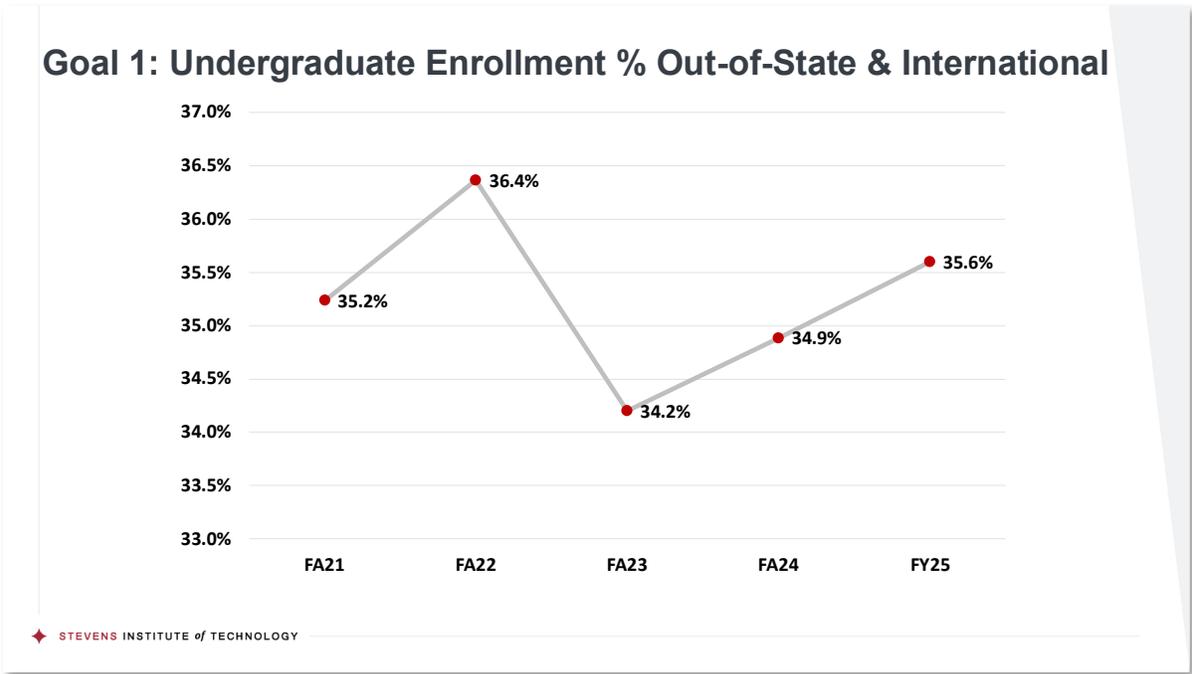


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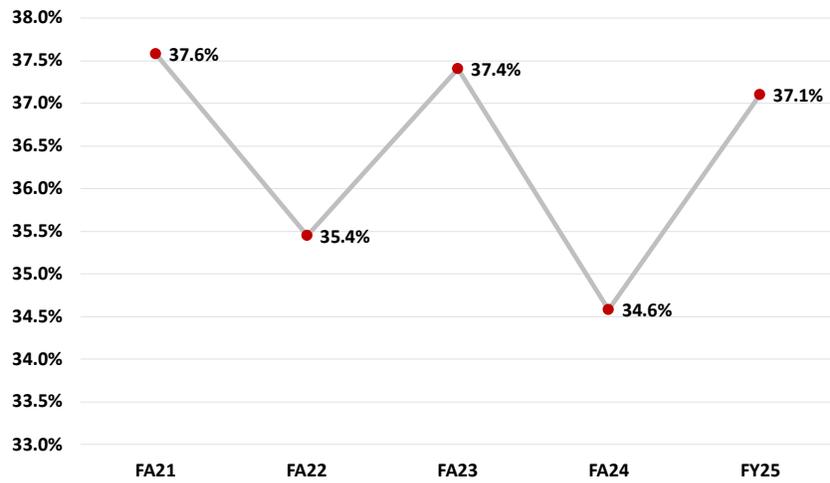
- **Maintain or improve student success upon graduation, including employment and admission to prestigious graduate programs, with at least 96% of graduates securing desired outcomes within six months of graduation**

For the Class of 2024, 96.8% of graduating undergraduates secured full-time employment or enrollment in graduate study within six months of graduation. This 10-year career outcomes target was exceeded 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%**



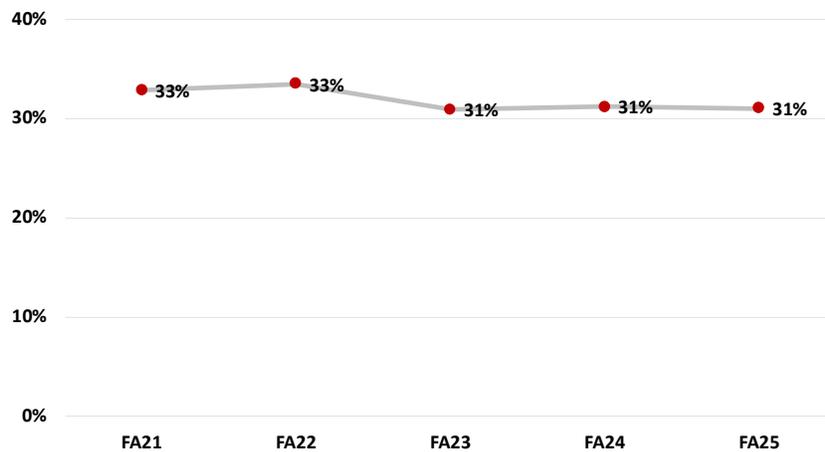
### Goal 1: % Out-of-State & International in the First-Year Undergraduate Class



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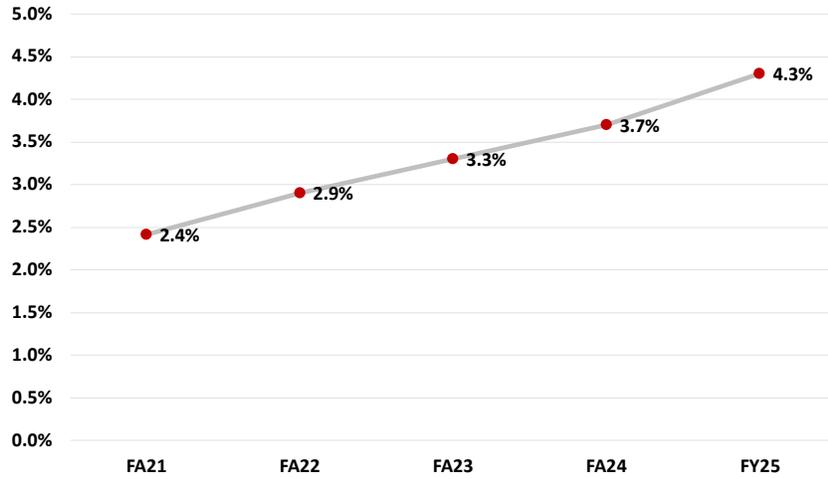
- Other Metrics

### Goal 1: Undergraduate Enrollment % Domestic Outside of NJ



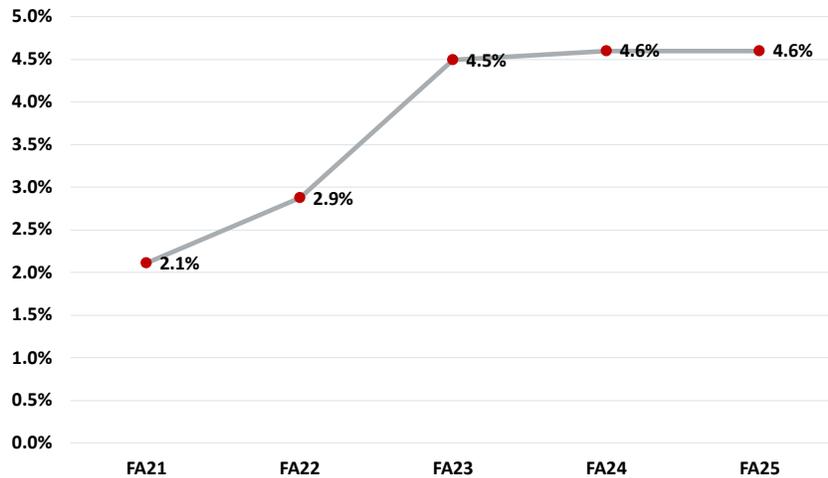
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### Goal 1: Undergraduate Enrollment % International



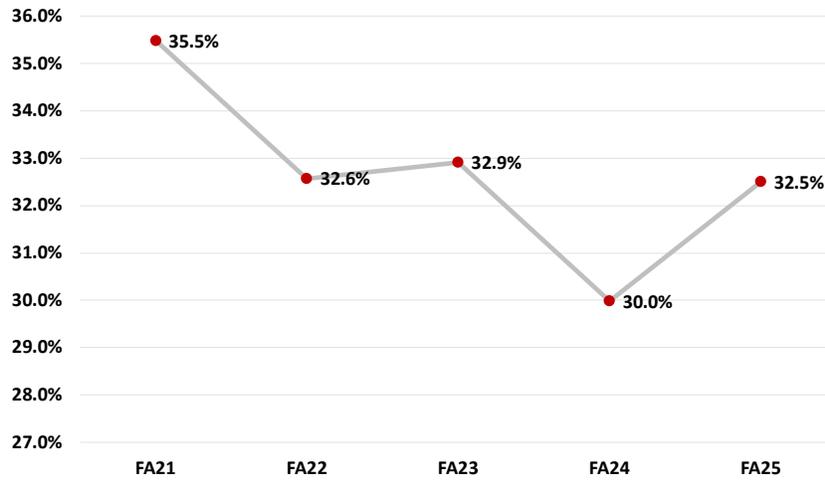
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### Goal 1: % International in the First-Year Undergraduate Class



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



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

## GOAL 2: Graduate Education and Experience

**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.

**Owners: Senior Vice President and Provost Jianmin Qu**, Senior Vice Provost Constantin Chassapis, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Vice President Louis Mayer, Interim Vice President Michael Parente, Vice President Sara Klein\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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; and (d) recruiting the best and brightest doctoral students through additional investment in fellowships and enhancing financial support for our students**

Stevens exceeded its aspirational goal for new PhD student enrollment in the Spring 2025 semester but intentionally reduced the target for the Fall 2025 recruitment cycle due to the anticipated reduction in federally funded research. For Fall 2025, 82 new PhD students were enrolled which is 20% less than the prior year despite a 39% increase in PhD applications. The decline in enrollment was due to international students' inability to obtain visas.

**Key Initiative 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; and (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**

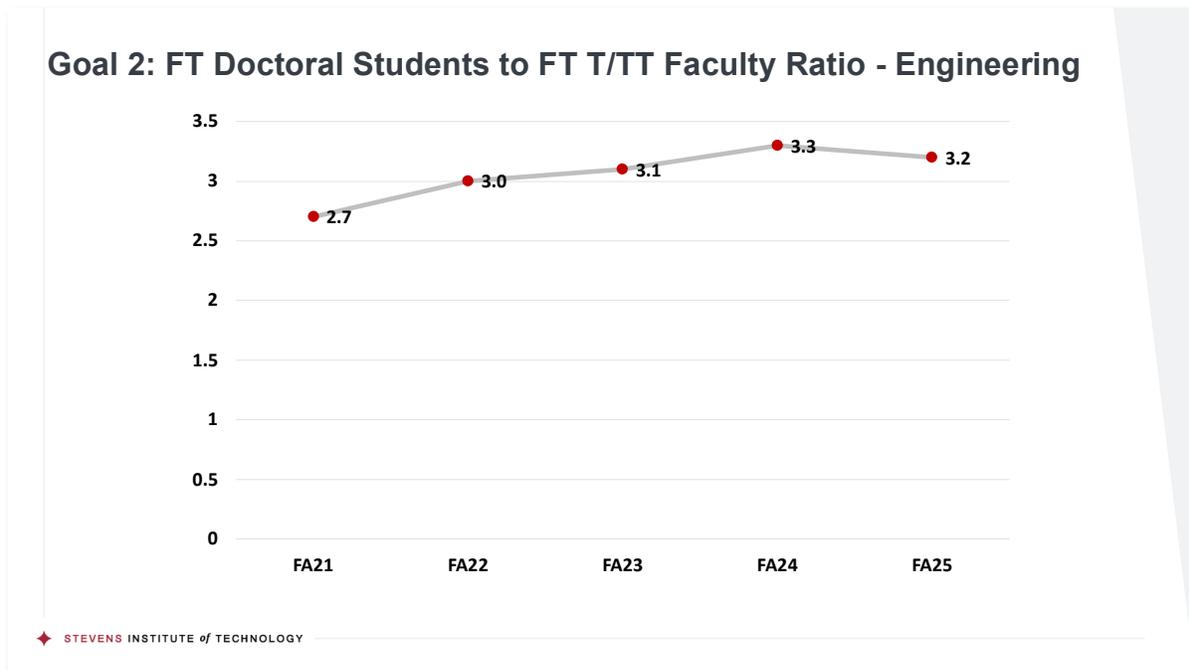
Similar to PhD students, the new on-campus master's student enrollment met Stevens' target in the spring and summer 2025 semesters but not in the fall 2025 semester. The number of new graduate students enrolled for the fall semester was 721, down 32% from the prior year despite a 20% increase in applications. This was exclusively due to the inability of international students to obtain visas.

