

STETSON UNIVERSITY



ROLL AHEAD GOALS PROGRESS REPORT: FEBRUARY 2021

ROLL AHEAD TO 2022

On May 3, 2019, the Stetson University Board of Trustees approved a shortened, Roll Ahead Strategic Map Goals document that is based on the 2014-2019 Strategic Map. The purpose is to guide the direction and focus of the university for the next two years.

Organized around the six Roll Ahead themes, this report documents the significant impacts and accomplishments achieved within the last year.

LEARNING EXCELLENCE

Through annual cycles of curriculum review and overall insight into our instructional programs, develop advanced methods to assure the highest opportunities for student learning. Examples of this include review and revision of FSEMs and Focus Orientation, expansion of student access to meaningful experiential learning experiences, continued improvement as a result of program review, and more universal implementation of academic and non-academic assessment.

Experiential Learning: Experiential learning has continued despite the pandemic and remains a unique and highly attractive feature in many areas of the university, and distinctively as a curricular requirement in the School of Business Administration. Innovative recent additions include:

- “Virtual Professionalism 101” offered virtually as part of the JJ Master Center offerings and was led by two Stetson alum.
- The Roland George Investment Program (RGIP) moving to increase the exposure of Stetson students to non-traditional investment alternatives including derivatives and crypto currency.
- Stetson hosting the Templeton Ethics Competition with ethics teams from across the country participating virtually in the first major ethics competition since Stetson won the Collegiate Ethics Competition at University of Arizona’s Eller College of Management.
- The College of Law continues to seek to expand experiential opportunities like clinics and externship field placements generally, but particularly so in the area of business law, including our in-house counsel externship, intellectual property externship, and our bankruptcy judicial externship, which allows students to work closely with federal bankruptcy judges. Expanding extracurricular opportunities in the field is also a priority, and the College of Law faculty recently approved the establishment of a new journal, the Stetson Business Law Review, to provide editorial and writing opportunities for students interested in the field.

Assessment and Accreditation: With major reaffirmation efforts underway in the School of Music (NASM), School of Business Administration (AACSB), and the university (SACSCOC), our efforts to ensure continuous learning for students and clarify/enhance learning outcomes has been given particular attention in the last year. Particularly:

- The Business School’s Assurance of Learning (AOL) efforts led to important curricular improvement in our business foundation courses. The result was a complete redesign and implementation of our new integrated core that was completely launched this year.

- The next Quality Enhancement Plan (QEP) has been in a planning stage for a year and a half, going through the topic identification stage (completed in spring 2020) and is now with a new group who is in the process of defining a specific plan for implementation.
- Annual program assessment has become much more robust, reaching 100% compliance in the College of Arts and Sciences. Program assessment and reviews have expanded to include stand-alone minors.

Facilities and Equipment: During the pandemic, Stetson has invested in new physical tools (\$850,000 in Matrox video capture systems) and digital tools (such as an institutional license for Zoom) to enhance the learning experience during the pandemic. Importantly, the effort to renovate Sage Hall and build Brown Hall has advanced nicely, with a scheduled ground-breaking for construction of May 2021. These efforts are solidly for the creation of interdisciplinary, collaborative learning opportunities for undergraduate and graduate students at Stetson.

Emphasis on Grant-seeking Efforts and Results: Along with McAllister and Quinn, Stetson has greatly improved its competitive position for major grants which offer faculty and students additional research opportunities and support the university's finances with non-tuition revenue. In the past year, we have seen particular success with grant awards from the National Science Foundation (MRI and S-STEM), the Mellon Foundation (Community Education Project), and the Department of Justice (Violence Against Women). Several other grants totaling multi millions of dollars with major agencies (such as the Templeton Foundation) and focusing on suicide prevention have recently been submitted or are in the final stages prior to submission.

