

President R. Barbara Gitenstein
Address to the Campus Community
August 27, 2003

I am pleased to report that during the 2002-2003 year, the College achieved major successes in the areas that I outlined for focus last fall. Last year I listed five areas for on-going attention during the year and we achieved significant success in all:

1. We were relieved and gratified by the U.S. Supreme Court decision regarding the admission process at the University of Michigan Law School as it reaffirmed admission processes comparable to those that we use at the College. As a consequence of these processes, I am pleased to report that 24% of this fall's first year class are from underrepresented groups, the same percentage as the entering class in fall 2002. The one population in which we experienced a slight decline this year was in African-American students.

We continued to be successful in diversifying the faculty: 31% of our new tenure track hires are from underrepresented groups and 30% of new full-time faculty are from underrepresented groups.

2. Last year, we challenged ourselves to increase and enhance partnerships with local foundations and agencies, with two goals in mind: to increase institutional presence in the external community and to diversify our revenue streams. While total grant dollars was less in FY03 than in FY02 (total grant dollars was \$4.8 million), sponsored research awards almost doubled last year from \$627,000 in FY02 to more than \$1M in FY03. These awards came from key federal agencies, including the National Science Foundation, the National Institutes of Health and the United States Department of Education. Five new centers were established in FY03:
 - Center for Youth Relationship Development
 - Center for Assistive Technology and Inclusive Education Studies
 - Small Business Development Center
 - New Jersey Global Business Initiative
 - Center for Civic and Community Engagement

Our on-going partnerships flourished. This summer we celebrated the graduation of our third class from the Non-profit Management Program, a partnership established by the School of Business with the Mercadian Group and supported in 2003 by Merrill Lynch.

The School of Nursing completed the second and final year of the Helene Fuld Trust funded project on community-based nursing education, a partnership between the School and the Parish Nurse Network at St. Francis Medical Center.

3. We continued to benefit from The College's streamlined governance process, approved in 2000. The steering committee has posted on the College Web site a full listing of the status of all matters before governance committees. Last year, committees considered issues ranging from the academic calendar, to a transformed general education program, from the

outlines for what constitutes faculty work to a policy review of alcohol and other drug policies. Through the process six new academic programs were approved, three of which have already been approved by the state and three of which are awaiting state approval; two new minors and three modified minors were approved.

The same institutional commitment to timely and inclusive decision-making was exemplified in the work of the five *ad hoc* task forces of last year, task forces, which like the governance committees, solicited broad community input and produced exemplary documents with recommendations on a new advisement system, improvements to the First Year Experience, better integration of international perspectives in our academic program, improvements in our communication and relationships with the external community, and strategies for the national positioning of the College.

4. Last year, I underlined the importance of continued improvements in institutional communication with constituencies. Throughout the year we used a variety of electronic media to keep the community informed of student/faculty and institutional success, local and national crises, and the state budget crisis. Both e-mail communication and the Web site are effective; however, there is nothing that can substitute for personal interaction, particularly in difficult times. As a consequence, I held a series of briefings throughout the spring with the leadership of the student government association, the faculty senate, the staff senate, and the leadership of the unions, regarding the budget. In addition, I established two informal venues for sharing information: lunches with faculty and staff and breakfasts with local business, community, and agency leaders.
5. Our recent planning in information technology has stood us in good stead. Past investments in infrastructure have allowed us to stabilize our technology costs and plan for continued appropriate investment to assure that we are at the cutting edge in use of technology in our classrooms and offices. Because of this planning, even in the face of the state cuts to higher education, we are progressing on our four year computer replacement cycle, have equipped over 100 "smart classrooms" and invested staff resources in minimizing information security issues.

In addition to these on-going goals, last year we challenged ourselves in a number of other ways.