**Key Initiative 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; and (c) exploring and adapting effective strategies and best practices**

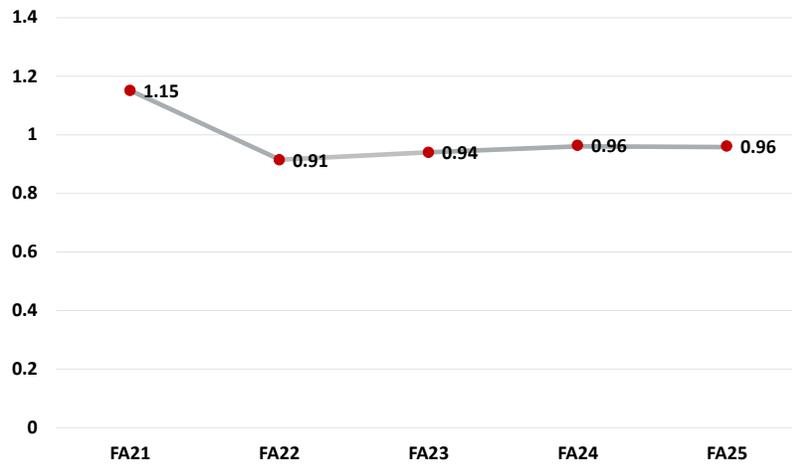
In Year 3, Stevens continued to grow its online programs and enrolled 20% more students than the prior year, exceeding the targets. The newly-launched College of Professional Education (CPE) made significant progress during its first year in several areas, including: (i) integrating all existing online programs under CPE; (ii) streamlining the program offerings for better market fit; and (iii) developing new programs to accelerate the growth. Market research for CPE was completed, branding and messaging work was undertaken and a course marketplace for a new professional education storefront was created in preparation for the official launch of CPE in October 2025.

### **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 (SSB)**

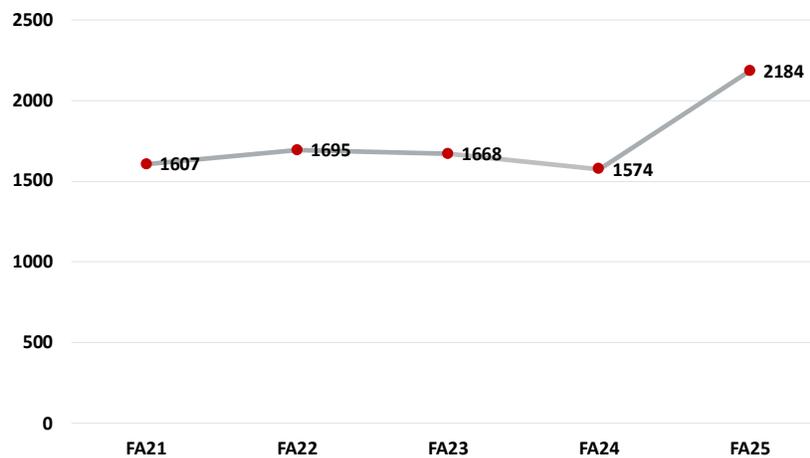


## Goal 2: FT Doctoral Students to FT T/TT Faculty Ratio - Business



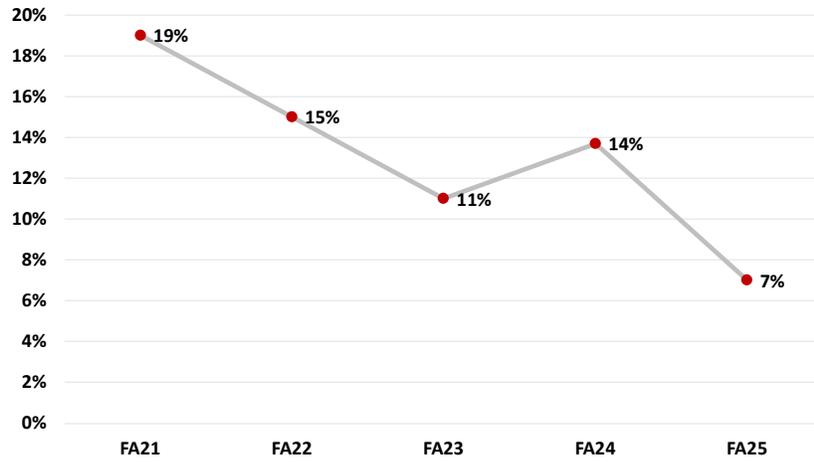
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## Goal 2: Doctoral Fall Applications



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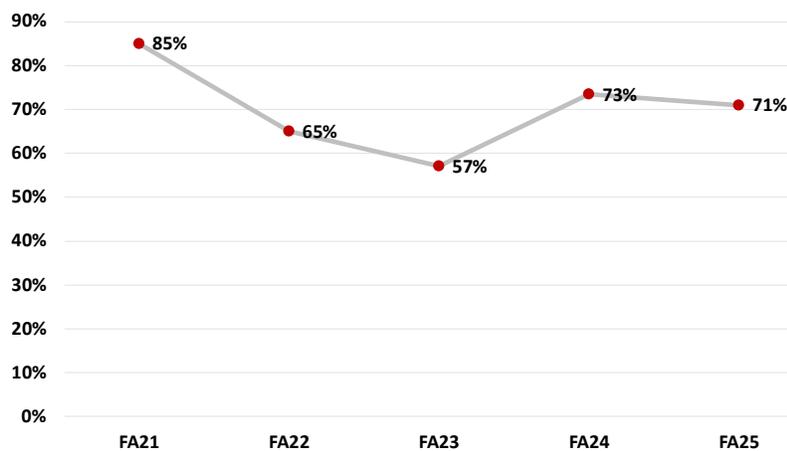
## Goal 2: Graduate Selectivity-Ph.D.



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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%

## Goal 2: Graduate Selectivity-Full-Time Masters



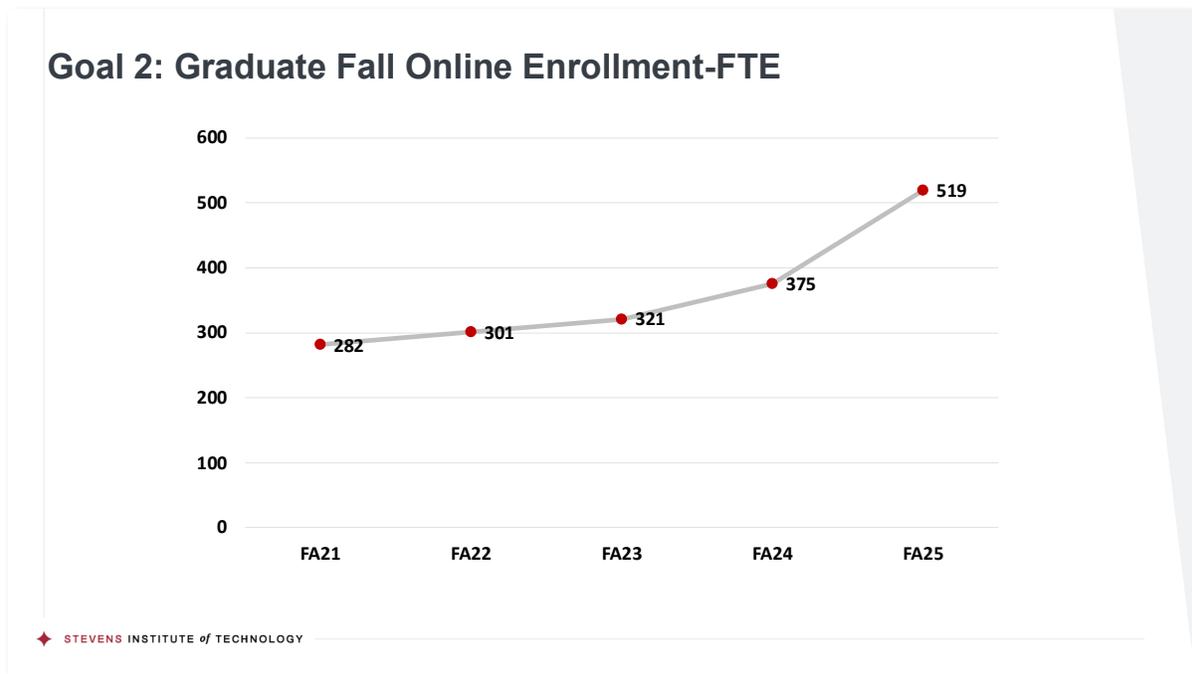
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- **Increase the job placement rate to 95% within six months of graduation**

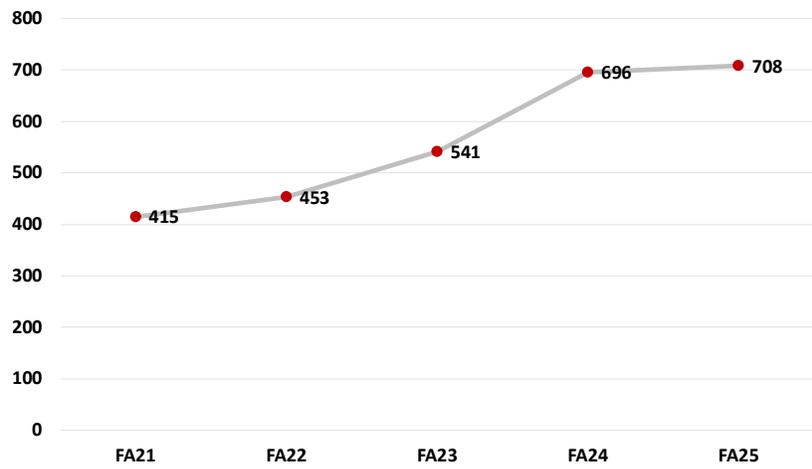
Stevens' six-month placement rate decreased, from 96.5% for master's students who graduated in Spring 2023 to 86.3% for those who graduated in Spring 2024. While 25% of our graduate programs achieved 100% job placement rates, the overall placement rate decreased due to several factors, including an increasingly challenging job market for international students and lower job placement rates for the Computer Science and Information Systems programs, which represent a substantial portion of all Master's students. The placement rate for students who graduated in May 2025 will be reported in next year's annual report.

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

Progress toward this goal is displayed in the following charts.