Strengthening Programs: Stetson continues to innovate in existing and new programs, as well as offer existing programs in new locations. Select examples include:

- We have seen a strong start to the Human Resources Management offering in the School of Business Administration.
- Food Studies (a minor-only program with solid enrollment) is hiring its first tenure track faculty member.
- FOCUS orientation added modules on Race in America, created and delivered virtually from the Africana Studies chair.
- A major initiative in pre-health advising with the following goals:
 - Recruit highly qualified students into the program, beginning with the creation of a Pre-Health Scholars cohort;
 - Orient all incoming pre-health students, offering a summer “early experience course” to introduce students to careers in the health professions and developing a new peer advising program;
 - Advise and track pre-health students, increasing internal resources by offering a new course, PREH 101: Introduction to the Health Professions, for all pre-health students;
 - Assist our students’ exploration of their opportunities from pre-matriculation through graduation, such as internships and shadowing, articulation agreement programs, site visits, and alumni engagement;

- Improve the competitiveness of our pre-health students through MCAT prep, increased local service opportunities, curricular offerings that directly address pre-health learning objectives, and enhanced advising resources for students who require post-baccalaureate/gap-year work; and
- Support the applications of our pre-health students and alumni by providing preparation and support through mock interviews, committee letters of recommendation and enhancing relationships with key contacts in health professions programs to promote our program and student applications.

New initiatives:

- In collaboration with Admissions and the Honors Program, the FSEM program created the Leading Edge Student Cohort, which in Fall 2020 attracted 13 intellectually motivated students, who, for a variety of reasons did not qualify for the Honors Program and would therefore not have come to Stetson. All these students have persisted with an average Fall semester GPA greater than 3.70. These students are now being recruited for FOCUS and RA leadership and Writing Center fellows.
- The College of Law is currently working to assure the highest opportunities for student learning through the creation of a new Business Law Certificate of Concentration and an expansion of related curricular, experiential, and extracurricular opportunities. The Certificate program was approved in 2020 and is now available to our students seeking to pursue careers in a wide range of business law areas.

Enhancing Online Learning: The far-reaching disruptions of COVID-19 created the perfect opportunity to embrace and integrate online learning (OL) modalities in an innovatively proactive, best-practices manner. Forums and workshops facilitated the art and science of OL so as to uphold the highest opportunities for student engaged learning. Additionally, many out of class resources to support learning and wellness switched to hybrid or online including counseling, career coaching, wellness and recreation activities, community building activities, and club and organization educational programming and meeting.

Orientation and Academics:

- Academic Affairs and CLaSS have enhanced the integration of the FSEM cohorts into FOCUS Orientation. This modification began in 2019 with the implementation of having students participate in our diversity, equity and inclusion training with FSEM peers and has progressed into the FSEM cohorts also serving as their full-time orientation group. While this second adjustment was originally a COVID-related response, we have found that deepening the integration of the FSEM group into orientation has created a more meaningful learning experience. Additionally, we completed an annual review of FOCUS Orientation content to ensure that it is meeting the learning needs of the incoming class and used the annual FOCUS Orientation survey data to inform curricular decisions.
- The College of Law redesigned its orientation and added an optional pre-law/extended orientation opportunity for students. For the Fall 2020 entering class, orientation was restructured to devote significantly more time to substantive learning and preparation for the academic rigors of law school. Incoming students had the opportunity to learn from full-time

faculty members before classes began, helping them to start law school with a solid foundation in (i) the structure of the legal system; (ii) how to read and brief cases; (iii) expectations of professionalism in the legal field; and (iv) inclusivity and civility in the law school environment.

Encouraging Research, External Scholarships, and National Recognition for our Students: The appointment of a research & external scholarships advisor in 2018 to provide administrative and programmatic oversight of national/international elite scholarships and fellowships has resulted in the following advancements since February 2020:

