

**AREAS OF FOCUS for 2004-2005**  
**Mid-Year Status Report**

**Implementation of the New Curriculum**     *Steve Briggs*

The success of the transformed curriculum will depend on institutional ability to provide quality assurance in the academic delivery. New courses must be demonstrably more rigorous than those that they replaced. A specific focus for assessment next year should be the first-year seminar program, assuring both that full-time faculty remain intimately involved in the delivery and modifications of seminars and that the residential life programming is intentionally integrated into those seminars. In addition, next year the recommendations regarding honors opportunities proposed by the Task Force on Honors must be fully vetted and appropriately implemented and the cycle of academic program assessment must be rebuilt.

**Mid-Year Update:**

First Seminar Program (FSP):

- In fall 2004, 75 of the total 82 seminars were taught by full-time faculty (92%) and 5 by TCNJ administrators.
- In spring 2005, all of the 3 seminars will be taught by full-time faculty. One will be a special section for students who had enrolled in a fall section of Spanish 102 and the seminar will end with 10 days in Mexico.
- FSP Director hosted various meetings before and throughout the semester: one informal luncheon, a two-day writing workshop before the semester began, and ongoing writing committee meetings.
- The FSP has been supported with funding for field trips to Philadelphia, New York City, and Washington, D.C. and for various outside speakers.
- Special sections of Academic Writing were offered for 5-10% of first-year students deficient in writing. Preceptors met students twice a week to work on class assignments. Preceptors discussed their assessment of students' writing with FSP professors.
- The New Jersey Course Outcomes Survey has been modified for FSP after administration to pilot courses last year. It was administered to all fall 2004 FSP sections.
- First-year students are doing community service via the program in the Residence Halls. Six FSP faculty have become involved in community-engaged learning projects. We receive assessment on all service learning from non-profit agencies and Community Advisors.
- A special success story for the first semester is the common-themed courses from multiple disciplines on the Brown vs. Board of Education decision. In these sections, the "fourth hour" was used to host a well-received speakers series open to the entire campus community and supported by the Offices of General Education and Academic Affairs, the School of Education and endorsed by the Sesquicentennial Committee.

The final draft of the Honors and Scholars Task Force Report has been submitted to the President; an open forum will be scheduled in early spring for campus input.

Cycle of academic program assessment:

- In preparation for the Middle States visit, academic programs which already submitted their programs' essential ideas/learning goals, submitted their assessment matrices.
- Faculty Senate is proposing a cycle of on-going program assessment.

- The Committee on Planning and Priorities recently developed guidelines for academic program closure, which are now under consideration through the governance system.

**Faculty/Staff Development**     *Steve Briggs*

TCNJ must express its institutional commitment to faculty and staff development through the full cycle of their careers. Specifically, programs must be developed: 1) to support teaching/learning initiatives, assisting faculty in implementing the new curriculum; 2) with union involvement, to define roles and responsibilities of faculty and staff to support institutional goals and meet individual aspirations (for instance, academic department chairs and academic deans, directors and assistant directors); 3) to improve supervisory skills; 4) to learn project management. With the support of mentoring initiatives, these programs are intended to help support faculty and staff as they map their career aspirations at TCNJ and in higher education.

**Mid-Year Update:**

Support for teaching/learning initiatives:

- In last spring 2004, Vice Provost for Research and Faculty Development administered a survey to all faculty to determine interest in a variety of workshops for improving teaching and learning. At the end of the spring 2005 semester, targeted sessions on those topics most in demand by faculty will be offered.

Roles and responsibilities of academic department chairs:

- In our ongoing discussions with the Faculty Senate, the AFT and the Design Team on Administrative Reassigned Time, the Provost and the school deans have been working to define and develop accountability for the roles and responsibilities for academic department chairs. Currently, these conversations involve reassigned time for departmental administration and the appropriate use of assistant deans and program assistants. The Design Team report will be studied by a governance committee this semester.