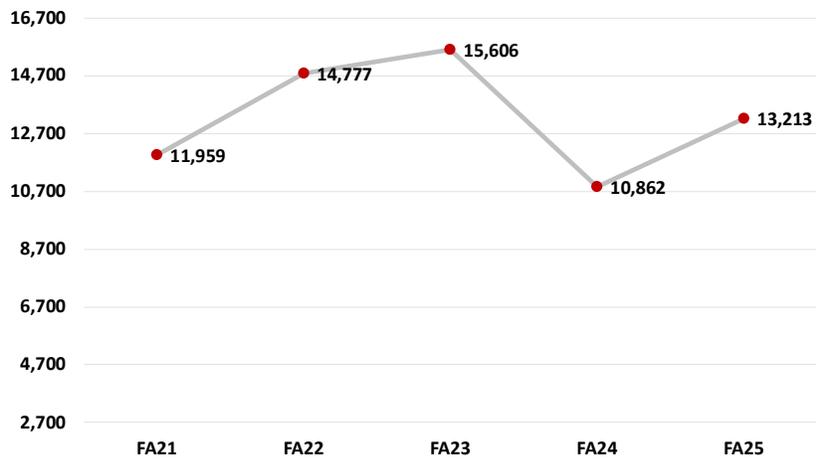
## Goal 2: Graduate Online Applications



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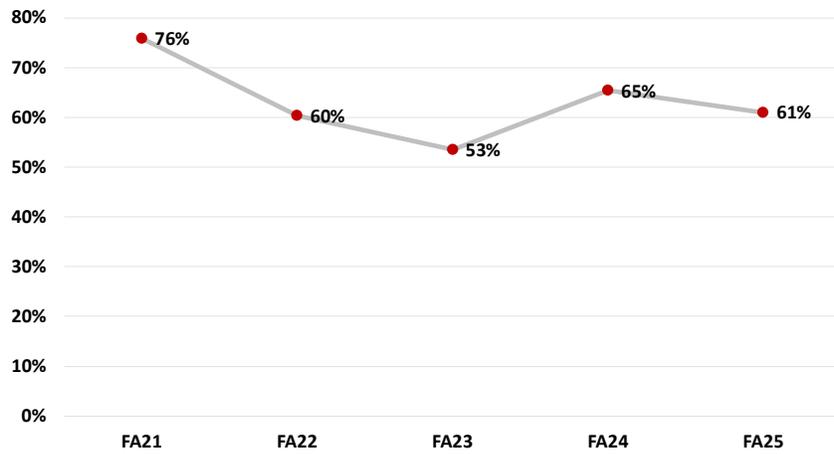
- **Other Metrics: Overall Graduate Enrollment**

## Goal 2: Graduate Total Fall Applications



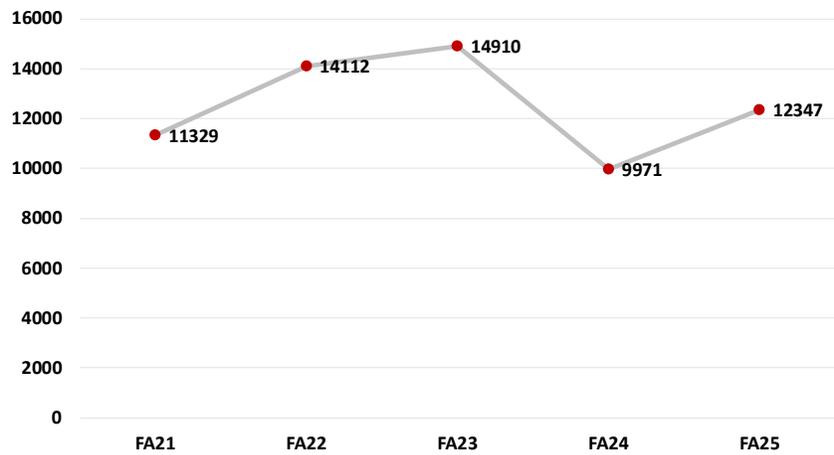
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## Goal 2: Graduate Selectivity-Overall



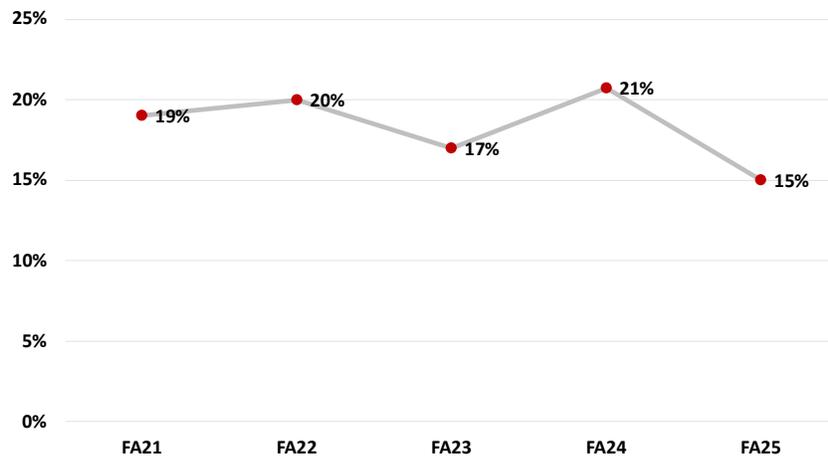
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## Goal 2: Graduate On-Campus Full-Time Applications



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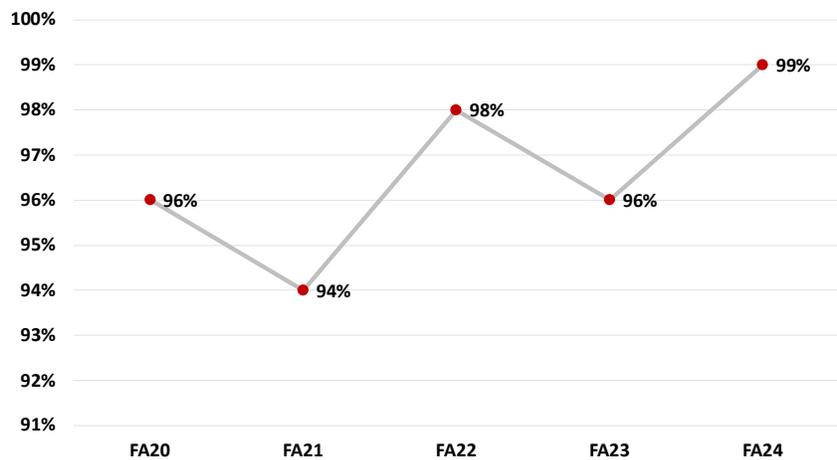
## Goal 2: Graduate Fall Yield



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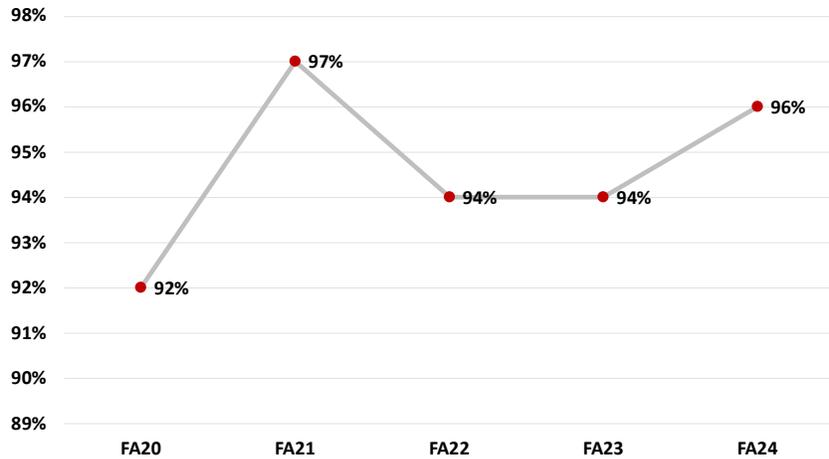
- **Other Metrics: Graduate Retention Rates**

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



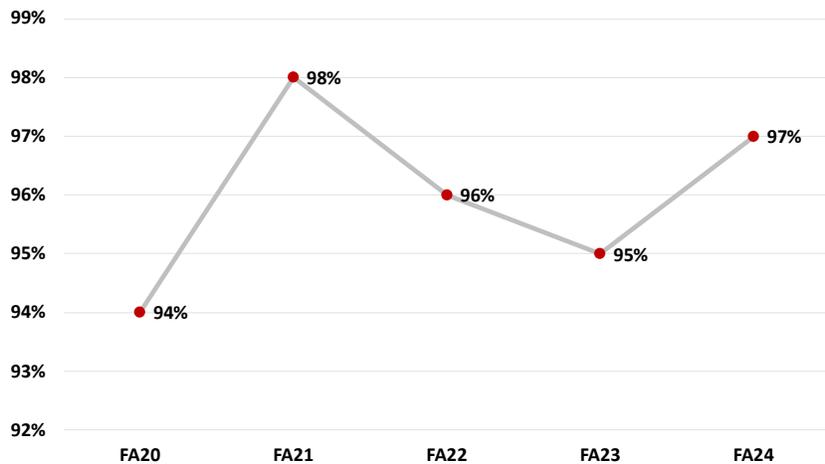
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## Goal 2: All Masters' First-Term Retention (Fall-Spring)



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



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

## GOAL 3: Research and Innovation

**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.

**Owners: Senior Vice President and Provost Jianmin Qu, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Vice Provost Edmund Synakowski, Vice President Louis Mayer, Vice President Robert Maffia, Vice President Beth McGrath\***

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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; and (b) best practices, policies and reward systems that encourage team science and promote a culture of excellence**

In Year 3, Stevens halted the number of faculty searches mid-year due to budget uncertainties related to federal research funding and ultimately hired eight tenure stream and six non-tenure stream faculty. Of the 14 new hires, five were in computer science. Stevens continued to offer training programs for new and returning faculty, classroom observations and a fellowship program through its Teaching and Learning Center. The Center also developed a handbook for adjunct faculty, and an associate director of educational research supported faculty with educational research, including seed money, proposal development and writing and organizing symposia. The number of proposals submitted on educational research increased significantly. The Office for Faculty Development hired a director and implemented a successful New Faculty Orientation program and two sessions of the Academic Leadership Training program. The Office also worked closely with the Faculty Senate to develop programs that increase faculty engagement, enhance their presence on campus and foster a strong community. The School of Engineering and Science (SES) established a teaching mentoring program called ATEAM in which junior faculty members sign up for 1:1 mentoring sessions from experienced faculty members. Additionally, to strengthen educational research, SES formed a new club for faculty called iSHARE.

**Key Initiative 3.2 Continue university investment to: (a) strengthen existing and establish new interdisciplinary centers in areas of high impact and growing national importance; and (b) improve and expand research infrastructure, including labs, equipment and high-performance computing facilities to meet the needs of our fast-growing research portfolio**

Interdisciplinary research programs and centers have been strengthened through regularly scheduled meetings with center directors to better understand their progress, challenges and how to support them. Awards to the Stevens Institute for Artificial Intelligence increased from \$4.5 million awarded in FY24 to \$7.2 million in FY25.

Biomedical engineering expenditures were at an all-time high of \$3.3 million in FY25 compared to \$3 million in FY24. Additionally, in FY25, Stevens' Corporate and Foundation Relations team pursued 12 opportunities with prominent funders to advance Stevens' research and academic programs. These efforts spanned research, fellowships, programmatic support and other initiatives, reflecting Stevens' commitment to innovation. Notably, three awards were secured—including research grants from Amazon, RTX, and MTF Biologics—while additional proposals strengthened relationships with leading foundations. This activity underscores the team's strategic outreach to high-profile partners and its role in positioning Stevens for future success. Stevens also participated in regional research and innovation efforts, most notably the NSF Regional Innovation Engine effort being led by Princeton and Rowan Universities and the NJ AI Hub. Research awards and expenditures reached new record highs at \$78.6 million and \$72.3 million, respectively.

**Key Initiative 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; and (c) recruiting and retaining the most talented and dedicated research administrators**

In Year 3, Stevens closely monitored its research programs to ensure they remain compliant with all applicable regulatory requirements. InfoEd was rolled out in Spring 2025 as the primary vehicle for Financial Conflict of Interest (FCOI) disclosures. An assessment was conducted by internal auditors of the Office of Research Integrity and Compliance (ORIC) to better align with Stevens' research portfolio, evolving institutional needs, and national best practices. Also this year, Stevens reviewed and changed how it conducts contract negotiations with companies by shifting responsibilities within the university to make the process more efficient while increasing capacity. Work processes and relations between the Office of Sponsored Programs and the Office of Sponsored Accounting were streamlined and strengthened. Finally, Stevens hired a deeply experienced Director of Technology Commercialization and New Ventures with a goal of invigorating practices of invention identification, licensing, startup creation and corporate partnership.

**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**

The status of research expenditures per tenure-stream faculty in the School of Engineering and Science, which now includes SSE, is depicted in the following charts.

