

President R. Barbara Gitenstein
Campus Leaders Update
February 2, 2004

This morning I will give the community a report on our progress in meeting the goals and objectives I announced at the beginning of the year. In addition, I will underline some successes and projects accomplished in the fall semester that were not announced goals. Finally, I will give the community an update on several statewide higher education issues, particularly our advocacy with regard to state funding and the possible general obligation bond to support higher education in New Jersey.

This year's two college-wide ad hoc cross functional task forces are proceeding in their investigations. The Task Force on Community Building and Communications has begun exploring strategies to enhance genuine and sustainable interaction (internally) via college traditions, use of existing systems and practices, as well as new ways of communicating. The Task Force on Honors at The College of New Jersey has concluded that TCNJ students should have multiple opportunities to benefit from "honors" experiences. In addition, the task force has concluded that these opportunities should occur at multiple points in their academic careers. Two subcommittees were formed to collect information and to bring recommendations to the larger group: one on general and departmental honors, the other on scholarships, fellowships, and awards. The interim report of this task force will be available in a week to 10 days.

As I indicated at the beginning of the semester, with regard to academic transformation, 2003–04 was to be a year of consolidation and processing of the exceptional work accomplished by academic leadership in the last several years. The provost's January 22, 2004, opening letter to the community details the work of faculty, academic administration, and the governance process. I commend the letter to everyone. (<http://academic.intrasun.tcnj.edu/work/index.htm>) It includes the work on liberal learning, the pilot first seminar program, the extraordinary progress on approval of transformed programs (50 of 54 have submitted plans), program matrices, and the entering of transformed programs on SIS (380 to date). With the exceptional work of a conference committee and an advisory group of department chairs, the discussion on faculty work continues apace. Faculty, staff, and student voices have been engaged in the development of the class schedule to implement the new curriculum.

In addition to these broad issues, much regular business was conducted through governance, as can be seen from the chart on the steering committee's Web site (<http://www.tcnj.edu/~steering>) on the status of issues in governance, including new programs, refinements of promotion and tenure processes, student discipline, travel, and alcohol policies. A major new task for this semester is the regular mandated review of the new governance process at TCNJ.

A couple of other projects accomplished in the fall are further evidence of our focus on academic transformation: a second Phi Beta Kappa application was submitted this fall,

and we should be informed of our status in May. In addition, both the School of Engineering and the School of Nursing hosted successful accreditation visits.

There were two design teams constituted in the fall. The enrollment management design team made substantial progress in defining enrollment management at CNJ, particularly in proposing specific implementation steps to assure “inclusive selectivity.” A well-defined enrollment management plan should provide the foundation for administrative decisions on financial allocation, staffing plans, and capital investment. With such a plan, an institution can coordinate services in a seamless process of recruitment, enrollment, retention, student services, and alumni relations. The team proposes six specific actions for next year:

1. An understanding of present and projective enrollment capacities by program. The deans and chairs are working with data gathered by the Offices of Records and Registration and Institutional Research;
2. Clarifying the on-going efforts in the admission selection process by incorporating more qualitative measurements to standard quantitative analysis. A comprehensive interview process has been established; extending the evaluation of academic and co-curricular activities, especially in the A/B or Abbott school districts; preliminary development of a “high school scale” to delineate individual school academic rigor; long-term study of qualitative evaluation measures;
3. Assessment of financial assistance to our lowest income students. The Office of Student Financial Assistance has begun investigating the debt encumbered by our current student population with a particular focus on our EOF and high-need student cohorts; creation of an institutional grant program to meet demonstrated need of our neediest population; and enhancement of student work programs as a means of meeting indirect cost of education;
4. Efforts to improve retention and graduation rates for “special” student populations by program and programs with requirements in excess of 32 courses. Recommendations from last year’s Development Advising and First-Year Experience Task Forces should be considered, including the development of tools and advising resources in support of communicating the transformed curriculum; a revamping of the College Academic Probation and Dismissal Policy to include early warning mechanisms; the development of an identified “safety net” for any student admitted to the College in any category other than general admission or any student identified with a developmental need that places them at risk for program non-completion (writing, mathematics, reading proficiency); and a careful analysis of all programs that require more than 32 courses or that require specific courses in a heavily sequenced fashion, with a goal of identifying appropriate overload semesters, of summer course availability, and key courses that contribute to the delay of graduation;