1. Through the leadership of the provost, deans, and faculty, last year's accomplishments in the academic transformation were substantial: proposals for a transformed general education program and for a more appropriate formulation of faculty work were completed; 90% of academic majors and 30% of all courses at the College have been transformed; and 26 first year seminars are being offered this fall. By next year, there will be full implementation of the transformed curriculum for that year's entering class.
2. Facilities and Capital Planning and Construction accomplished a great deal last year. Many maintenance and remediation projects in heating ventilation and air conditioning systems across the campus and in bathrooms and bedrooms in the

residential halls will improve daily lives for students, faculty, and staff. In addition, there have been significant improvements to Metzger Drive; the Forcina Garage was completed; plans for the new garage and apartment buildings were modified in response to community concerns; we completed much (but not all) of the troubled science complex; the site work on the library saw significant progress over the summer and the steel is up for the new chapel.

I also concluded last year that the College needed to refine the process for review and input on facilities matters. As a consequence, in January, I invited representatives from appropriate campus constituencies to participate in a retreat in which we laid out a plan for such discussion. In the spring, an *ad hoc* planning group began meeting to discuss how to proceed. The committee's work has already had positive impact on processes and procedures regarding construction projects.

3. Careful review of expenditures helped us respond appropriately to the budgetary constraints imposed on the campus last year. We reduced personnel costs by \$466,000 through a review of non-academic administration and effecting temporary adjustments in keeping with the principles of retaining the academic core and continuing attention to the health and safety of our students, faculty, and staff.
4. Some of our greatest successes last year were in an area in which the College has not historically excelled: relationships with our local community. As referenced earlier, after a long and painful process, a mutually acceptable modification of our plans for the garage and apartments near Pennington Road was presented to the Ewing planning board. Much time and human resources were dedicated to mending the frayed community relations through a range of groups and projects, including TACT (a college/township committee), the Ewing Leadership Group (which includes Mayor Pribila, Superintendent Timothy Wade, Tony Dickson of New Jersey Manufacturers, and me as president of the College), and our shared sponsorship of Community Fest which we host on the College campus.
5. While we did not quite meet our announced goal of last year for private fund-raising, we were very close. We raised a total of \$1.7 million, up 46% from total giving in 2002 and up 29% since 2001. We saw a nice rise in the percentage of total alumni giving, just missing our goal of 10%, but increasing to 9% of alumni.
6. Last year, the Office of Alumni Affairs and the Alumni Association tripled the number of alumni events held the previous year. Events included receptions in New Jersey, New York, Pennsylvania, and Florida. With the implementation of our new alumni Web site, our graduates have a central place to retrieve information regarding campus and alumni events and a recent address update has given us accurate contact information on more of our graduates.

As in the past, there were a number of important successes last year that had not been articulated as goals:

1. The institutional planning process has improved and modified in an organic fashion over the years. Our institutional commitment to inclusive decision-making, self-reflection, accountability and responsiveness has led to a culture of continuous quality improvement. This process has been approved as the outline for our upcoming Middle States Association review in 2004-2005. According to the Middle States staff, we will be on the leading edge in using this type of review process for our self-study. This summer's retreat of the board of trustees focused on board understanding of Middle States accreditation.
2. The campus community was very much involved in the advocacy for restoration of state funds to public higher education in New Jersey. The budget challenge was a substantial one. Coming on the heels of a mid-year cut in our FY02 budget of some \$4.4 million from the College's base appropriation and a cut in FY03 of \$7.4 million, we were originally faced with the prospect of another \$7.3 million cut from the FY04 base, as well as the zeroing out of the state's obligation for this fall's entering Outstanding Scholar Recruitment Program (OSRP) students. But through the good work of many of you in this room – faculty, students, and staff – many leaders in higher education and good friends in the state senate, assembly, and governor's office, we were able to mitigate that cut to about half of the proposed base budget cut and full restoration of the state funding for OSRP.
3. And again, I am pleased to report that we fared very well in the most recent rankings by *U.S. News and World Report*. We are once more, the number one public institution in the master's category in the north, moving up to number five in all 165 institutions listed in the master's category in the north. Of all 537 master's category institutions in the United States, TCNJ had the highest retention rate of students from freshman to sophomore year, 94%. (I am also pleased to report that according to preliminary information, we believe that our retention rate for last year's freshman will be 95%.)
4. As I indicated last year by citing our excellent rankings in *Kiplinger's* biennial listing of "Baccalaureate Bargains," it's not just in the somewhat quirky methodology of *U.S. News and World Report* that TCNJ shines. This year's evidence is in the 2004 publication of *Princeton Review's The Best 351 Colleges* and in 2004 *Fiske Guide to Colleges*. While it's true that we achieved the dubious distinction of being ranked number nineteen in the *Princeton Review's* listing of institutions at which "students (almost) never study," the text of the entry in the *Review* paints quite a positive picture: "All the key elements of a great education are here. Classes are 'small enough for close attention by professors in class, large enough to constantly meet new people.' The school offers 'wonderful resources, if you are aware of them. . . . Academics are demanding but satisfying'. . . . The undergrads of TCNJ are 'very hardworking and dedicated to academics, but also know how to maintain a balance between schoolwork and social life.'" Described in the *Fiske Guide* as one of the nation's "budget Ivies," TCNJ is recognized as "competitive and getting more so," an institution where "professors focused on teaching" and one that invests in excellent facilities.