### Goal 3: Research Expenditures per T/TT Faculty in SES



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

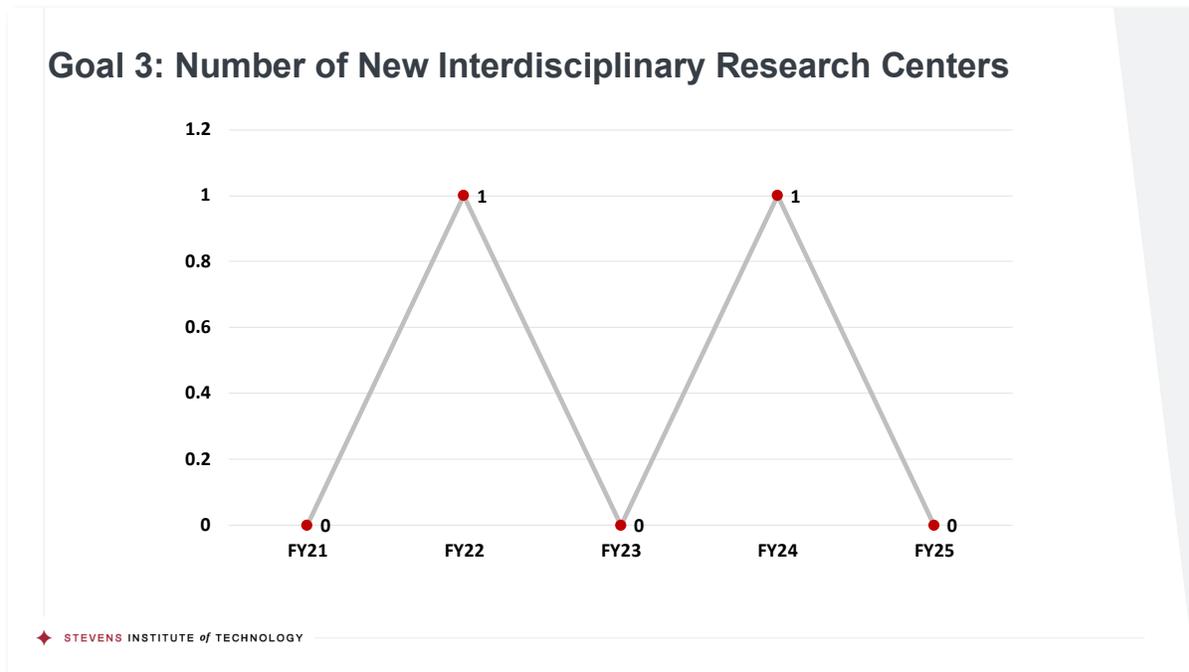
### Goal 3: Total University Sponsored Research Expenditures



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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)**

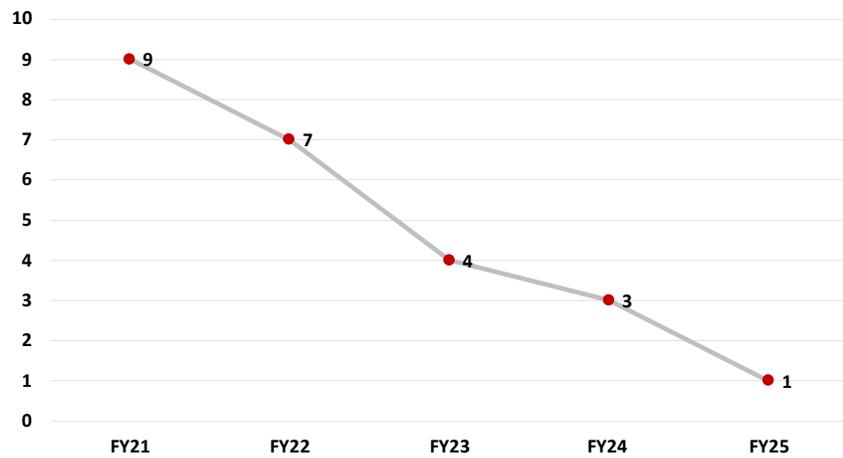
The status of new interdisciplinary research center formation is shown in the chart below.



- **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**

In addition to signing one new technology license in Year 3, as shown in the following graph, there were seven invention disclosures, seven US Patents issued and one startup formed. The income received from licensing in FY25 was \$56,000.

### Goal 3: Number of Technology Licenses/Options



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

## GOAL 4: Alumni Engagement and Development

**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.

**Owners:** Vice President Laura Rose, Vice President Beth McGrath, Vice President Sara Klein, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Executive Director Cherena Walker\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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; and (b) diverse alumni networks among those who share affinity, life stage, regional, volunteer or other interests via worthwhile programming

In Year 3, the alumni network continued to grow. The Alumni Engagement team supported 30 active alumni networks including domestic and international regional groups (including new activity in both India and China) and 16 affinity and industry-based groups. The team hosted over 100 unique alumni events, both virtual and in person and created a new program to engage alumni in their workplace. Alumni Weekend attendance goals were also exceeded. Engagement staff worked with Student Affairs, Enrollment Management and alumni volunteers on a variety of initiatives to deepen connections between students and alumni, including networking and mentoring events, Admitted Student receptions, New Student Sendoffs, fraternity and sorority connections and annual Stevens events. The Student Government Association (SGA) also worked closely with the Alumni Engagement team to strengthen student-alumni relations by offering networking lunches for students and facilitating events that connect student organizations with alumni, and the First-Year Experience course was enhanced to include visibility of the *StevensConnects* platform which has formal and informal introductory and mentoring opportunities. Notable alumni continue to be featured in a variety of media outlets and as event speakers and hosts. In addition to the annual golf outing, the Development and Alumni Engagement (DAE) division partnered with Athletics and Campus Recreation to engage leaders among alumni who were athletes as students with the purpose of advancing this network and celebrating their support for current student athletes. DAE also expanded its work with campus partners, jointly conducting over 100 meetings with alumni, parents and friends to strengthen their relationships with areas of campus meaningful to them.

**Key Initiative 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

In Year 3, Stevens had 3,181 alumni users in *StevensConnects*, a 36% increase from the previous year, and hosted or supported 114 unique alumni events. Stevens introduced a cluster model to encourage alumni from adjacent class years to attend reunions and introduced a series of new programs to boost attendance. Affinity programming was expanded, leveraging the influence of highly engaged alumni within specific interest groups to serve as ambassadors and motivate their peers to attend. Regional “New Student Sendoffs” for the incoming fall 2025 class were held, most of which were alumni-hosted and/or sponsored. Stevens continued to host industry Torchbearer events for IT, healthcare, construction and fintech and exceeded membership targets for FY25. Stevens facilitated a virtual volunteer summit bringing together leadership from 15 regional alumni networks, providing a collaborative platform for participants to openly host discussion and share best practices. Stevens also hosted a volunteer appreciation breakfast for over 40 guests during Alumni Weekend to recognize their work, dedication and impact. A strategy and approach for an alumni re-engagement campaign were initiated. The Awards Gala hosted 345 guests, a 13% increase over the last event of its kind and raised \$201,625 in sponsorships and ticket sales. Finally, the Alumni Engagement team worked with several key volunteer leaders to draft a new Strategic Plan for Alumni Engagement to guide collaborative activity over the next three years.

**Key Initiative 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; and (f) substantially increasing the endowment**

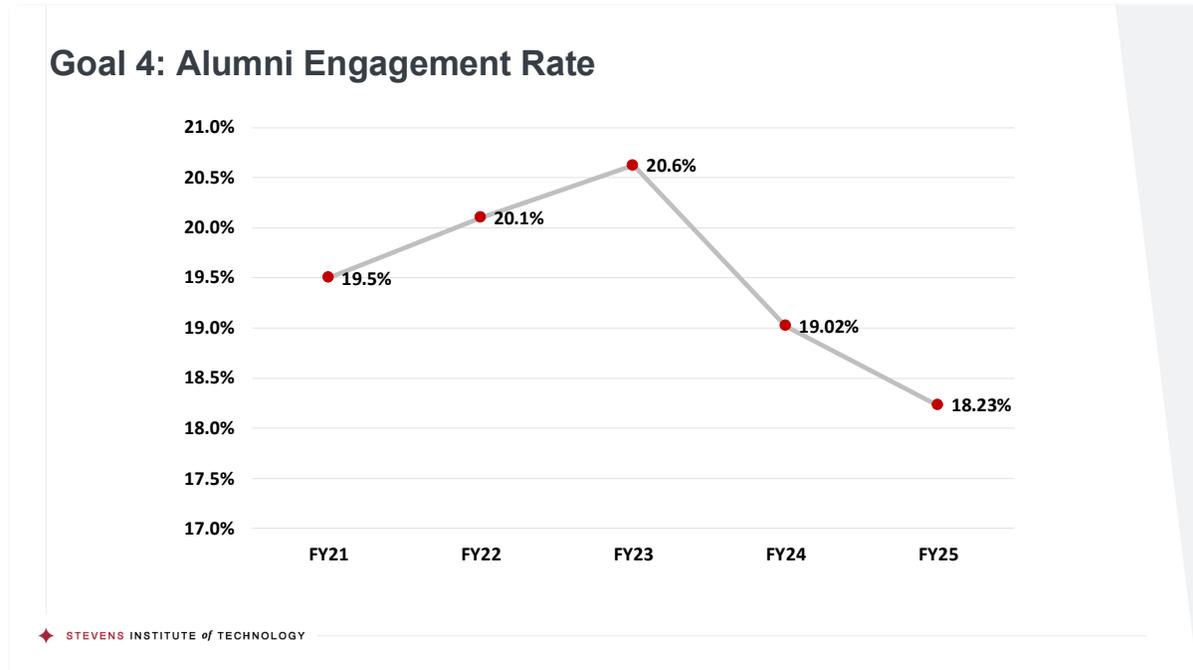
The leadership phase of the new campaign began on January 1, 2025, and by the end of FY25, \$54.76 million in new gifts and pledges had been raised, exceeding the initial goal. Gifts from corporations and foundations exceeded \$15.4 million, and the number of donor households reached 3,431, a 1% increase despite an industry trend of 4% donor decline (as reported by AFP and the Fundraising Effectiveness Project). Twelve gifts of \$1,000,000 were raised, exceeding the goal of 10, and the goal of 25 six-figure gifts was met. A Stevens Day of Giving Fair was launched with a student organization fundraising challenge as a new component of Day of Giving. Over 200 students participated in conversations about philanthropy at Stevens with their peers. Promotional and thank you videos were created for a variety of alumni events and fundraising campaigns, and a new student-led digital outreach strategy, Campus Creators, was developed and launched by the Annual Giving team. DAE shared a donor impact report with 3,321 donors from FY24 and produced 39 specialized stewardship reports for 376 donors and 325 endowment reports. Over 300 handwritten notes were shared with donors from student and faculty beneficiaries, and 21 impact meetings were hosted on campus and virtually. “Duck Diaries” made its debut this year, sharing insights to the ways philanthropy impacts the day-to-day lives of current students.

**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**

Stevens concluded FY25 with an engagement rate of 18.23%

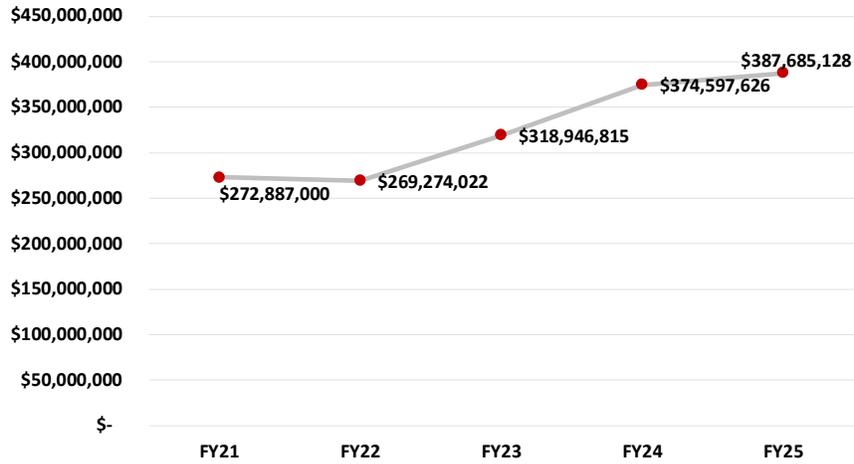


- **Develop and implement best practices to track progress in alumni networking, career services and recognition**

The number of *StevensConnects* users was 3,181 alumni and 1,984 students during Year 3.