5. Developing the capacity to accommodate enrollment growth, through variations in class scheduling and improvements in advising. The College scheduling grid and process are currently under review through the governance process; the development of a means to assess enrollment cohorts by program and level to assure course offerings; and the development of program planners and curricular offering sequences to support faculty and self-advisement;
6. Establishing a working Enrollment Management Team to implement these recommendations and to set priorities and objectives for continued improvements.

The second design team was constituted to propose specific recommendations for increasing the College's success in attracting non-state financial resources. The College has engaged a Washington, DC, lobbying firm, The Artemis Group, which specializes in supporting institutions of higher education in attracting federal funds. We just began working with them in December. In addition, after consultation with representatives from the Board of Trustees, TCNJ Foundation, the Alumni Association, and the administration (the newly constituted development council), the College has determined that it is necessary for us to conduct a full audit of our development function to assure that we are appropriately structured and staffed to be highly successful in our Sesquicentennial goals and our plans for a capital campaign. A bid waiver for consulting services in this matter should be presented at the February Board of Trustees meeting.

In the meantime, we have realized significant improvements in the last several months in attracting additional non-state dollars. The grants office reports that they have already surpassed my September challenge to increase grant funding by 25 percent over fiscal year 2003 grant dollars. At midyear, we're up about 30 percent from \$4.4 million to almost \$5.8 million.

As I indicated in the fall, the Committee on Planning and Priorities is assuming two major responsibilities for this year. The committee has submitted a draft report on the current policies for academic program closure and for criteria and methodology for decisions on non-academic program closure. In addition, the committee has assumed the role as the College-wide steering committee for the Middle States Association review that is scheduled for fall 2004. The Committee on Planning and Priorities has selected three areas of focus for our self-study report: planning and resource allocation; institutional assessment; and student learning outcomes. A working team of faculty, staff, and students will review and analyze our current approach to planning and assessment in each of these three areas and submit incisive evaluation reports to the committee.

Most of the recommendations that were made by the non-academic task forces of last year (positioning and interactive communication) have either already been implemented or are in the process of being implemented and are evidenced in the reports from the Office of College and Community Relations. The office has focused much attention on improving relations and sharing information with on-campus and off-campus stakeholders, particularly Ewing and Trenton, as well as local and national media outlets. The office has focused on enhancing the College's public identity, developing an

advertising plan for (local) media placements and a series of community outreach ads—“We’re Not Just for Students” for publications such as *Mercer Business*, *Ewing Observer*, and hometown directories. In addition, the office has promoted understanding of the new ‘branding’ system for offices across the campus, helped redesign college Web sites, reconfigured the Fourth Friday, improved the campus cultural calendar, and progressed on the Web-based “experts” database. Several specific improvements in sports information were initiated in the fall, including a new Web site, an enhancement of in-game statistics, a weekly athletic newsletter, and a redesign of the athletic pocket schedules. The North Charles Street Design Organization project has resulted in a series of new recruiting publications, several of which received CASE accolades and awards. In addition, the office has published two issues of *TCNJ Magazine* and over 100 other publications for offices and departments across the campus. The office hosted a media panel for members of the campus community with representatives from *The Times of Trenton*, the *Star Ledger*, the *Trentonian* and the *Philadelphia Inquirer*. The office assumed leadership in planning for such events as the fall convocation; the welcome back picnic; Community Fest; the series of breakfast meetings for community, education, and business leaders with the president; and the College-wide holiday party. In addition, the office remains the site for plans for next year’s Sesquicentennial.