As well as these institutional recognitions, last year TCNJ was honored by the individual and group accomplishments of our students, faculty, and staff. Let me cite just a few:

Students

1. TCNJ students received Rummel Community Service Scholarships, earned a chapter record 34 awards at the state Future Business Leaders of America Phi Beta Lambda conference, won 25 first, second, or third place awards at the Eastern Regional Technology Education Collegiate Association Conference, and won the four-hour endurance race in the Mini-Baja East competition (sponsored by the Society of Automotive Engineers).
2. For the third time in four years, a TCNJ student received a Goldwater Scholar Award.
3. For the second consecutive year, students in the Department of Counselor Education taking the National Counseling Examination had a 100% pass rate.
4. Last year's pass rate on the Praxis exam for education students was 100%, ranking us number one in the state.
5. While we do not yet have this past year's CPA exam results, we have learned that our accounting graduates ranked third in the nation in the November 2002 CPA exam.
6. The pass rate for our mechanical and electrical engineers on the April 2003 Fundamentals of Engineering examination was 100%, and for the computer engineers was 88%.
7. Students and faculty mentors presented their research at the Geological Society of America Conference; at the National Health Ministry Association; at the 2003 Council on Undergraduate Research's Posters on the Hill exhibition in Washington, DC (TCNJ was the only team invited from New Jersey); and at a Posters Under the Dome exhibition in Trenton for state legislators, a joint venture with TCNJ and Montclair State University.
8. Faculty and students participated in community engaged learning that helped non-profit agencies and local communities, including conducting an opinion survey on the preferred redevelopment purpose for the General Motors plant on Parkway Avenue in Ewing.
9. Last year was another stellar year for TCNJ Athletics:
 - a. Our athletic program finished in third place in The National Association of Collegiate Directors of Athletics (NACDA) Director's Cup race for Division III for the 2002-2003 academic year. This is the fifth straight third place finish in the race for the Directors' Cup by TCNJ and extends the program's streak as

one of just two Division III programs to have finished in the top four in every year of the Directors' Cup.

- b. Athletes won national recognition in wrestling, track, tennis and lacrosse; 44 student-athletes combined for 78 All-America citations, while two others were named as national Verizon Academic All-Americans.
10. The Opera Theatre performed *Pippin*, *The Merry Widow*, and delighted us with "A Gala Evening of Music of the Stage."
 11. Students conducted workshops on important current events/issues, performed in exemplary concerts, and shared their art and design with the broader community.