- *Increased Student Awareness:* In addition to the scholarships' website, a regularized workshop series attracted over 150 students as early as their first year. To elevate Stetson's submissions to the [Goldwater Scholarship](#) Foundation, invitation letters were sent to 235 students who could meet eligibility requirements for the 2021 competition. At least 17 students have expressed serious interest in applying for a scholarship in a future cycle.
- *Dedicated Scholarship Advisors:* With support from the Dean of the College of Arts & Sciences, all distinguished scholarships and fellowships now have active faculty advisors who provide first-line mentorship and guidance to prospective award applicants.
- *Growth in Application Rate and Award Success:* Applications increased from 7 in AY2018-19 to 25 in AY2019-20; Stetson applauded two (2) student finalists: Slavina Ancheva '20 for the [Global Rhodes Scholarship](#) (3.5% acceptance rate) and Frederick Lee '19 for the [Fulbright Fellowship](#); Stetson celebrated [Udall Undergraduate Scholarship](#) winner Stephanie Hanson '20.

DEMAND, NATIONAL REPUTATION AND VALUE PROPOSITION

In concert with new and continuing deans, the Provost and VPs of Enrollment Management, CLaSS and Marketing will develop and strengthen distinctiveness in our academic and campus life with demonstrated improvement in outcomes as measured by employment and graduate school enrollment in outcomes surveys. We will pursue increased national reputation for faculty scholarship and creative activity, as well as athletic competitive excellence.

DEMAND

Enrollment Adjustments: Enrollment Management worked with university partners to analyze the impact of emphasizing Early Decision, Early Action I and Early Action II prospects. Initial results are promising with an +80% yield on Early Decision students, and strong activity in EA I & II students. Current net tuition is up and discount is trending down.

Articulations and Partnerships:

- Finalized articulation agreement with Lake Sumter State College to automatically admit students in good standing and consider students demonstrating ability to apply for a spot in Stetson's Transfer Honors Program.
- Strengthened agreement with AdventHealth University to add pathways to degrees in nursing and nuclear medicine technology in addition to the Stetson University and AdventHealth University pathways to the AHU Doctor of Physical Therapy and Master of Occupational Therapy programs.
- Created partnership with American University of Antigua College of Medicine (AUA) to offer undergraduate students an expedited pathway to medical school. Stetson graduates are eligible for advanced admissions priority, an expedited application review, and grants/scholarships for those who attend AUA for their medical education.

NATIONAL REPUTATION

Recognition:

- Stetson University was recognized this past year by the Princeton Review, again placing as one of the 2021 386 Best Colleges and Universities, and the School of Business Administration named one of the Best Business Schools.
- In 2021 US News and World Report also recognized Stetson University as No. 4 Best Regional Universities, a Best Undergraduate Teaching institution and a Best Value.

Expanding Stetson's Exposure to National Competition:

- Finalized work with McAllister and Quinn to submit and win prestigious National Science Foundation award of nearly \$1 million to help support research into a cohort-based model for women and underrepresented students of color in Stetson science, technology and mathematics fields.

- Working with the office of Grants, Sponsored Research and Strategic Initiatives, and McAllister and Quinn, to submit request for expanded support of the Community Education Project at Tomoka prison with Mellon Foundation. Announcement pending.

Awards:

- *Fulbright:* In November of this academic year, received continued recognition of the excellent work and research by Stetson Faculty with two Fulbright Scholar awards, for the second time, to Eric Kurlander, PhD, the William R. Kenan, Jr. professor of history, and Nathan Wolek, PhD, Lydia Pfund endowed professor of digital arts and music technology.
- *Outstanding Educator:* [Hala ElAarag, PhD](#), professor of computer science at [Stetson University](#), received the [Florida Council Institute of Electrical and Electronics Engineers' \(FC IEEE\) Outstanding Engineering Educator Award](#).

VALUE PROPOSITION

Financial Aid Adjustments: Application of Financial Aid planning to utilize Cares Act and Cares Act 2 funding to support at risk students facing financial difficulties with a goal of keeping students in school and on track towards their educational goals.

Improving Campus Services: Stetson University's Wellness and Recreation Department is leading the way in helping ensure students feel safe on campus, winning [a \\$296,000, three-year grant](#) from the United States Department of Justice Office on Violence Against Women. Wellness and Recreation will team up with the DeLand Police Department and Volusia Rape Crisis Center to create a community collaborative response to enhance victim services, implement education and prevention programs, and strengthen campus security and investigation strategies.