In addition to these specific goals, we committed to goals in several categories of continuing institutional interest:

1. We will continue our commitment to diversifying our faculty and student body. As I shared with you in my December report to the board, we invested additional resources in directed student recruitment activities, including:
 - partnerships with targeted feeder high schools;
 - a series of targeted off-campus college information/financial strategy information sessions;
 - partnerships with the Venture Scholars Program, e-mailing the sophomore scholars to elicit interest in TCNJ;
 - enhancement of the interview process, including high school on-site interview opportunities;
 - enhancement of outreach to statewide CollegeBound programs;
 - increasing transportation to the campus for weekday and major weekend recruitment events for students from selected Abbott districts;
 - increased involvement of current students from the minority mentoring and EOF programs and faculty and staff in recruitment activities.

While we do not have results from these activities, current statistics indicate that we are realizing increases in numbers of student applications from underrepresented groups. As suggested above, however, we must move beyond recruitment to assure that an increasingly diverse student body receives the financial and academic support necessary for its success.

In addition to our goals to improve recruitment and retention of a diverse student body and continuing our commitment to diversifying our faculty, we set goals to improve our recruitment and retention of a diverse staff and administration. In early

fall I created a cross-functional team to attend the American Council on Education “Educating One Nation” conference, which included representatives from academic affairs, admissions, and student life, and chaired by Vivian Fernandez, from human resources. They have just shared with me their preliminary recommendations. As the team report states, the College must embody the principles articulated in our statement of core beliefs by developing a systemic, sustainable, and accountable comprehensive institutional diversity program. Their plan is to provide a structure to coordinate and align the several diversity initiatives and programs that exist independently across the campus divisions. While the team is still in the process of developing a final plan and report, it has identified steps that can be taken now. I have endorsed the following:

- the establishment of an administrative position to serve as senior adviser to the president and cabinet related to the development, implementation, monitoring, and enhancement of campus-wide diversity and equity initiatives (the director of equity and diversity);
 - the establishment of a Diversity Advisory Council, chaired by the director of equity and diversity, representative of a broad range of campus constituencies. The charge of the council will be the development and implementation of a strategic diversity plan that integrates existing initiatives and establishes long- and short-term objectives. This council and director will also be charged with developing an assessment instrument to establish benchmarks, measure progress, and allow for continuous improvement in areas relating to the success of diversity, equity, and campus climate;
 - this year’s executive staff retreat will focus on this diversity plan and assessment instrument.
2. We have continued to nurture the five new centers that were established last year. We were successful in attracting \$225,000 from the federal government to support our new forensic sciences program and are working with The Artemis Group lobbying firm to attract a substantial federal grant for our Center for Civic Engagement. We are on track to meet our goal of establishing an additional three new partnerships this year. The Principal’s Center is in place, the Bonner Center is nearing completion, and a Center on Entrepreneurship will be finalized this semester. The Center of Design and Technology is actively engaged in a proposal seeking to work with the School Construction Corporation regarding Abbott School facility planning and design.
 3. The ad hoc Facilities Planning Committee was charged to provide its recommendations by June; however, they completed their task in the fall and have already submitted their report to the Committee on Planning and Priorities and me. Pending discussion by CPP, I am prepared to accept their recommendations, including their conclusion that the institution would benefit from a body that would assume the on-going responsibility of directing, reviewing, and monitoring the construction function on campus. The work of this new committee should in no way impede the work of the administrators largely in charge of implementation, nor should this committee impede or replace the work of individual project committees.

Rather, the new committee's work should inform the process, the progress, and the success of the entire master plan and individual projects.

Rather than establish either an advisory council or a standing committee within the governance system, I concur with the committee's recommendation that the facilities committee should be comparable in structure to the SOSA and the faculty promotions committees in that it will be aligned with governance, but because of the unique responsibilities of the committee, not governed by the structure. The committee membership must be reflective of the various internal stakeholders and include representatives of the offices and functions most responsible for construction, facilities, and maintenance on the campus. In this structure, the stakeholder membership would be nominated by the appropriate senate or association (faculty senate, staff senate, or student government association). The offices and functions will be represented by named individuals.