Supervisory and Project Management Skills:

- Academic Affairs and Human Resources are working together to offer workshops for chairs and others to improve supervisory and project management skills. Human Resources has reviewed existing external offerings and campus needs to develop a series of training sessions useful to our employees.

The Office of College and Community Relations (CCR) has increased its promotion of faculty and staff achievements. During the spring, CCR will sponsor the annual media panel for faculty and staff and complete and launch the Experts database.

**Enhancement of a Vital Living/Learning Community**     *Mary-Elaine Perry*

A vital living/learning community is everyone's responsibility and implies the involvement of the internal community with the external local community and vice versa. The recommendations of last year's Task Force on Community Building and Communications should be fully vetted and appropriately implemented. There must be greater emphasis on publicizing what the College and its sub communities are already doing and a greater consistency in messaging for all

institutional offices. Focusing on tradition-building, shared narrative structures, excitement in the “perceived” as well as the actual community, and continued cultivation of the residential component of the student experience are important strategies for this messaging. Cross functional work teams, such as the informal counselor and career services groups, and the Bonner Center for Community and Civic Engagement, should be encouraged as important social, professional, and academic vehicles for communication and community building.

#### Mid-Year Update:

Increased faculty involvement with intellectual/academic programming outside the classroom in the last several years:

- The Committee for Cultural and Intellectual Community (CCIC), including a Community Learning Day and theme program funding, has enhanced integration of in-class and out-of-class intellectual environment.
- Visiting Professors in English, Music, Women’s and Gender Studies have enriched classroom dialogue.
- The FSP Brown vs. Board of Education Project and the Public Issues Summits have exposed the campus and larger community to important topics in depth.

Longer-term programs, such as the Martin Luther King Celebration and TCNJ Holiday, must be enhanced and better promoted.

Facilities considerations that can enhance community-building:

- The programming of the Science Complex Courtyard, the Social Sciences Atrium, and the inside and outside of the new Library, and the improvement and planning for the food court, bookstore, and additional shopping on campus are important considerations.
- Public art on campus should be enhanced.
- Internal and external campus environments should be created that have architectural character to support and enhance campus traditions and student life.

Services modified to enhance community:

- Carte Blanche dining program encourages student community, enhancing Eickhoff Dining hall as a gathering place; monthly theme dinners underline this concept.
- The 1855 Room enhancements include a dedicated chef, better marketing, attention to service issues, and a new vision.
- The art student façade competition for the food court has been completed; student life staff have been working with Art faculty on another student art project for the outside wall of the food court.
- There have been improved text book services through Barnes & Noble, including better communication with faculty and individual support, more used books for students, book buy-back on the road, and the exploration of crediting gold club for buy-backs.
- There is now TSC Alumni merchandise in bookstore.
- Staff in Brower Student Center (BSC) is reviewing old Yearbook photos to frame and hang, as well as “fact” banners in center’s atrium.

Areas for focus in the future:

- How do we contravene the Provost’s concept of the “undertow of the discipline?” The Provost’s office is addressing community issues in faculty interviews; faculty are encouraged to program in their disciplines and open events to the campus.

- How can we formally celebrate and remember our history? Examples of recent historical facts include remembering that the origins of Community Learning Day and the CCIC Committee were in the president's inauguration and the promise of a new intellectual focus for TCNJ. What are the other more historical stories that can be mined to enhance our sense of community and excite visitors to the rich history of our past? Part of this mining of the past should be the conscious resurrection of college traditions (e.g., Ms. Decker's Teas).
- Continue and enhance recently instituted traditions, such as the summer Governor's School Concerts and the Fall Family Picnic.
- Collectively underline the untapped impact of student invitations to faculty.
- Consider the development of a "self-guided tour" of campus with interesting tidbits of information about buildings, people, and history. This tour might have special paving (e.g. Boston's Freedom Trail) and small signs describing the points of interest.
- In conjunction with a current review of its mission, the TSC Corporation might consider enhancing the services offered in support of the community. This might include new programs aimed at lease/selling homes to faculty/staff, housing placement services beyond TSC properties, and development of properties to better serve transfer and off-campus students.