Pandemic Response:

- Creation of a Safer Campus Task Force to guide university actions in DeLand and Gulfport, institute mitigation, health and safety actions and coordinate an overall university response.
- Revamping of Stetson housing to limit residential living to one student per bedroom, and managing student engagement through limited face to face and multiple virtual events.
- Expansion of face to face learning in Spring 2021 following student/faculty response and feedback on the Fall 2020 semester.
- Despite limitations, athletics was able to find ways to retain and grow student-athletes by creating and implementing guidelines for safe, effective training, and eventually team practice and competitions.

National Dialogue: In response to the overwhelming national dialogue following the Black Lives Matter protests this past year, the university has taken purposeful steps by releasing and communicating the results of its Campus Climate Survey Report and organizing open forums and discussions around its outcomes. University working groups made up of faculty, students and staff are tackling the three primary areas of concern; Stetson Culture, Inclusive and Transparent Communication and for the DeLand campus, the Relationship Between Stetson and DeLand.

EQUITY

To assure broad understanding of Stetson's goals for providing an inclusive environment: concentrating on training opportunities for more inclusive searches, stressing the evolution into being a more open and respectful community, and adopting best practices in ways to promote equitable policies and practices within and throughout our campuses.

This year's climate work is community-driven, involving all constituencies and with active participation from university leadership and with concrete commitments from the President's Cabinet. Together, we will move forward on specific actions to build a healthier, inclusive and vibrant community-with each of us committed to our community's growth, education and optimization. Listed below are the various components of our inclusion work from Fall 2020 and for the remainder of the academic year. The President will soon announce a President's Advisory Council on Diversity and Inclusion.

The key to movement on the strategic focus on equity is on the commitment of individuals and groups in our community taking action on this work. We recognize the work of groups including Equity and Inclusion Group, the College of Law Diversity and Inclusion Committee, the Diversity and Inclusion Committee of SGA, the Multicultural Student Council, the Black Law Student Association, the Diversity, Equity and Inclusion Leadership Team and the Brown Center for Faculty Innovation and Excellence's Faculty Fellow of Equity and Inclusion.

The working groups charges and membership, campus climate community presentations, campus climate timeline, cabinet commitments, and a collection of statements on racial equity and inclusion can be found at: <https://www.stetson.edu/other/climate-study/>

Campus Climate 2020 Survey: Two open forums were held to present a summary of findings from the Stetson Campus Climate 2020 survey. A place was created on the website to collect questions and comments. Based in the survey results and solicited feedback from the Inclusion Equity Group (EIG), the Brown Center for Innovation and Excellence in Teaching, the Staff Advisory Council (SAC), Student Government Association (SGA) and the Multicultural Student Council (MSC), the Diversity Inclusion Leadership team and Cabinet brainstormed a list of 8 possible climate working groups and settles on three groups (Stetson Culture, Inclusive and Transparent Communication, and The Relationship Between Stetson and DeLand). These groups have been organized, named, and initial meetings have taken place. There are many important issues raised in the survey including issues around race, gender, childcare, and class that need focused on ongoing attention towards equitable change.

Everfi Training: The VPs and President approved requiring the Diversity and Inclusion model of EverFi for all faculty, staff, and student employees at Stetson. 96% completed the requirement. We hope this gives our community a shared baseline of knowledge, vocabulary and expectations.

Cabinet Commitments: At the request of the President, each university cabinet member, representing all academic and administrative areas in DeLand and at the College of Law, were asked to work with their areas to suggest immediate and near future actions they might take to help progress and assist the diversity and equity work at Stetson University. A draft of cabinet commitments has been created with many of them represent concrete actions and activities, some already in progress.

Racial Justice and Equity Statements: During a pivotal year for increased awareness and accountability on the issue of race in the United States, Stetson's response mirrored the nation's overwhelming grassroots support toward addressing issues of racial inequity and injustice. Many departments, divisions, colleges and schools created statements and commitments to this end.