Staff/Faculty awards

1. Ann King, sports information director for 11 years, was honored by the College Sports Information Directors Association with the 2003 Warren Berg Award. She is the first woman to be so honored.
2. Sharon Pfluger, women's field hockey and lacrosse coach, was inducted as a member of the National Field Hockey Coaches' Association (NFHCA) Hall of Fame Class of 2003.
3. Allen Katz, professor of engineering, was awarded the William Randolph Lovelace II Award for outstanding contributions to space science and technology from the American Astronautical Society.
4. Robert Guarino, assistant professor of music, was the tenor soloist at Carnegie Hall for a performance of Mozart's "Requiem" and Bach's "Magnificat."
5. A team of faculty from the College has joined the American Association of Colleges and Universities (AAC&U)'s Science Education for New Civic Engagements and Responsibilities (SENCER) project to revitalize liberal learning science courses, which is supported by the National Science Foundation.
6. Faculty publications, presentations, and honors are simply too numerous to mention, but our monthly "Fourth Fridays" provide a sense of the rich intellectual and creative life of our faculty – in their journal articles, presentations at national and regional conferences, and book and monograph publications. (Indeed, in the last two days, I have heard about faculty publications by Houghton Mifflin and Johns Hopkins presses.)
7. A couple of additional faculty highlights from last year include a collaborative National Science Foundation grant, a video game that was featured in the exhibition, "Race in Digital Space 2.0," at the Los Angeles Museum of Contemporary Art, and membership on the Board of Directors of the American Watercolor Society (AWS).

Several programs at the College received national and regional awards and recognition:

1. The College of New Jersey Minority Mentoring Program received the 2003 Noel-Levitz Retention Excellence Award. In 1986, the year before the program was founded, the retention rate of minority students was 40%; the current freshman to sophomore retention rate within the program is 91.6% (the state retention rate is 78%). In addition, the average graduation time for the state is 5.05 years for minority students, whereas the average time for students in the TCNJ Minority Mentoring program is 4.41 years.
2. The brass ensemble of The College of New Jersey was invited to present the opening concert of the 31st Annual New York Conference for Brass Scholarship.
3. The programs in engineering were fully approved through the state process for re-designation of the degree titles from Bachelor of Science to Bachelor of Science in the student's major.
4. We just received the letter yesterday confirming that the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology has granted re-accreditation of our BS in Computer Science until September 30, 2009, the longest period possible.
5. The School of Nursing was recognized by the Workforce Investment Board of Mercer County for contributing to efforts of the Healthcare Partnership.

Students continue to report strong satisfaction with their experience at TCNJ. In the most recent report of "Post Graduation Activities" prepared by the Office of Career Services for the class of 2002, 82% of the respondents to the survey judged their preparation for their careers as either good or excellent, and 92% judged their academic experience as good or excellent.

Further information included in the report continues to suggest that a TCNJ education prepares students well for their lives after graduation. Ninety-four percent of the students in the Career Services Report were either employed or in graduate school within a year of graduation. Some 84% of those respondents who were employed were working in New Jersey, a 6% increase over the class of 2001, and 82% of those who responded indicated that they had secured employment within 6 months of graduation. While 16% of the class is currently attending graduate school, 78% of the respondents indicated that they had plans to attend graduate school at some point in the future.

An interesting change in profile might be suggested by the changing aspirations for highest graduate degree sought. Twenty-three percent of those who responded indicated that they would eventually pursue a doctorate, a 7% increase in the expressed aspirations of the class of 2001, whereas 9% of those who responded indicated that they would eventually pursue a professional degree, a 5% decrease in the expressed aspirations of the class of 2001.

The information on this year's incoming class promises an even brighter future. Applications for this year's first year class were up 1%; our admission percentage held steady at 48%. The combined SAT's of generally enrolled students is 1306, up 10 points from last year; their high school rank held steady at 92%. Thirty-seven percent of enrolled students are designated as OSRP, up from 33% last year, and we enrolled 24 National Merit Scholars.

Our partnership with the Harcourt Foundation continues to flourish. We enrolled an additional five Harcourt Scholars, bringing our total Harcourt population to 25. Four of our entering students received scholarships from the newly established Hispanic Chamber of Commerce Scholar program.