College and Community Relations has enhanced community-building:

- There has been continued success in cultivating relationships between departments through intentional staff outreach, communications and Sesquicentennial activities that encouraged group involvement in events.
- We have improved the placement of news of college events in local papers (including the Ewing Observer, the Trenton Times, Kitchen Table News) as well as placed a couple of Op/Eds and letters to the editor.
- CCR has helped craft the "telling of the story" of what TCNJ is doing and why.
- CCR has sponsored major events to support on- and off-campus community interaction include the holiday party, commencement, community fest, faculty/staff variety show, and summer concert series.
- Through greater rapport with The Signal's editorial staff and more consistent, proactive monitoring of departmental and organizational activities, CCR has alerted the campus community to opportunities for education, entertainment, and interaction that exist on campus.
- Town/gown relationship issues continue to improve through ongoing work with TACT (Town and College Together), which at the recommendation of the College has also expanded its membership as needed to address issues, and sponsored important opportunities for dialogue

### **Development/Fundraising**     *Barbara Gitenstein/Patrice Coleman-Boatwright*

Fundraising to support the EOF Promise award and the OSRP scholarship program is a priority for this year. Assuring that the Sesquicentennial serves as a means of involving significant numbers of alumni will build future participation. Growing endowment funds in the TCNJ Foundation, and increasing the number of direct contacts with donors and prospects by at least twenty-five percent are also being emphasized. Adjustment in goals will occur as a specific work plan is developed with the counsel of John Wolff of Marts & Lundy.

### Mid-Year Update:

Press coverage and involvement in shaping national stories (e.g., Newsweek) has raised regional and national awareness of the College's position as a premier public institution. In turn, we are fostering pride in our alumni and increasing the value of their degrees, which will place them in better position to support this institution.

This year TCNJ Magazine has written a number of pieces (some related to our history in support of the Sesquicentennial) that appeal to donors, alumni and friends of the College. This effort has also allowed us to uncover/discover individuals who were "lost" or forgotten by the College.

We are in the process of creating a new, electronic publication that will bridge the gaps between issues of TCNJ Magazine and allow us to report a greater number of positive stories in a more timely fashion. Alumni and donors will be two of the primary constituencies this publication is designed to address. The increased frequency of outreach to these individuals will allow TCNJ to occupy a more consistent position in their minds, without overtly soliciting donations.

CCR continues to build more opportunities for partnership with the Office of Development and Alumni Affairs (ODAA), and has directly participated and supported all of their communications efforts, alumni and fundraising events (New Jersey Educational Association (NJEA), Public Issues Summit, Don Evans Tribute, and the Alumni on-line community).

We have been successful in developing a number of partnerships with our internal and external communities:

- Nexus Properties provided \$10,000 sponsorship of the December 2, 2004, Public Issues Summit
- Educational Testing Service (ETS) established a full-ride scholarship for a Trenton Central High School student who is admitted to TCNJ
- Benecard contributed \$25,000 to the Bonner Center to support a project in social entrepreneurship
- The Bunbury Foundation contributed \$20,000 to the Women in Learning and Leadership Program (WILL)
- The Martinson Foundation contributed \$250,000 for a partnership between our Children Designing and Engineering program (CDE, Department of Technology Education) and the local Boys and Girls Club
- The College has been asked to participate in the second level application of Wachovia's Teacher Initiative
- The College received \$340,000 in federal dollars in the Omnibus Appropriation Bill for the Bonner Center
- Support for the EOF Promise Award continues to gain momentum, with contributions of \$52,500 from several companies and foundations, including Lockheed Martin, Ford Motor Company and the Lowell Johnson Foundation
- There were three letter campaigns, led by volunteers, directed at our three volunteer boards (Trustee, Foundation and Alumni Association) urging an increase in personal contributions to the annual fund to support merit and need-based student aid
- During the fall semester we hosted four very successful fund/friend raising events.