Equity and Inclusion Group: EIG, created after the 2016 campus climate survey, has sunsetted in December 2020. Some of their recent accomplishments include:

- HR is working directly with hiring officials to develop inclusive language for job postings and appropriate rubrics for evaluation. HR is now working with academic and administrative departments for whom the inclusive lens is newer to them.
- Based on a request from several faculty members, presented recommendation to Cabinet to consider gather demographic data during the application stage of the process in order to ascertain a broadly diverse pool. While Cabinet sees the possible merit in the process, there remain other important legal questions that must be considered. This work continues into the spring semester.
- Since the BEST process does not apply to employee/employee situations, facilitating discussion and resolution as bias-related incidents emerge among employees.
- Exploring training for academic and administrative search committees.

Office of Diversity and Inclusion (ODI): The Office of Diversity and Inclusion has been committed to advance Stetson University's Roll Ahead Strategic Map goal of *Equity* by focusing its efforts on the following.

- Empowering campus leaders for diversity, equity, and inclusion education: In Fall 2020, it was approved for ODI to hire an additional full-time Office of Diversity and Inclusion Coordinator for Diversity and Inclusive Training position during the spring of 2021. ODI continues to collaborate with many academic affairs and student affairs departments in providing guidance, and goal and professional development around diversity, equity, and inclusion.
- Deeply understand our data including the racial and socioeconomic inequities illustrated by the data and lived experiences within our community: ODI has been pivotal player in building a strong process to manage incidents of Bias on our campus through the Bias Education Support Team. The annual bias report will be posted on the Stetson website, accessible for the community to review. Also, ODI works closely with Director of Assessment and Operational Effectiveness to review retention, persistence, and graduation rates of students and set target goals. ODI developed a presentation that was given at president's cabinet highlighting that data along with data from focus groups that were facilitated in Spring 2020 with graduating students of color.
- Support cohorts of underrepresented students through leadership and support programs: The Woke Independent Student Empowerment (WISE) Program, a strengths-based leadership development and mentorship program for underserved students, has grown supporting 18 student leaders and 38 student scholars. And, in partnership with Development and Alumni Relations, funds were secured through donor, Susan Morris, to put towards programming and a financial support program for students.

- Increase spaces for informed deep dialogue and “real talk”: ODI hosted virtual dialogue events in the fall including: Real Talk session on Racism and Action; Truth, Racial healing and transformation as a campus community, Inclusion 101 Series, and When They See Us – View and Dialogue Series.

Brown Center for Faculty Innovation and Excellence: Launched the Brown Innovative Cohort program: Created the curriculum and plan to implement at least one workshop each month followed by a teaching and learning day centered on multiculturalism, diversity, and inclusion.

Multicultural Alumni Committee of the Alumni Association Board:

- Launched this committee to strengthen the bond among diverse alumni, students and their university through strategies, programs and initiatives that further the mission of the Stetson University Alumni Association and its board. Mission: to uphold the welfare of multicultural alumni with their university, fostering a more inclusive alumni community.
- The multicultural committee is composed of 5 elected board members, including the multicultural chair, and may have up to 3 additional alumni association members at-large who are not elected board members. The chair serves for 3 years following a minimum 3-year term as an elected board member. The chair serves as a member of the executive committee of the alumni board.

External Recognition: Drafted, submitted, and was awarded the 2020 HEED Award application on behalf of the COL.

Law Student Engagement: Participated in Summer 2020 Round Table events with BLSA to discuss their concerns and suggestions which resulted in a 15 Step Action Plan in response to Round Tables with BLSA and the development of subcommittees and tasks based on the Round Table discussions.

FINANCIAL TRANSPARENCY & TRANSLATION

Assure an understanding of the Stetson University finances and budget processes, and translate budget planning and execution to university constituents as a way to build confidence and expand awareness.