The facilities committee would be working within the broad outlines of the 2000 Conceptual Framework for a facilities master plan. Specifically, the committee should:

- coordinate all new projects with the Committee on Planning and Priorities;
- review new projects (broad concepts and needs) plans prior to Board of Trustees approval or the establishment of the project committee;
- review new project committee membership;
- confirm that all appropriate stakeholders had input into the plan and consider the need to engage external community members, when appropriate, through consultation with the president;
- develop a review list, including items such as historical perspective, place in established priorities, renovation or new budget implications, campus location, long-term maintenance, major systems, usage;
- define or clarify terms presented in planning documents, such as "technological innovation";
- review infrastructural facilities.

In addition to specific project review, the committee should provide overall plan oversight by reviewing existing major facilities' deficiencies, and analyzing past projects to inform and improve new project planning procedures and processes.

Other facilities matters discussed during the fall include the continuing discussion regarding an enhanced partnership with Marie Katzenbach School for the Deaf and the update on new construction detailed in my December Board of Trustees report. Our intention to begin cabinet discussion on planning for the Hopewell track did not materialize. Specific construction updates include:

- Student Apartments. The prefabricated units for the new student apartments have begun to arrive and the first building is partially erected. We plan for September 2004 occupancy of all 600 units; however, we have a contingency plan for occupancy of only 400 units.

- Metzger Garage. The retention basin, excavation, footings, and foundations have been completed. The pre-cast began arriving in late December. Construction completion is scheduled for spring 2004.
 - Spiritual Center. The current expected completion date is May 2004.
 - Library. Site demolition and excavation activities are complete. Footing and foundation work commenced in December 2003. The project completion remains scheduled for August 2005.
 - Science Complex. The courtyard landscaping project is proceeding with an expected completion date of spring 2004. The second floor link between the Science and Biology Buildings is substantially complete. Punch list work on the Science Building should be completed during the spring semester.
4. When the Board of Trustees completed its annual reorganization, the executive committee focused a major portion of a meeting identifying three areas of attention for the year: the academic transformation, advocacy, and most importantly private fundraising and enhancement of the development function of the College. As I already have shared with you, we have established a development council, with representation from the trustees, the foundation, the alumni association, and the administration, to lead and coordinate this activity. It is that council that has identified the first step as the full audit which I mentioned previously.
 5. Through the excellent leadership of Trustee Robert Gladstone, Janis Blayne Paul, and the other on-campus Sesquicentennial committee members, we have an excellent plan for a wonderful 13-month Sesquicentennial celebration. Please keep aware of the events as they unfold. Watch out for the February 9 kickoff unveiling of the “countdown” clock, review the excellent Web site, and contact Janis for ways to get involved and engaged. I know that Janis already has reached out to many of you to serve as Sesquicentennial ambassadors. Thank you to those of you who already have agreed to lead in these celebrations.

Remember, we have four major goals for the Sesquicentennial: to raise \$175,000 for events; \$150,000 for a landscaping feature; at least \$25,000 to endow a Sesquicentennial scholarship; and a greatly enhanced list of prospective donors, friends, supporters, and stakeholders. The celebration will be ever more successful depending on the number of internal stakeholders who elect to engage in this wonderful opportunity.

6. In addition to planning for our Sesquicentennial, we have had significant success in fundraising and enhancing alumni participation at TCNJ. A couple of facts:
 - TCNJ foundation year-to-date receipts total \$1,640,818 from 3,009 donors (last year \$796,927 through same date). Foundation receipts are ahead of last year in the following categories: alumni, corporations, friends, events, faculty/staff, foundations, bequests, and parents.
 - Alumni giving is up two percent to \$198,454, a \$4,385 increase over same time last year.