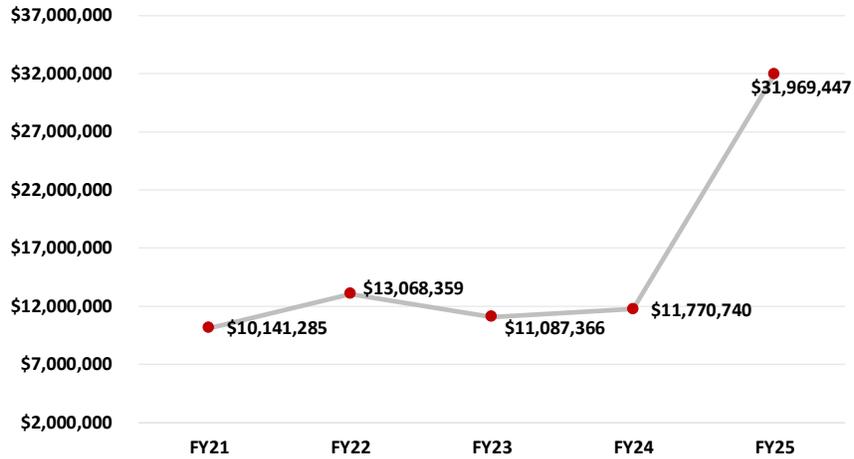
- **Execute a multi-year capital campaign that is significantly higher than Stevens' previous campaign after conducting a thorough feasibility study; raise \$150 million for the endowment over the next 10 years, a \$50 million increase from the previous 10 years, capitalizing on the momentum of the success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

### Goal 4: Total Endowment Value



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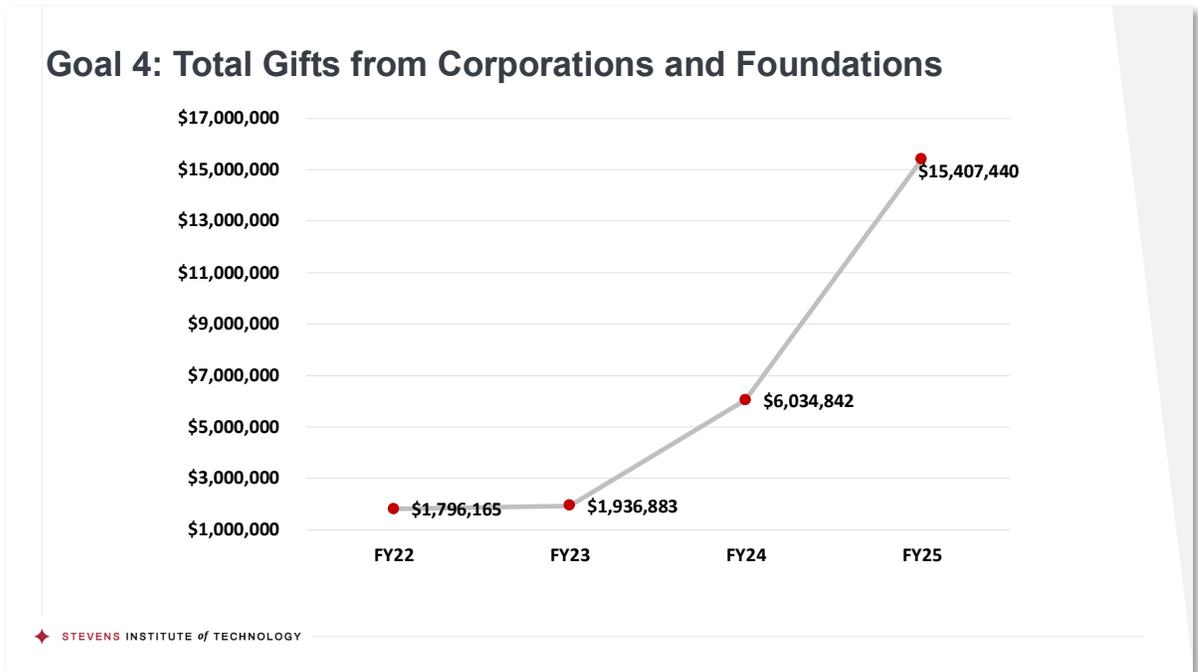
### Goal 4: Endowment Giving: New Gifts, Pledges, and Bequest Expectancies



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The graph above has been updated to include Board of Trustees-designated endowments for all fiscal years.

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



## GOAL 5: Partnerships

**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.

**Owners:** Vice President **Beth McGrath**, Senior Vice President and Provost Jianmin Qu, Vice Provost Edmund Synakowski, Vice President Laura Rose, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Executive Director Cherena Walker\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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**

In FY25, targeted engagements with New Jersey State legislators and Congressional representatives continued to expand awareness of Stevens' expertise across numerous disciplines and research pillars. The NJ Fintech Accelerator at Stevens Institute of Technology (NJ FAST) was established and launched its first two cohorts of companies. Stevens joined Princeton and Rowan universities as a formal partner on an NSF Regional Innovation Engine proposal on the topic of photonics and which includes other institutions from New Jersey, Pennsylvania and Delaware. Stevens was a regular contributor and partner in the development of the NJ AI Hub launched by Governor Murphy and headquartered at Princeton University. Stevens has played a leadership role in developing the vision and mission of the hub in areas like workforce development and research. Stevens also continued to expand connectivity in the local community by working with the Hoboken Business Alliance to identify community partners for senior design projects and industry capstone projects. Articles and publications highlighting Stevens' partnerships and associated events have enhanced our visibility among federal stakeholders. Stevens also continued to forge partnerships with K-12 schools and organizations. There are now 18 high schools that are part of the *Accessing Careers in Engineering and Science (ACES)* program and four formal pre-college partnerships with schools and organizations across the U.S. and internationally including the Noble Schools network, Minds Matter, Anatolia College (high school) and the Wight Foundation as well as many informal partnerships. Stevens also has a summer research program in place with Brooklyn Technical High School. Stevens outreach activities included the annual

Stevens Mathematics Olympiad, among others. In FY25, Stevens entered into eight new partnership agreements with U.S. and Chinese institutions of higher education for dual-degree programs. Additionally, because of Stevens' recent grant award from Bloomberg Philanthropies and the American Talent Initiative, conversations with community colleges about partnerships commenced this year.

**Key Initiative 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; and (d) increase opportunities for research collaborations and corporate philanthropy**

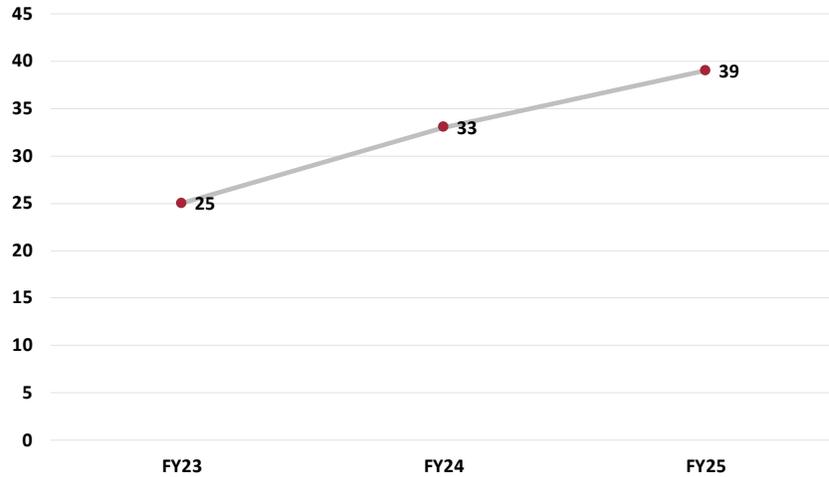
In FY25, the Corporate Relations Committee was reconstituted to be more business development focused and this has led to the development of key relationships with companies such as Prudential Financial, Johnson & Johnson, Nokia Bell, Hackensack Meridian Health and more. These relationships have led to support for research centers, student scholarships and job placement opportunities and MOUs. The launch of the College of Professional Education has led to an increase in proactive business development efforts on the corporate education front such as with Bristol Myers Squibb, Pfizer and others. Also, Stevens convened a meeting of alumni in the construction industry to explore the viability of corporate education opportunities in the realm of AI in construction. Stevens also leveraged its membership in groups like Choose NJ to increase visibility and facilitate introductions to major companies headquartered in NJ including RWJ Barnabas Health, Atlantic Health System, Becton Dickinson and Kenvue. Increased engagement with the Hudson County Chamber of Commerce and the Hoboken Business Alliance increased the awareness of industry-sponsored Senior Design and Industry Capstone programs.

**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**

Growth in this area is depicted in the following chart.

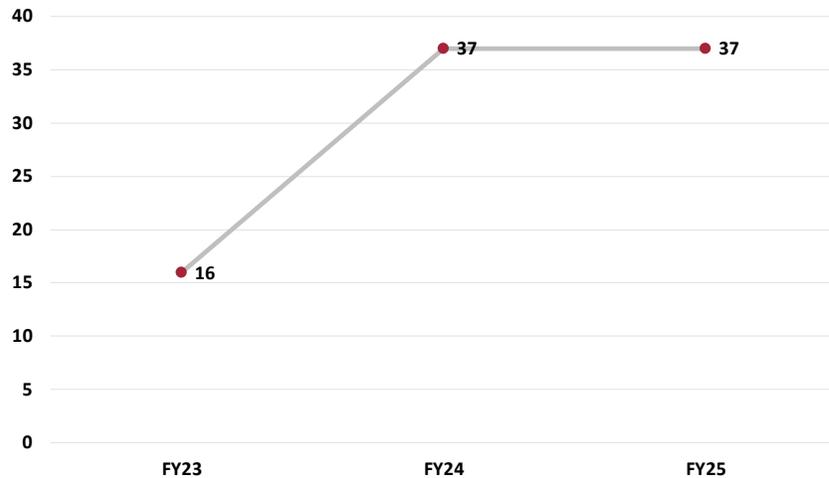
### Goal 5: # Partnerships with Domestic and International Institutions



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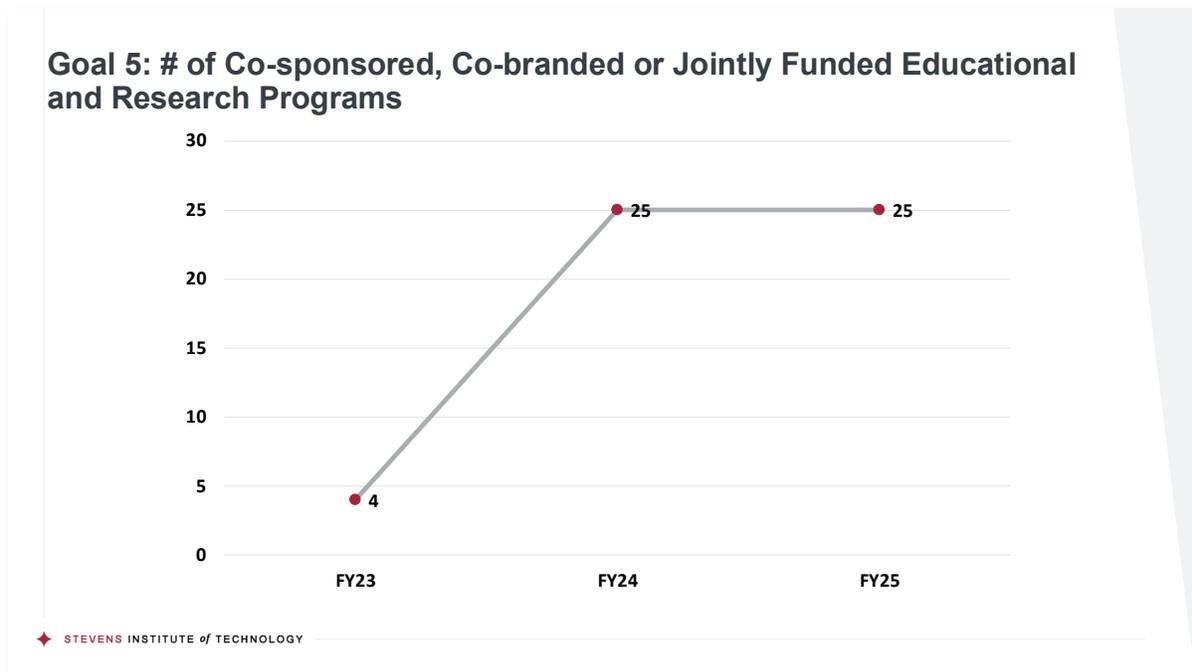
- Increase the number and impact of partnerships with K-12 schools to create pathways for exceptional students to pursue pre-college programs and matriculate at Stevens

### Goal 5: # Partnerships with K-12 schools



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- **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**

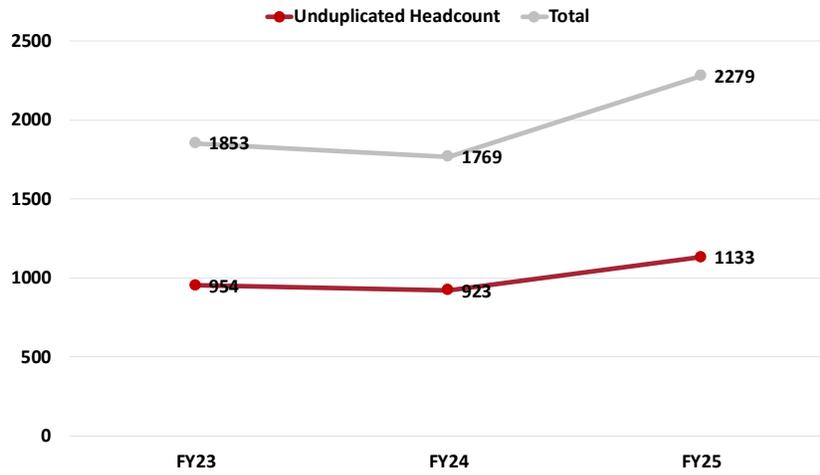


- **Establish five new collaborative, large-scale, multidisciplinary and multi-institutional research and education programs on topics of significant interest to government agencies and industry (a joint metric with Goal 3: Research and Innovation)**

See Goal 3 and corresponding metric for Number of New Interdisciplinary Research Centers

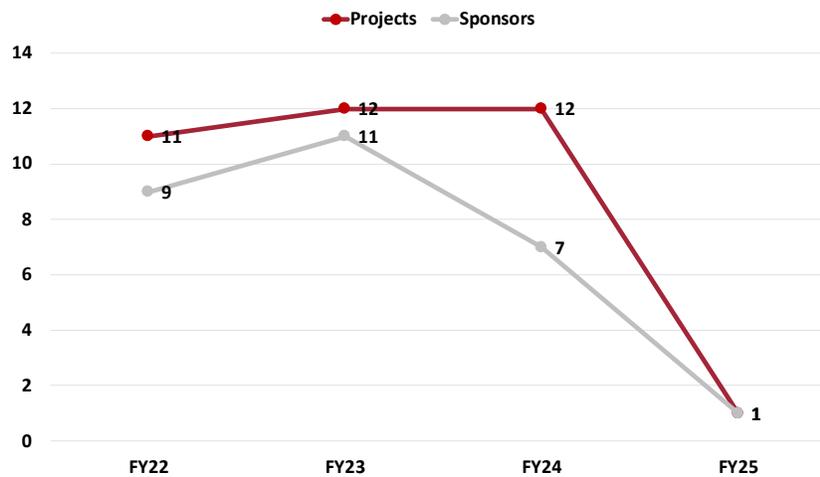
- **Other Metrics:** Other metrics demonstrating the status of Stevens' corporate engagement efforts are as follows.