To get a sense of just how academically focused our current students are, consider the following trend: in fall 2001, 560 (44% of entering class) students took 1062 advanced placement tests, with 37% of those who took the test scoring 4's and 5's. In this year's entering class, 667 (56% of entering class) took 1324 tests with 45% scoring 4's and 5's.

Another indication of the academic talent of this class is the fact that 75% of the students in the statewide 7-year UMDNJ-New Jersey Medical School BS/MD program will be freshman at TCNJ this fall. These 14 students had an average combined SAT of 1520 and were in the top 2% of their high school classes.

In addition to being academically focused, this incoming class is well rounded:

93% participated in volunteer work;

65% were high school varsity athletes – 50% of these in more than one sport and 34% were captains;

70% are members of the National Honor Society; and

30% served as class officers.

The members of the class of 2007 cannot be adequately described by numbers and statistics. The class includes individuals with exceptional individual skills, talents, and experiences, including:

a student who is a nationally ranked dancer;

one who was a member of the Garden State Philharmonic;

a U.S. certified sailing instructor;

a participant in the Youth Exchange Program to Japan;

a member of the Screen Actors Guild;

a student who worked in Mexico building homes for the needy;

an accomplished scientist who has done gene research at University of Pennsylvania investigating susceptibility to epilepsy;

a student who served as a missionary in Panama;

a third place winner in the National Karate Championship; and

a student with perfect attendance in high school.

Our plans for next year must grow out of this history of institutional success and must serve this pool of exceptional talent. As in the past, the executive staff summer planning retreat provided a platform for highlighting areas for future attention. This year, the

executive staff was joined by leadership from the faculty, the student body, and the staff. With the mission serving as the basis for institutional direction, the group reaffirmed the commitments that grew out of the 2002 retreat.

In this context, we concluded that 2003-2004 should be a year of consolidation, a time to focus attention on the implementation of the many excellent recommendations that have come forward through the regular governance process (particularly those in the spring 2003 CAP and CFA reports) and the 2002-2003 academic task force reports (First Year experience, developmental advisement, and cross-cultural experience). Effective plans will require extensive involvement of the deans' council and the Office of Academic Affairs to process and implement the various recommendations.

Implementation must begin with a clearly articulated academic vision, an academic vision which embraces and celebrates diversity. As the council considers the implementation of the several CAP and CFA recommendations, it must incorporate the correlative recommendations that were developed by the three academic task forces of last year. The council should consult members of last year's academic task forces to assure that their excellent work is not overlooked.

For academic year 2003-2004, two college-wide *ad hoc* cross functional task forces, constituted as in the past, will address broad institutional issues:

1. the first will focus on internal communication and community building to recommend strategies in developing a cross cultural environment;
2. the second grows out of a recommendation from last year's positioning task force and will focus on "honors" at the College. The charge will include a review of the honors program, departmental honors, nationally competitive scholarships, and a Phi Beta Kappa application.

I will name the administrative conveners of the task forces by the end of this week and will work with them, leadership of the faculty and staff senates, the student government association, and the provost to finalize membership on these task forces by mid-September. As has been the process in the past, faculty members will serve as chairs.

This next year, in addition to implementing the recommendations pertinent to the academic transformation, there will be two design teams led by administrative offices, one on enrollment management and another on diversifying revenue streams for the College:

1. The design team on enrollment management will consider enrollment management from a programmatic perspective as well as a diversity perspective. Through an "inclusive selectivity" rather than a narrow notion of selectivity, The College of New Jersey should aim to become a "cross cultural" place. Dean Lisa Angeloni will lead this team.
2. The design team for increasing non-state resources will consider means to increase total private and federal dollars, effective expansion of the number of stakeholders in fundraising, and the enhancement of current, and creation of new, partnerships and

relationships with businesses, other non-profits and governmental agencies. The charge to this team will include the development of specific strategies to reverse the decline in grant dollars in FY03 over FY02 and to increase private giving, particularly from alumni. Vice President David Tiffany and Vice Provost Emmanuel Osagie will lead this team.