- The Golf and Tennis Outing was sold out for the third year in a row and raised \$36,000 for scholarships
- We welcomed more than 8,000 guests (alumni, parents, friends) at Homecoming and celebrated with our local community with a parade through Ewing
- On October 20, we held the first Washington, D.C. alumni gathering, which was so successful, we've got another one in the works in March
- On November 4, TCNJ had a significant presence at the NJEA Conference in Atlantic City. Over 5,000 alumni and friends visited the College's interactive information booth; approximately 135 alumni attended an alumni reception; and over 260 alumni registered and updated their information on the online community
- While total contributions received to date to the Foundation are behind goal, there are several promising gifts in the process of being finalized.
- Two other opportunities enhanced our national presence:
  - In November, the President participated with the National Association of College and University Business Officers (NACUBO) team on their Building Organizational Capacity project at The American Council on Education (ACE);
  - On December 13, the College hosted the New York Times Leadership in Education Forum, sponsored by the Wallace Foundation.
- The Office of Campus Construction will work with ODAA to encourage contributions to support capital projects, including identifying naming opportunities for current and upcoming projects and establishing donor targets for such opportunities.
- John Wolff from Marts & Lundy has been working very closely with the President and ODAA and has helped the development efforts and the progress of the staff in the period of transition.

### **Diversity**     *Jerusalem Howard*

The concept of "inclusion" must become integrated into the strategic plan. This year, we will focus on five specific strategies: 1) a baseline description of student, faculty, and staff perceptions on diversity and inclusion; 2) in conjunction and in support of the general education diversity requirement, a formalized curriculum for faculty and staff on diversity and inclusion; 3) enhancement and publicity regarding events that foster inclusion; 4) enhancement of a campus-wide dialogue on inclusion; and 5) a clarification on an institutional definition of inclusion, specific to TCNJ's mission and vision. Subject:

#### **Mid-Year Update:**

A Delphi Panel (faculty, students and staff) was created to define the term "inclusion" within the context of the TCNJ community.

The 2004 Student, Faculty and Staff Inclusion Surveys will serve as a baseline of information for the state of inclusion at TCNJ and provide an opportunity to identify areas that warrant more attention.

A new TCNJ Inclusiveness website <http://www.tcnj.edu/~include> was launched to highlight our commitment to inclusion

All newly hired employees receive core inclusion training (to date, over 50 employees have received training)

Inclusion training has been provided to First-Year Experience facilitators and students from the Leadership Development Program, as well as for the Second-Year Experience Structured Diversity Training.

The Director of Equity and Diversity has raised the awareness of TCNJ's involvement in enhancing diversity and inclusion through statewide and national projects.

Beginning in January 2005, student organizations will display cultural awareness exhibits in BSC on a monthly basis. The following groups have agreed to participate: Asian American Association, Black Student Union, Islamic Society, Jewish Student Union, National Association of Negro Women, Union Latina, and Women in Learning & Leadership.

CCR has highlighted the successes and achievements of members of our campus and alumni communities from a range of ethnic, religious, and cultural backgrounds. Examples include an upcoming profile in TCNJ Magazine of Magdela Cooper, alumna and refugee from Liberia who is starting a foundation.

### **Planning and Accountability**     *Barbara Wineberg*

The articulation of an institutional plan that brings together the various planning processes on the campus, including facilities planning and academic planning (as being recommended by the self-study subcommittee for the Middle State Association self-study) and highlights the oversight responsibilities of the Committee on Planning and Priorities. The institution will develop specific processes to respond to higher expectations in this new era of greater attention to control and accountabilities in large organizations. These plans and controls will provide a better context for reallocation of financial and personnel resources to meet institutional priorities and diversify revenue streams to support institutional goals.