### Goal 5: Corporate Education Students



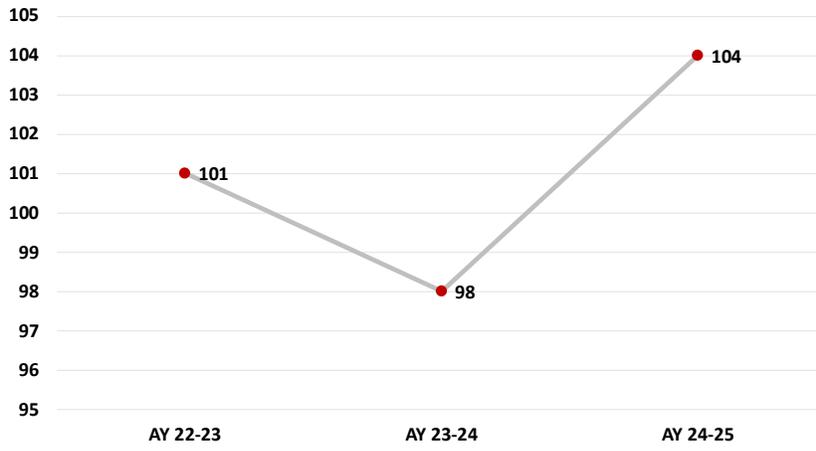
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### Goal 5: Corporate Sponsors and Corporate-Sponsored Research Projects



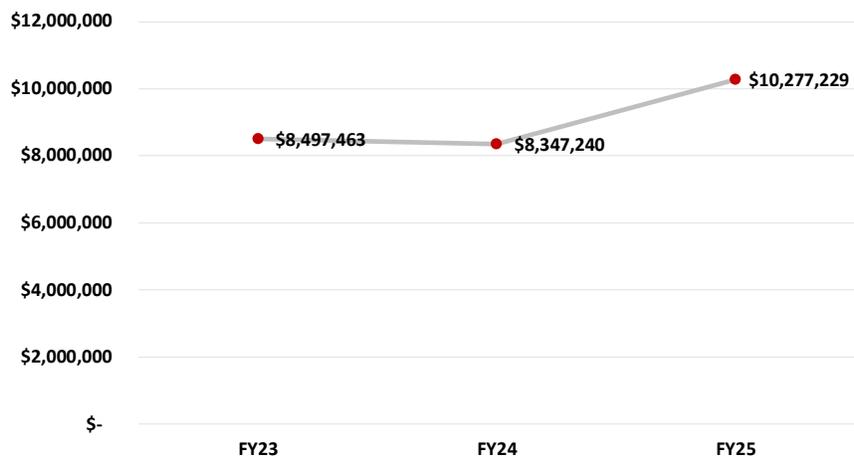
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## Goal 5: Corporate-Sponsored Student Projects



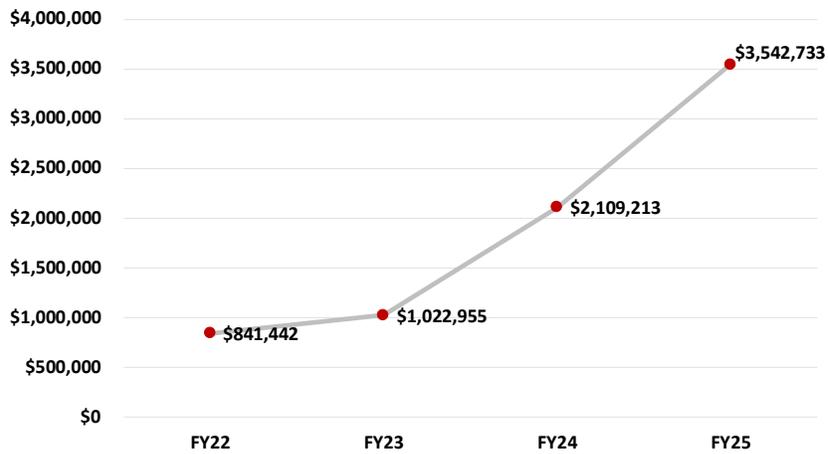
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## Goal 5: Corporate Education Net Revenue



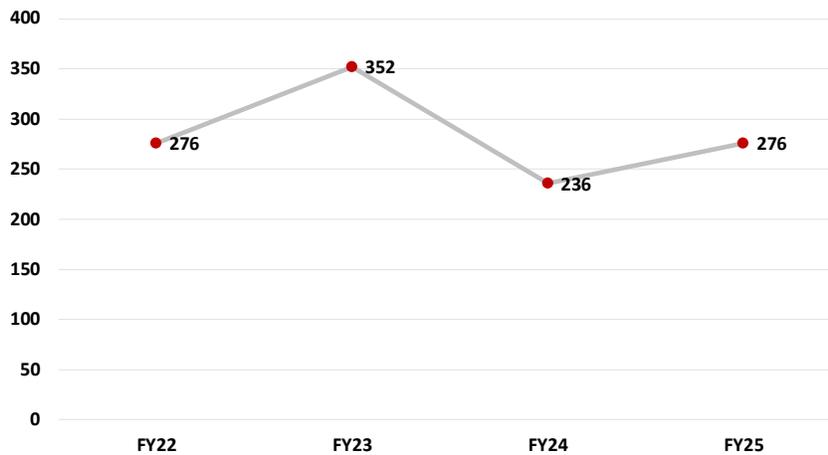
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### Goal 5: Corporate Gift Amount



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### Goal 5: Number of Corporate Gifts



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

## GOAL 6: One Stevens

*Note: The activities detailed in this report took place in FY25, July 1, 2024 through June 30, 2025. In May 2025, based on input from faculty, staff, students and alumni, Stevens' Board of Trustees approved changes to the language of this goal. All activities described in this section support Stevens' core values of excellence and belonging.*

**Goal 6** - Continue to cultivate an inclusive teaching, learning and work environment that engages a broad spectrum of community perspectives to attract, retain, develop and empower outstanding faculty, staff and students to succeed and contribute to a technologically advanced global society.

**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\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

### **Key Initiative 6.1 Implement broad university recruiting policies and protocols to produce an applicant pool of outstanding candidates for all faculty, staff and leadership positions**

A *Guide for Implementing Best Practices in Faculty Recruitment and Hiring* was developed in Year 3 to ensure an effective and nondiscriminatory search process, and the HR website was improved to convey Stevens' comprehensive benefit options for current and prospective employees. Candidates for faculty positions who were interested in learning more about the culture at Stevens before deciding to pursue their candidacy were offered informational interviews. The Division of Human Resources also made a concerted effort to be mindful in communicating benefit programs to engage employees across various life stages and family structures. Informed by the *Guide for Implementing Best Practices in Faculty Recruitment*, a *Manager's Guide for Staff Recruitment and OnBoarding* was developed.

### **Key Initiative 6.2 Implement proactive outreach policies and practices to develop an applicant pool of outstanding undergraduate and graduate students**

Initiatives undertaken by the Division of Enrollment Management to develop an applicant pool of outstanding undergraduate and graduate students included hosting recruitment activities in a wider geographic region of states and international countries and also in partnership with specific high schools, guidance counselors, community colleges and other organizations.

Additionally, pre-college offerings and the web site were completely re-vamped, and partnerships were formalized with community-based organizations and an international high school for the summer programs. For undergraduate first-year and transfer students, Stevens continued to optimize its financial aid to support low-income, high achieving students including through its work as a member of the American Talent Initiative and grant recipient from the IDEAS fund sponsored by Bloomberg Philanthropies.

**Key Initiative 6.3 Develop skills for inclusive leadership and pedagogy among faculty, staff and students, enabling them to engage in a global community and contribute to a teaching, learning and work environment where everyone has the opportunity to succeed**

Campus-wide initiatives were undertaken in year 3 to develop skills for inclusive leadership and pedagogy among faculty, staff and students. Many units across Stevens delivered this information to the community including: Enrollment Management, Office of General Counsel, Human Resources, Office of the Provost, Student Affairs and University Culture and Engagement. Additionally, a comprehensive report on changes in attitudes and behaviors of the Stevens community regarding climate and culture and the impact of programs that have been implemented was presented to Stevens' leadership. Overall, undergraduate and graduate students of all backgrounds reported feeling welcome, included and respected, with Master's students being the most satisfied in all categories measured. Faculty and undergraduate student interactions have improved; however, this remains an area for continued development. Faculty and staff response rates and positive response rates continue to improve; staff rate their employment satisfaction higher than faculty in all categories measured.

**Metrics and 10-Year Targets**

- **Increase engagement and impact of faculty, staff and students in initiatives that influence inclusion**
  - **Participation in strategies and practices to strengthen Stevens' teaching and learning environment**
  - **Participation in strategies and practices to strengthen Stevens' work environment**
  - **Participation in standing, appointed and voluntary committees and working groups to ensure representation and advocacy for Stevens' faculty, staff and students**

The inventory of professional development, training and programs supporting Goal 6 is summarized below. Of the approximately 30 programs offered, the majority focused on knowledge and skill building.

## Goal 6: Professional Development, Training and Programming

Primary Outcome	Description	Example
Knowledge and Skill Building	Content is structured. Relevant information is shared. Two trainings are mandatory (Title IX and Mental Health).	Academic Impressions; Linked-In Learning; Safe-Zone; Faculty Search Training; SCOTUS Ruling Training; Inclusive Leadership Training; NSF CAREER Awards Guidance
Increasing Awareness and Empathy	Exposes participants to ideas or experiences intended to increase their understanding as it relates to Goal 6. Interaction among participants is limited to Q&A and informal greetings.	<i>Insight: Talks that Drive Change</i> ; University Culture and Engagement Committee; School sponsored talks; Conferences (e.g. APS, Leadership Conference)
Community Building	Foster discussion among participants and cultivate relationships. Requires interaction among participants.	University and faculty gatherings (faculty recognition ceremonies, receptions, university holiday party) ; HR events (employee recognition, bowling, Spirit Day); faculty, staff, student orientation; summer book groups; Stevens community events

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The following chart provides an overview of participation across faculty standing committees and faculty representation on Stevens' Board of Trustees and Board committees, highlighting the representation on several key metrics.

## Goal 6: Faculty Standing Committee Participation

### AY '24-25 (n= 91 positions)

- 5 faculty are serving on 3 committees; 10 faculty serve on 2 committees
- SES (51%)
- SB (38%)
- HAAS (11%)
- Tenured (63%)
- Tenure-Stream (12%)
- Non-Tenure Stream (25%)

Note: There were an additional 17 individuals on these committees that included members of the administration and students.