The two design teams and two task forces will provide the community a mid-year report in January and a final report in June.

The committee on planning and priorities will be asked to provide leadership in two very important roles this year. The committee will be responsible for reviewing the current policies for academic program closure and for developing criteria and methodology for decisions on non-academic program closure, and it will serve as the college-wide steering committee for the Middle States Association review, which is scheduled for fall 2004.

Many of the recommendations that were made by the non-academic task forces of last year (positioning and interactive communication) have already been implemented or are in the process of being implemented. Pat Coleman-Boatwright will provide a mid-year report in January and a final report in June on the status of these recommendations.

In addition to these more global plans, the College is committed to accomplishments in the following eight categories:

1. We will continue our commitment to diversifying our faculty and student body
 - a. Our networking and recruitment efforts that have been successful in faculty hiring will continue to be implemented with regard to faculty recruitment and will be modified appropriately to improve the diversity of our administrative leadership.
 - b. A number of strategies for improving the diversity of the student body have already been initiated, including partnerships with feeder high schools (Brimm Medical Arts, Perth Amboy, McNair Academic, North Star Academy), off-campus college information sessions (target areas: Essex and Hudson Counties), enhanced outreach to statewide College Bound programs at TCNJ and Kean, CHAMP at Rowan and Pre-College Consortium at NJIT/Rutgers-Newark and UMDNJ, additional transportation to campus for recruitment events from selected Abbot school districts, and enhanced involvement in recruitment of designated faculty and staff, particularly from the Minority Mentoring Program and EOF.
2. We will continue to nurture the five new centers established last year, scheduling activities that help promote and support our mission and the guiding principles for student learning and faculty work and development. I have challenged Academic Affairs, working in conjunction with the Development Office, to fashion at least three new partnerships for next year. A couple of proposals are already under discussion, focusing on our expertise in technology and education, and on promising relationships with private foundations, such as the Bonner Foundation in Princeton.

In addition, we have a series of proposals being considered for funding by agencies of the federal government. These include a Trenton area initiative, a 10-bed clinical simulation laboratory for the nursing program, support for a forensic sciences program, a proposal for a center for evaluating teacher education programs, a center to improve K-12 student achievement in math and science, and a center for design, engineering and technology.

3. Financial pressures will require us to continue to focus on budget planning and the allocation of resources to institutional priorities. As I have already indicated, in FY04, the committee on planning and priorities will be charged with the review of the current policy on academic program closure and the development of a policy on non-academic program closure. During these past years of fiscal crisis, I am proud that we have been able to preserve our commitment to the people of the institution. In the years to come, that commitment to people will continue; however, I would not be discharging my responsibilities as president if I did not also set into place the principles by which we would make the most painful decisions should they be required.
4. The *ad hoc* facilities planning committee will provide its recommendations in June. In the meantime, the committee and the cabinet will work closely with individual project committees and the committee on planning and priorities to assure that institutional goals are met and communication with the larger community on projects is effective. Another aspect of facilities planning is property acquisition. At the Department of Education's request, we have submitted a letter of interest regarding transfer of ownership of the Katzenbach campus and are in discussions regarding acquisition of properties near our Hopewell tract. Both of these sites will require thoughtful planning to assure that the property and facilities are dedicated to appropriate institutional development and direction. The cabinet will begin to draft an outline for discussion on conceptual plans for the Hopewell property and for the Katzenbach campus (should that transfer of ownership be realized).