Communication within University Structures:

- Continued meetings with the University's Board, Faculty, Administrative Council, Board of Overseers, and Staff Advisory Council.
- Publications including the University's Audited [Financial Statements](#) and [University Budgets](#).
- Interaction with University Committees, including Faculty Finance, Faculty Compensation, and the Academic Technology Committee who, along with Associate Vice President for Information Technology, communicated with all stakeholders to maximize efficiencies for software purchases.

Collaborative Pandemic Response: During May and June, 2020, the EVP/CFO and EVP/Provost led a DeLand cross-functional Budget Prioritization Working Group to discuss and decide how best to achieve a 15% budget reduction solution to prepare for the CoVid-19 pandemic. Significant financial education occurred during this process with this group and recommendations submitted to President Libby and President-Elect Roellke were communicated to faculty and staff.

University Webinars and Presentations: The EVP/CVO provided additional communications about University finances on a summer, 2020 webinar and provided a two-page document to the campus community via Stetson Today in late January, 2021.

Policies and Procedures: To assist in future development of major projects, the Associate Vice President of Facilities created a project development Process for Property Acquisitions, Renovations & New Construction > \$1,000,000 and presented to VP Operations Group on 11/17/2020.

Faculty: The EVP/CFO initiated discussion with the Chair of Faculty Finance regarding perception of financial translation and transparency. The Chair indicated that much more information has been forthcoming since 2017 and noted that there is no problem with transparency at the micro level though he would appreciate rote data sharing with context provided.

ADVISING & ENGAGEMENT

Review and revise advising and engagement activities based on best practices for institutions like Stetson. Examples include evaluation of faculty advising, promotion of advisor development, creation of clear pathways for Discovery students and increased awareness of the importance of effective advising.

Discovery Student Advising: The College of Arts and Sciences recently implemented a new system for advising Discovery students. Ten faculty, all seasoned advisors who were identified as well suited to the responsibility, were assigned to undertake Discovery advising for the students entering in the fall. (These faculty were not assigned entering major advisees for the fall semester). As a result, faculty can focus their attention on Discovery students at the meet-and-greet lunch with the advisor at the start of the semester (canceled in fall 2020), and students can build community by meeting other Discovery students. The smaller number of advisors also makes it easier for the Advising Center to organize events and conduct outreach to the advisors.

Addressing Specific Program Needs: Development of a peer advising program in Health Sciences, which has seen the largest enrollment growth of any Stetson program since 2010 and in which faculty have recently had excessively large advising loads.

Use of Technology to Enhance Advising Communication: Faculty are utilizing software tools such as Microsoft Bookings and Calendly to encourage student outreach for office hours and advising appointments and have reported that students are engaging more proactively with them.

Development of Comprehensive Advising Faculty Development Proposals: In spring 2020, a group of staff, faculty and administrators in DeLand presented a “Proposal for Faculty Advisor Training and Professional Development.” While the proposal has been presented to the provost, the implementation of the recommended initiatives has been stunted by our emphasis on the pandemic response.

Task Force on Advising: The established task force on advising, co-chaired by Dean Neal Mero and Associate Professor Harry Price, which was formed in fall 2019, continued its work in the spring 2020 semester. Four sub-groups sought to advance specific initiatives connected to important topics like use of technology and assessment of advising. The pandemic response redirected our efforts thus preventing the most effective closure of these efforts.

Structural Changes: The Office of Academic Success completely assumed the responsibility for advising incoming summer and winter transfer students in order to deliver more customer service and provide more advising support in addition to department chairs.

College of Law: Continued development of both formal and informal advising/mentorship opportunities for law students, including:

- the Academic Advising Fair, where attendees learn more about their class schedule bidding process and its interplay with the Registrar’s office, as well as formal and informal faculty mentoring, the school’s Academic Success and Bar Prep Department, and how to maneuver their graduation pro bono requirement,
- faculty engagement in advising with students participating in academic concentrations, institutes, and centers. The addition of a concentration in Business Law, and hiring of a faculty with that specialty, will provide students with additional opportunities for expert mentorship,

- detailed formal advising by the Academic Success department for those students who indicate they have unique challenges with the curriculum. The Department is directed by a full-time faculty member assisted by trained staff who teach courses as Instructors in Law. Students are provided Learning Toolkits to assist them in perfecting strategies that will maximize their educational performance and set a solid foundation for successful analytical decision making in their professional lives.