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### Faculty Senate

#### Faculty Committees

- Academic Appeals
- Academic Operations and Affairs
- Academic Planning & Resources (APAR)
- Committee on Committees
- Graduate Curriculum
- Promotion and Tenure
- Research and Entrepreneurship
- Undergraduate Studies

#### Faculty Representation on the Board of Trustees and Committees

- Stevens Board of Trustees
- Academic and Student Affairs
- Alumni and Development
- Facilities
- Finance
- Investment
- Nomination & Corporate Governance
- Research Enterprise and Technology Commercialization

Committees appointed by the President and Provost were also examined. These included members of various working groups involved in the Middle States Commission on Higher Education accreditation process, as well as the search committees for the Chief Financial Officer and Chief Information Officer positions. Across these groups, there was broad involvement from faculty, staff and students demonstrating a strong commitment to inclusive representation in institutional decision-making.

- **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**

Based on the employee feedback captured in the 2025 Certification™ survey, Stevens was again certified as a Great Place To Work® for the third year in a row. See details in Goal 7.

The National Survey of Student Engagement (NSSE) was administered in 2025 with an overall response rate of 28.1% compared with 43% in 2022 and 18% in 2019. Major findings from the 2025 survey were as follows:

- In NSSE 2025, Stevens made progress in the majority of the NSSE engagement indicators.
- In terms of overall experience, the score for first-year students was higher than all three benchmark groups and improved by four compared with NSSE 2022. The score for seniors was higher than two of the three benchmark groups and the same as the third one. The score improved by three compared with NSSE 2022.
- The scores for overall experience and confidence of attending Stevens again improved significantly from 2019 to 2025.
- For the first-year students, the scores for overall experience and majority of the categories were higher than the peers, which also showed a steady increase over the years. For the senior students, the results were mixed.
- For student-faculty interaction, good progress has been made with first year students scoring higher than their peers. On the other hand, even though the score for the senior cohort has improved, it was still slightly lower than the peers.

## GOAL 7: University Culture

**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.

**Owners:** Vice President Sheraine Gilliam, Faculty Senate Chair Gregory Morgan, Vice President Beth McGrath, Senior Vice President and Provost Jianmin Qu\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

**Key Initiative 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; and (b) an Ombudsperson position that is a confidential, impartial and independent resource for information and assistance to faculty members**

With the working group for the Stevens Staff Advisory Council (SSAC) finishing its work in the prior year, in Year 3 Stevens worked on the foundational formation and inaugural election plans for the SSAC. Elections will be held in Fall 2025 with a planned January 2026 inaugural term. The Office of Faculty Ombuds was officially established in the spring of 2023 and continues to provide a voluntary and informal alternative for faculty members to discuss their concerns in a safe and confidential environment. The School of Engineering and Science (SES) has had a SES Faculty Advisory Council for a number of years; in 2025, a SES Staff Advisory Council was also established.

**Key Initiative 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**

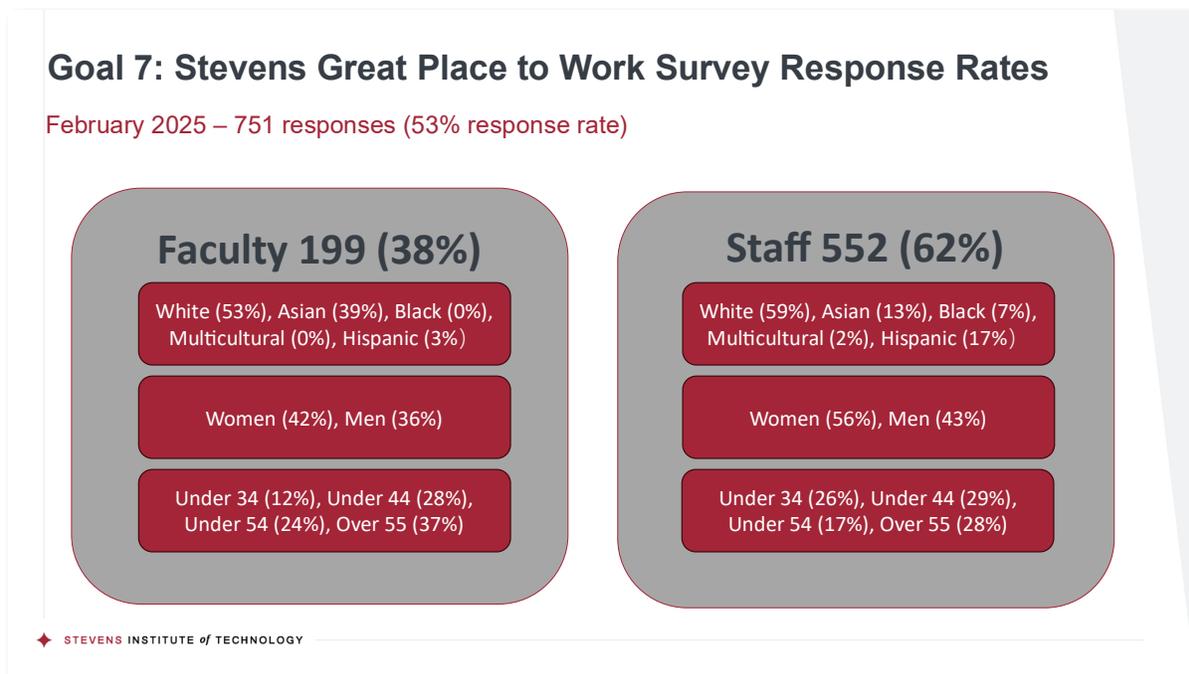
Stevens continued student employment partnerships with the City of Hoboken and other organizations within Hoboken. Stevens also organized a MLK Service Week in January 2025 that attracted over 800 students, faculty and staff with extensive community service activities occurring on campus and in the Hoboken community. Stevens continued to participate in community events and also hosted community events on campus. All of Stevens' efforts were promoted on social media and earned and owned channels.

**Key Initiative 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**

Stevens hosted and promoted significant campus participation in the October 9, 2024, *President's Distinguished Lecture* featuring Dr. Dario Gil and two *Conversations with the President*, creating opportunities to engage with the leadership of Stevens, ask questions and stay informed about major developments across the university. Stevens also hosted *From the Inside Out: Alumni Stories about Belonging at Stevens*; over 125 members of the Stevens community attended, and alumni engagement was strengthened. Human Resources embraced a number of electronic tools to engage the Stevens community better and held employee tailgates, an employee recognition ceremony and other events to build relationships among employees. A Great Place To Work® survey was launched in February 2025, and Stevens was certified for the third year in a row. There was a 13% increase in employee response rate since the first survey; a 30.9% increase in faculty response rate since the first survey; and a 39.04% increase in staff response rate since the first survey.

**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)**

## Goal 7: University Culture

Student Success and Experience Index (SSEI) - 2025							
	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	2025	2025	2024	2024	2025	2022	2023
Raw Data	89%	94%	97%	4.54/5	86%	3.0/4	3.9/5
Adjusted Data (100 as highest)	89	94	97	91	86	75	78
Weight	30%	10%	10%	20%	10%	10%	10%
<b>Index Score</b>	<b>87.9</b>						

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 senior 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

**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.

**Owners: Vice President Robert Maffia, Vice President Louis Mayer,** Interim Vice President Michael Parente, Vice President Sara Klein, Senior Vice President and Provost Jianmin Qu, Vice Provost David Zeng, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Associate Provost Maria Ouckama\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

### **Key Initiative 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**

In FY25, the 10-Year Financial Plan for the University was updated. Among other things, the plan outlined the assumptions that will need to be met to bring the proposed Digital Innovation Hall online by Fall 2031. It also provided a detailed analysis of financial sources and uses for the project. The 10-Year Plan includes a forecasted income statement for each year, with projected bottom-line results. The Financial Plan was updated to reflect the final enrollment numbers for FY25 and will be updated at least once or twice annually. The FY25 budget was very carefully monitored and managed to achieve a modest operating surplus, providing forecasts with increasing frequency because of budget uncertainties due to cuts in research funding and international student enrollment. Stevens' S&P credit rating was BBB+/stable, and the Composite Financial Index (CFI) remained above the threshold score of 3, which is indicative of good financial health.

### **Key Initiative 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**

In Year 3, meetings were held with academic leadership to understand priorities and uses of existing space, as well as research grant performance for each lab. The High-Level Master Plan was drafted, which assumed the construction of the new Digital Innovation Hall. Lab, office and classroom relocation plans for this new building were completed. All design development drawings were completed and sent to five entities for cost estimates. The occupancy date was tentatively redefined as August 2031. Stevens thoroughly analyzed the financial requirements associated with the new building. This was done in connection with the 10-Year Financial Plan to provide appropriate financial and project planning for the proposed new building. Going forward, a sub-master plan will be created assuming the absence of Digital Innovation Hall. Regarding accessibility, in Year 3 braille signage was added to three buildings, bringing the total to 13 buildings. Also added were ADA seating in classrooms, an ADA accessible entrance to McLean 323, ADA accessible lockers to the pool area and ADA accessible workbenches in Burchard and McLean, as well as the Visual Art Lab in Morton.

**Key Initiative 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**

Stevens continued the study of the viability of building a 3+ MW solar farm on a portion of the Stevens-owned land in Pennsylvania. As a result of two Request for Proposal solicitations, a PPA (Power Purchase Agreement) partner was selected. However, during the negotiation process, it became clear that the proposed PPA partner could not commit to an array size or guaranteed financial terms that would be attractive to Stevens. It was decided to pause this initiative until federal tax credit commitments were firmly defined and a more accurate proforma could be developed for this 25-year commitment. Other sustainability initiatives included the submission of a grant proposal, sponsored by the NJ Board of Public Utilities, which would provide \$500,000 for the development of a Campus Decarbonization Plan, a study for the expansion of the campus EV Charging Network and the continued design of a 100% electric mixed-use building. Stevens also expanded its compost program to 100+ students and secured microgrants for a scooter charging station and the launch of Recycle Coach, an app to teach the university community effective recycling. Stevens ranked #10 in the nation in the Princeton Review Top 50 Green Colleges for 2026 and maintained its AASHE STARS Gold rating with preparations underway for a 2026 submission.

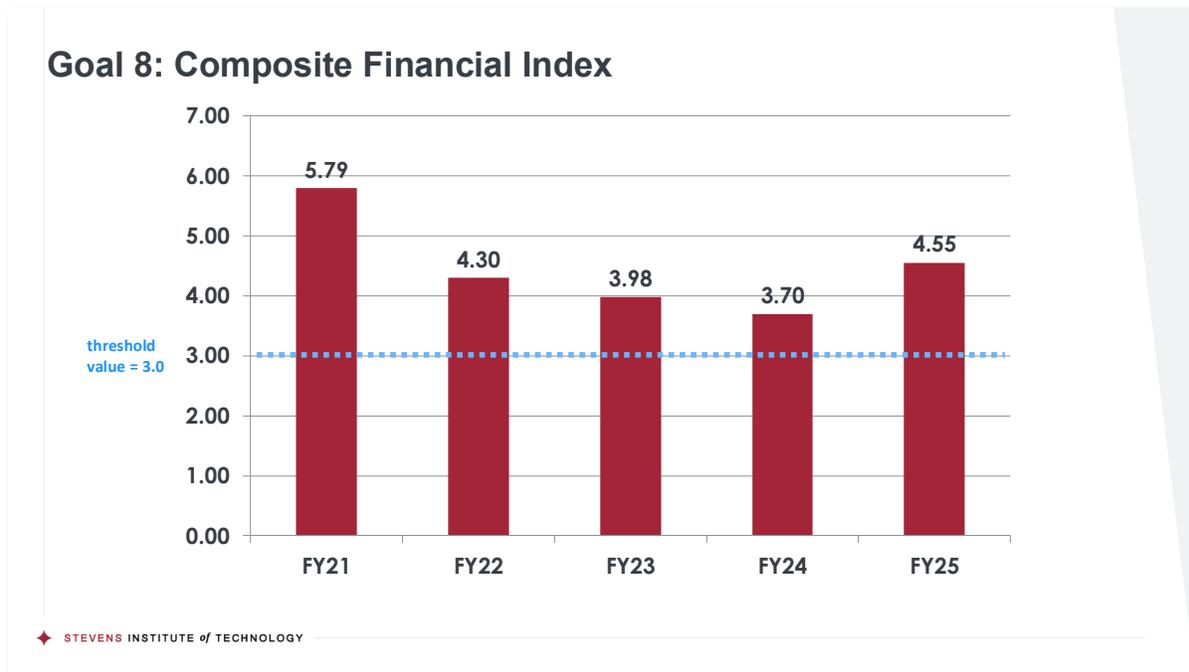
**Key Initiative 8.4 Ensure that students, regardless of learning modality, have access to and experience the same high-quality education by equipping instructors and our physical and virtual classrooms**

The current technology learning stack was expanded, including 15 new Canvas features/tools, 21 new Zoom features/tools, 20 new feature upgrades and enhancements for other services and 12 new or upgraded Canvas integrations. Stevens delivered 18 group-based training sessions on these technologies. The Center for Teaching and Learning and IT developed a core training curriculum for faculty including training on technology tools and emerging technologies. Stevens continued to invest in the exploration and usage of generative AI in currently utilized learning technology platforms and tools to enhance teaching and learning. Additionally, Stevens developed generative AI knowledge base articles, launched AI literacy initiatives, held discussions on incorporating generative AI into faculty training as part of the Faculty Core Training Program Committee and integrated AI elements to customize CRISPR Virtual Reality (VR) activities. Physical classrooms continued to be upgraded to Stevens’ standard buildout and will continue, promoting ADA guidelines through video-walkthrough to improve training in the use of classroom technology. Twenty-seven classrooms and collaboration spaces across campus were upgraded. The Extended Reality (XR) Lab supported 286 students, 36 pre-college students and 20 faculty collaborations, promoting the adoption of XR technology and exploring innovative integration methods to advance teaching, learning and research in various disciplines. XR webinars, trainings and conferences were held, and IT hosted an XR Lab open house for Stevens faculty and other universities to promote available opportunities to partner with the lab and share ideas and best practices. A formal XR project request process was established.