- As of January 27, 2004, we had 54,585 verified alumni addresses, an increase of more than 5,000 from March 31, 2003. Our active database now totals more than 62,000.
 - Two major bequests, totaling \$976,000, were realized this fall. The unrestricted Mildred M. Dahne estate bequest and the Helen Banks estate bequest provide funds designated for scholarships for students from Lawrence Township.
 - The Ralston Foundation has pledged \$248,000 for scholarships for students majoring in criminology.
 - Phonathon pledges are up more than \$20,000, an increase of over 200 gifts from alumni.
 - The Heritage Club (pledges of bequests or planned gifts) membership is at 44, a 13 percent increase since last July.
 - The Foundation Golf and Tennis Classic netted \$35,000.
 - Homecoming drew 6,000 alumni back to campus, the largest attendance ever.
7. We are continuing to work on the national positioning of the College and we hope to see significant results in the coming months with continued placement of representatives from the College in national publications, similar to the recent article regarding our graduation rate in the *New York Times* that quoted Caroline Miller. In addition, many of us continue to participate in conferences and national conversations sponsored by such organizations as the American Council on Education, the Association of Governing Boards, the Middle States Association, the American Association of State Colleges and Universities, and the American Association of Colleges and Universities.

Other departments showed tremendous success in areas not identified as goals in the fall.
Information Technology and Student Services

- implemented the new human resources system (EIS) that will allow for better reporting, and new self-service applications in an up-to-date technological architecture;
- designed the infrastructure for transformative change;
- managed the impact of nationwide computer viruses in August and September and is currently developing a number of methods to mitigate any future impacts for our campus;
- expanded features of SOCS, our homegrown and supported course management system, including class audits online and new grade book features;
- redeveloped over 50 Web sites to improve consistency in technology and design and to improve accessibility and usability;
- currently planning for the kick-off of the major project to replace our student information system with a state-of-the-art Web-based system;
- implemented use of TCNJ ID instead of social security number, thus protecting the identity and privacy of our students and faculty.

Auxiliary Services

- enlisted assistance from graphic arts students from Fanky Chak's design class to design a lion façade for the Food Court;
- instituted coin/card free laundry program in residence halls;
- Barnes and Noble's "Bestsellers" internship program offers valuable work experience for students along with career opportunities upon graduation;
- Sodexo is sponsoring an internship program this year for students interested in advertising, marketing, and management.

Campus Life

- initiated several programs in response to the national and local trend of declining academic performance and engagement in campus life by African-American and Latino males;
- continued refinement of Welcome Week programs, with special attention to addressing the interests of our diverse students (new Spoken Word/Poetry Slam and Shabbat dinner programs);
- sponsored mini-courses on candy making, swing dance, and crocheting to 82 students presented by faculty, staff, or students with expertise in these areas.

Campus Wellness

- Health Services significantly expanded its offerings and capacity in response to student needs:
 - Nine percent increase in the number of students seen by staff this semester
 - 33 percent increase in physician hours
 - created an additional examination room
 - contracted with Planned Parenthood for additional on-campus hours, with an increase of 27 percent in patient visits;
- a faculty member from Counselor Education, with the assistance of two pre-doctoral interns, studied the efficacy of the OQ-45, the intake assessment instrument utilized by psychological counseling services, and has reported positive findings;
- the program coordinator for the Office of Differing Abilities met with over half of our faculty to guide their efforts to support the learning of differently abled students;
- five students registered with the Office of Differing Abilities have been selected as student peer educators for the faculty ambassador program through the Department of Special Education.

Residence Life

- implemented a pilot program based on the new first-year seminars;
- RHA coordinated a "sibling sleepover" for siblings of resident students. Over 170 siblings participated a variety of activities;
- over 1,000 first-year students attended at least one diversity program this fall. Some examples of the creative new sessions included: "Diverse Divas," a program on feminism and diversity; "Boston Market with a Twist," which had students eat dinner while experiencing various disabilities; and "Silent Lunch," at which participants ate lunch without any verbal communication.

Service Learning

- over 150 first-year students, twice the number of last year, were involved in community outreach projects during Welcome Week;
- the annual Walk-a-Thon for Special Olympics had over 600 student participants and raised a record \$16,530;
- in conjunction with the phasing in of the new curriculum, service-learning programs have been scheduled for 26 pilot sections of the first-year seminar course. Twelve faculty incorporated service learning into their curriculum, and 12 sections of Athens to New York were placed in service learning sites;
- continuing to explore new ways to educate students to be community leaders, including a first-year seminar titled “Let Them Eat Cake? Myths and Realities on Poverty in America,” to be co-taught by Stuart Carroll and Nino Scarpati, to include an alternative spring break experience with Habitat for Humanity’s Collegiate Challenge Program in Beattyville, KY.