Assessment of Current Initiatives: In CLaSS, the Office of Academic Success led a learning outcome assessment team with faculty partners to assess students' written responses gathered as part of the Advising 102 lab regarding how they express their unique Stetson narrative. This initiative has been part of an ongoing discussion about how to better support students' ability to share their Stetson story. Additional work was done to edit the learning outcomes of the Advising 101 and 102 modules to align with the Career and Professional Development [competencies](#).

Ongoing Conversations: We continue to have discussions on issues of advising that are obstacles to future success, including:

- assessment of advising,
- faculty workload and advising assignment equity, and
- ownership and leadership of advising as faculty/staff joint responsibilities.

CAMPAIGN

Continue and complete on-going fundraising efforts for focused campaigns and lay the groundwork for the next comprehensive campaign. Engage alumni more fully in deepening their relationship to Stetson and securing resources to enhance the institution's financial sustainability.

Planning: Throughout 2020, we developed a list of fundraising priorities from various units across the university, in order to focus our fundraising efforts during our “bridge campaign,” having just completed a \$218 million comprehensive campaign in June 2019 and prior to the launch of our next comprehensive campaign in the near future. We continue to update and refine this focused list with the new President to align with his vision and upcoming strategic planning.

Tracking: We continued to update our pipeline report of donors to ensure our work with major and principal donors is on track. Increased reporting and analysis, in addition to the usage of Tableau for data visualization, has enabled us to assess results, segment audiences, and otherwise make decisions regarding cultivation and solicitation.

Adapting during the Pandemic: In Spring 2020, we quickly pivoted to virtual programming from the Alumni Association, with a strong calendar of involvement opportunities, including participation in meet and greets with the new President, webinars on various topics of interest, and career-related webinars geared to soon-to-be-graduates. We also created a new strategic plan for Alumni & Parent Engagement; established engagement metrics that mirror those of CASE and continue to gather data in our systems; launched alumni e-newsletters; overhauled the alumni website; and made major revisions to the Alumni Board by-laws, which the board approved in September 2020.

Student-centered Funding: In early April 2020, we launched a Hatters Care COVID-19 Student Emergency Aid Fund to generate mass support; it also brought in major gifts. We have raised nearly \$700,000 to date for COVID-related funds in the past 10 months.

Advisory Boards: Developed new communications to educate advisory board members on the campaign planning process to ensure their endorsement of the university's development priorities and the expectation of a financial commitment.

- Completed the Procedures & Expectations document, under development for several years, to define the responsibilities for DeLand deans and staff as it relates to school advisory boards.
- Distributed the Association of Governing Boards of Universities and Colleges (AGB) booklet, titled Advisory Councils in Higher Education, to members of the CAS advisory board and shared with the other MGOs.
- The Alumni Association Board approved several changes to its bylaws during the Fall 2020 meeting. Adjustments include refocusing the work of the Board to drive tangible outcomes and defining selection processes for members.
- Added a new multicultural committee as one of five standing committees of the Alumni Association Board.
- Initiated endorsement of the Board of Overseers to inform articulation of College of Law needs and to raise the stature and profile of the university and law school. Specific work included:
 - Engaged in a comprehensive data collection and analysis to adequately assess donor capacity. Based on that data, the College of Law amplified its stewardship and cultivation of current and future donors.

- Created and implemented an initial Fundraising Strategic Plan for FY 2021 with a goal of \$3 million to serve as blueprint and lay the groundwork for a future capital campaign,
- Worked with Board of Overseers subcommittees to identify major corporate relationships targeted for immediate and future leadership cultivation and subsequent solicitations,
- Prioritized increasing alumni engagement, using a tool the provision of CLEs and educational webinars on the impact of COVID on lawyers.