## **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**

Key metrics appear in the following chart.



- **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**

Key metrics appear in the following chart.

## Goal 8: Standard & Poor's Credit Rating

2021: BBB+/Stable

2022: BBB+/Positive

2023: BBB+/Positive

2024: BBB+/Positive

2025: BBB+/Stable

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

Work is underway on the next 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)**

Planning for a new, mixed-use building on the site of the Davis Building continued. 100% design development drawings were completed and sent to five entities to price. Cost estimates were received and reviewed. The target occupancy date will be August 2031.

## GOAL 9: Academic Reputation

**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.

**Owners: Vice President Beth McGrath**, Senior Vice President and Provost Jianmin Qu, Dean Jean Zu, Dean Gert-Jan de Vreede, Dean Kelland Thomas, Vice Provost Edmund Synakowski, Associate Provost Maria Ouckama\*

\*These goal owners were in effect during Year 3 of Strategic Plan implementation.

### **Key Initiative 9.1 Develop and implement an institutional brand strategy university-wide, including with external marketing partners**

Stevens advanced key initiatives to strengthen brand consistency and engagement across the university in Year 3. Canva and Emma templates were developed, and user support was provided to ensure the user community was properly branding their communications. The licensing program for Stevens promotional items was expanded to 62 vendors, and outreach to Hoboken businesses was undertaken to promote opportunities to carry Stevens-branded items. An integrated online storefront for branded merchandise was launched, streamlining procurement and reducing administrative burden. Stevens updated its brand guidelines, introduced signage and campus branding standards and collaborated with Athletics on merchandise and promotions, while expanding branding guidance. Enrollment Management efforts were supported with strategic content, design and project management for undergraduate recruitment and pre-college programs, while initiating a graduate marketing brand audit. Additional efforts included a bookstore survey that informed product adjustments and leading the College of Professional Education branding project. Stevens continued to make improvements in brand awareness during FY25, as measured by the Harris Poll.

### **Key Initiative 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**

In FY25, Stevens continued its peer awareness campaigns, leveraging digital and print ads, emails, landing pages and content focused on research achievements and student success stories, including Class of 2024 outcomes, iSTEM initiatives and the Innovation Expo. Funding constraints prevented the continuation of the general brand awareness campaign in FY25. Graduate recruitment was supported with refreshed transit ads, a redesigned admissions viewbook and inserts highlighting alumni success. A flagship video series showcased Stevens' schools, athletics and research, complemented by coverage of major events such as the Africa-US Presidential Forum and NJ FAST launch. Organic social media remained a top priority for undergraduate recruitment. Media visibility exceeded the target, with 11,800 mentions in prestigious media in FY25—a 17% year-over-year increase versus the 15% goal—and placements in The New York Times, NBC, Forbes, ABC and

others, positioning Stevens faculty as thought leaders in emerging technologies, AI and climate issues. International outreach advanced significantly through the launch of a Chinese microsite and verified presence on Chinese social media sites, achieving strong engagement and follower growth. These efforts strengthened Stevens' global brand presence and supported strategic recruitment objectives.

### **Key Initiative 9.3 Continue and expand campaigns to influence peer assessment of key rankings**

Multi-channel institutional peer reputation campaigns were continued in FY25 and included paid advertising and sponsored content in the *Chronicle of Higher Education* and *Inside Higher Ed*; president-to-president direct and email campaigns; monthly campus highlights to selected presidents; 1:1 meetings with regional presidents; engagement in AITU panels and discussions; personal letters acknowledging receipt of presidential communications and inauguration citations and gifts for new presidents. Messaging continued to focus on notable university research accomplishments and student successes. The Academic Reputation Index (ARI) was launched to benchmark Stevens' standing among peers. Stevens started planning efforts to host the inaugural US Universities Summit 2025, a high-profile conference in partnership with Times Higher Ed and Inside Higher Ed—at Stevens in October 2025. This flagship event aimed to position Stevens as a leader in higher education innovation by drawing university leaders, corporate executives and policymakers from across the nation.

### **Key Initiative 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**

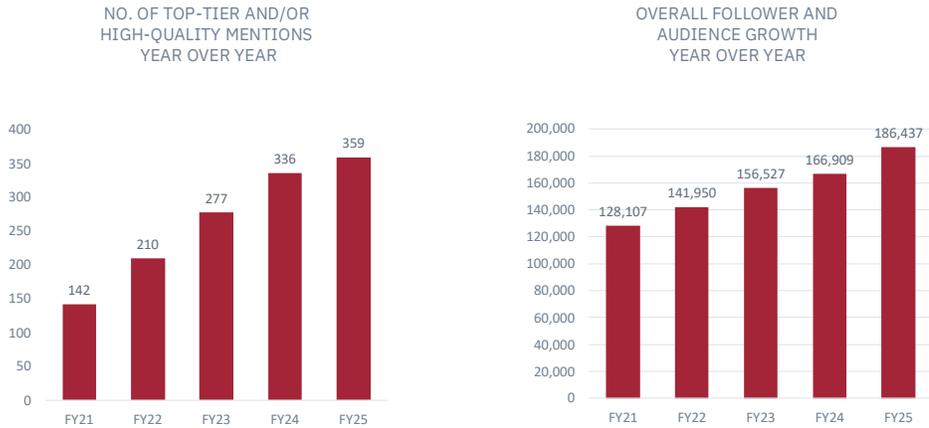
Stevens hired a new Director of Web and Digital Strategy in FY25, bringing a new level of sophistication and a product-marketing approach to the assessment and recommendations for improvements for Stevens.edu. Significant progress was made to improve technical, UX and content of the Stevens website and a vendor was hired to provide analysis and support to address these issues. An initial analysis of SEO performance yielded significant opportunities for improvement for undergraduate and graduate programs and conversions. Stevens began a multi-faceted and comprehensive initiative involving technical, content and UX changes that are projected to result in doubling organic searches and increasing undergraduate and graduate inquiries by 70% and 75%, respectively. Stevens' social media channels have significantly exceeded the 5% engagement target, achieving remarkable growth across all key metrics. Year-over-year comparisons show impressions increased 286.7% with net audience growth of 11.7%. Platform-specific successes include Instagram engagement up 23.7% and TikTok engagement up 199.9%. While LinkedIn and Facebook engagements declined, the LinkedIn engagement rate increased 41.3%, indicating improved content quality and audience targeting. Additionally, seven Research Pillar pages were updated and accompanying videos to showcase Stevens' focus areas were created. Quarterly maintenance, curation and updating is performed in collaboration with other Stevens' units.

### **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**

Media placements in prestigious media increased 6.8% over FY24.

## Goal 9: Top-Tier Earned Media Placements and Social Growth



◆ STEVENS INSTITUTE of TECHNOLOGY

- **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**

## Goal 9: Academic Reputation

### # Unique Visits and Page Views to Stevens.edu

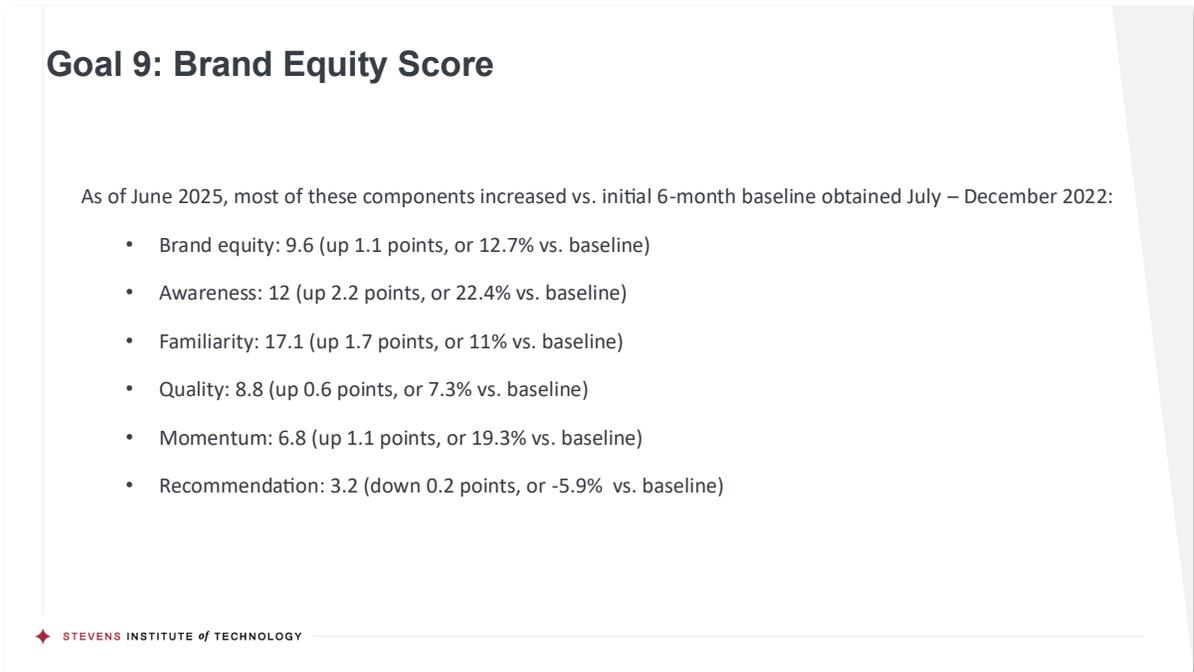
Metric	FY 22	FY 23*	FY 24	FY 25
Page views	17,886,232	17,018,106	24,193,715	22,918,000
Users	2,757,133	2,378,529	2,439,736	2,544,000

\*Represents partial FY 23 (Nov 16, 2022 to Jun 30, 2023)

◆ STEVENS INSTITUTE of TECHNOLOGY

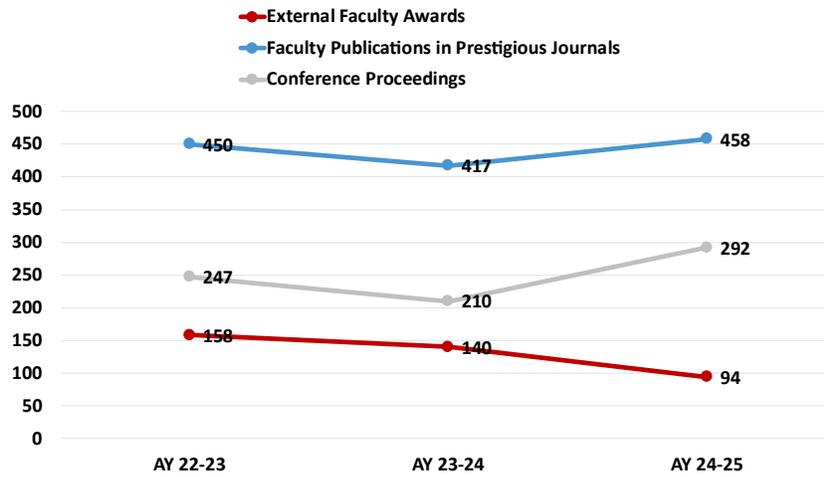
- **Annually increase the university’s brand equity score, comprised of five metrics (awareness, familiarity, quality momentum and recommendation), based on 2021 baseline**

The brand equity score, based on metrics provided by the Harris Poll, appears in the following chart.



- **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**

## Goal 9: External Faculty Awards and Publications



◆ STEVENS INSTITUTE of TECHNOLOGY

*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.*