Athletics

- Lollanoboosa, a new student life program focused on providing healthy, fun activities to students as an alternative to drinking alcohol;
- 5K Run/Walk for Charity, with this year’s proceeds of \$4,000 donated to the Trenton Area Soup Kitchen (TASK);
- student-athletes, as volunteers on a monthly basis, served over 6,000 meals to TASK patrons to date. Every team, under the leadership of their coach, dedicates itself in some way to community service and civic engagement;
- some team highlights include:
 - men’s cross country won their 10th consecutive NJAC championship and finished in second place in the NCAA regional championship;
 - women’s cross country won their 9th consecutive NJAC championship as well as the NCAA regional championship;
 - field hockey made it to the Final Four (out of 144 teams) for the 19th time in 23 years; Head Coach Pfluger earned her 350th win and was inducted into National Field Hockey Coaches Association Hall of Fame;
 - football reached postseason for the first time since 1998; quarterback Bob Schurtz broke almost all TCNJ QB records and has been honored by the NCAA, NJAC, and Knights of Columbus;
 - men’s soccer team achieved an overall GPA of 3.01, highest in last eight years; Coach Nazario won his 100th game;
 - the women’s soccer made its 13th straight NCAA appearance and was NJAC champion;
 - men’s swimming team won All-Academic Honors, 8 swimmers qualified for the national championships;
 - wrestling ranked fourth in the country and won the Ithaca Invitational, which includes the best teams in the east; Coach Icenhower won his 400th career victory;
 - baseball team had four players named to the 2003 ABCA Division III Mid-Atlantic Regional All-America Team; 322 attended the team’s annual

Family/Alumni Day program; Coach Rick Dell conducted training camps in Uzbekistan and India;

- women's tennis team captured NJAC title and won its 100th consecutive NJAC match;
- men's tennis team won Philadelphia Area Team Tennis Invitational and Team Sportsmanship Award for the Invitational;
- with completion of fall sports, TCNJ stands in second place in the National Association of Division III Director's Cup competition.

I will end my remarks with some comments regarding advocacy for state resources for public higher education in general and TCNJ in particular. As I indicated to you at the beginning of the year, such advocacy will remain central to our success in the near future. The Board of Trustees has identified advocacy as one of the major areas of focus for its work during the year.

I have been actively engaged in discussions with representatives of the governor's office and members and leadership of the assembly and senate. Currently, I continue to receive assurance that the political leadership is supportive of our enterprise; however, the financial challenge that the state is facing is daunting. I do believe that we may be able to preserve our position and that we will be successful at least in some of our goals for advocacy this year.

This year I am focusing my discussions in four areas:

1. Student financial support. I insist on combining OSRP/TAG/EOF. These three programs represent the mosaic that is New Jersey and that must be the population at TCNJ. My argument is that cuts to any of these programs and failure to enhance finances for TAG and EOF undermine TCNJ's ability to realize its mission.
2. Preserving the base state appropriation. While costs will surely rise this year (including negotiated salary increases), I am not optimistic about increases in state appropriations. I have, however, been led to believe that we will be able to preserve this year's appropriation.
3. The general obligation bond. As you will remember, this discussion began with state college and university arguments regarding our need to meet the growing number of graduating high school students seeking higher education. That argument was melded with the research university merger discussion. When the governor announced that his support of the bond was inextricably entwined with the merger and the merger discussion was tabled, many thought that the bond was essentially dead for the time being. However, most in the higher education community hope that we can work with the governor and other leadership within the legislature to be successful in getting a bond on the November ballot. Right now the major point of discussion in the presidents' group is how exactly the bond total will be divided between the research institutions, the state colleges, the community colleges, and the independents.

4. Preserving the current governance structure that values the autonomy of individual public institutions.

It will be an exciting semester. I look forward to working together with each of you in meeting our aspirations as we continue to serve our students and the state of New Jersey.