The construction Web site is more prominently displayed on the College home page and should provide the community the most up-to-date information on the status of current construction projects. The information to date on specific facilities projects slated for this year include:

- a. work on student parking lots will result in additional parking spots, however, there will be some displacement to accommodate construction (a detailed explanation will be shared with the community by e-mail, no later than the end of this week). Construction site work has begun on the parking garage near Pennington Road with a planned completion date early in spring 2004;
- b. fencing around the library construction site will go up in a couple of weeks. The public bidding process for the library is essentially complete and construction completion is planned for fall 2005;
- c. the alumni chapel's stained glass will be removed in about 3 weeks, to be incorporated into the new chapel which should be completed by early March;

- d. the link between biology and the science complex will be completed mid-October; the courtyard area in November;
 - e. work on the Green Lane fields should be finished by the second week of classes;
 - f. preliminary project planning is proceeding on the event center;
 - g. a retention basin, located behind the stadium, required for work on the garage and apartments, should be completed in about 2 weeks. This will be landscaped as a pond feature;
 - h. the softball and soccer fields will be located on the new grassy area across from Administrative Services and will extend out to current lots 7 and 8;
 - i. work on the student apartments has begun. Completion is planned for the summer of 2004. A lighted pathway has been developed from Pennington Road onto campus to discourage students from walking through neighbors' property.
5. We will continue our dedication to better communication and relationships with external community and communication and community building with the internal community. The recommendations from last year's task force on interactive communication and the additional strategies established last year will continue. In addition, this year's task force on "community building" will be charged with making further recommendations with particular attention to communication with on-campus constituencies.
 6. Advocacy for state resources for public higher education in general, and TCNJ in particular, will continue to be a major focus. We were indeed successful in the restoration of OSRP, but we must be vigilant to protect the concept of merit scholarship in New Jersey. Furthermore, I will commit much of my time in state discussions regarding the future plan for higher education, to protect the interests of TCNJ, particularly to resist any simplistic dependence on "formula" funding or governance restructuring that would undermine mission differentiation. In other words, advocacy with the state will be equally focused on governance issues as on financial resources.
 7. Whatever the success in advocacy for state resources, no institution of higher education can flourish today without a broadly diversified revenue stream. As indicated before, we will seek additional resources from a wide range of partnerships with local, state, and federal agencies; foundations; and corporations. I have set as goals in this area: an additional three centers/partnerships and a 25% increase over FY03 in grant funding for FY04.

With regard to private fund raising, TCNJ foundation's FY04 goal will be to raise at least \$2,000,000 in total private dollars, with \$1,000,000 pledged for college operational support. There will be a goal to increase alumni events by 15% and to increase alumni giving to 10%.

8. Finally, TCNJ must continue to invest in positioning itself nationally. This positioning will be the result of relationships with the national press as well as

involvement and engagement of college faculty and administrative leadership in national and regional professional organizations.

The accomplishments of the last five years justify our taking time to commend ourselves for extraordinary work, but our aspirations are too high for us to dwell too long looking backwards. It is, you know, rather “cheeky” of us to assert that we will compete with the most highly regarded institutions in the nation. There are those who have doubted the will and greatness of this institution in the past – and there are those who doubt our aspirations today. Let us make sure that today’s doubters look as foolish as yesterday’s. For that to be the case, however, TCNJ cannot be timid or too fearful of failure to accept imaginative risk. Complacency and self-satisfaction are simply unacceptable. Excellent as they are, many of the strategies that got us to where we are today will simply not help us accomplish our new set of goals or compete with our next set of aspirant peers. Our success will not be accomplished through simplistic numeric models, or through singular attention to external descriptors. No one is prouder of the history of the remarkable rise in the combined SAT scores of our entering class, or the beauty of our physical plant than I, but I know that if we are to succeed in our brazen dreams, then we must embrace a more “inclusive” selectivity and we must assure ourselves that the academic programs delivered in these facilities are at least as exceptional as these buildings are beautiful. We cannot release the old standards entirely, but we must go beyond them and we must acknowledge that this is hard – and, yes, even sometimes painful – work, but without it, we will remain only a shell of the excellence we deserve to be. As Emily Dickinson says:

To undertake is to achieve
Be Undertaking blent
With fortitude of obstacle
And toward encouragement

That fine Suspicion, Natures must
Permitted to revere
Departed Standards and the few
Criterion Sources here

We surely know the “fortitude of the obstacles,” but let us not so revere our “departed standards,” that they become the most formidable of the obstacles in our path to greatness.