#### **Mid-Year Update:**

A "planning to plan working group" has been established which will bring a structure or context to the existing planning process so that there can be institutional review of priorities and funding plans. An institutional planning "process" document will be developed to articulate the "how to's" of submitting plans for consideration by the Committee on Planning and Priorities and the Cabinet.

Discussion of improving internal controls was begun at the Board level with the comparison document that includes Sarbanes-Oxley, the NACUBO recommendations, and the present status of TCNJ initiatives with regard to internal controls.

All departments with financial processing or reporting responsibility have been asked to submit current procedures manuals which will be reviewed against standards for internal controls. The goal is to have an institutional internal control manual which then can be assessed either by external auditors or an internal auditor (yet to be determined). The initial assessment will be completed by June of 2005, and the manual will be developed over the summer of 2005.

Regarding capital construction, contract standards have been prepared for design and construction contracts for use on future projects. These contracts will undergo a constant review and updating as part of the process of using them.

A major focus of the Board of Trustees Finance and Construction committee will be to develop better reporting, stronger financial controls and specifications of events that trigger Trustee involvement, with the goal of creating an added level of transparency to the capital design and construction process.

### **Public Relations**     *Patrice Coleman-Boatwright*

The sesquicentennial should become an important platform for the institution to communicate its message. The institution must solicit broad input on the 9 areas of focus to surface important institutional themes to solidify the narration and to help assess what has been accomplished to meet the goals of the Positioning Task Force as we refine a strategic marketing plan for the future. The visitors information project will be completed.

#### **Mid-Year Update:**

The Office of College and Community Relations (CCR) has taken several notable steps to enhance public perception and raise awareness of The College of New Jersey

- The visitor information project is progressing
- The Director actively represents the College on local and regional committees and councils
- We continue to cultivate relationships with township leaders and citizens, and work closely with Student Life to address adverse student behavior in the local community
- CCR has enhanced existing relationships with local and statewide media outlets, such as The Signal, The Times of Trenton, The Trentonian, The Ewing Observer, WZBN, NJN, and The Star-Ledger
- CCR has established new and productive connections with NJ 101.5, The Bergen Record, U.S. 1, WPVI, Mercer Business, The New York Times, the Associated Press, and members of the New Jersey Statehouse press corps
- CCR has engaged in more proactive efforts to find and gain media coverage of positive stories (Grant Elementary School/Torch Run/Sesquicentennial kick off, Barron's ranking, Thanks for Giving, Kean/Pallone debate, Homecoming, Brown v. Bd. of Education lectures)
- We are closely monitoring trends and issues in higher education and are working to position TCNJ through its faculty and staff members as leaders in their fields.
- We are working to develop a culture of information sharing on campus that will provide us with more opportunities for positive media attention and help us to prepare for incoming media inquiries
- CCR has done targeted advertising to both build a positive relationship with the local community and spread our reputation as New Jersey's most competitive and dynamic public institution
- We have used the Sesquicentennial as a means to drive press coverage of several events and to bring together members of the campus and local communities while fostering feelings of pride and celebration

- The TSC Corporation will continue to refine its policies regarding property acquisition, tax policies and services obtained from the Township.

### **Enrollment Services**     *Nadine Stern*

We must extend the admissions goals into ongoing student satisfaction, support, retention, graduation and post-graduation success through a mission-based focus on enrollment services. Specifically, enrollment services will: 1) continue to develop and assess the EOF Promise Award; 2) propose and implement improvements in advisement (e.g., Academic Support Programs as a safety net); 3) complete a career services study; 4) implement a new student administration software system; and 5) analyze how to handle high volume phone and e-mail times with greater customer satisfaction.

#### **Mid-Year Update:**

We are making excellent progress on developing an EOF Promise Grant assessment plan through a team effort. The group has developed a good plan and has begun the associated tasks.

Academic Services has focused on the central services, advising resources, and “safety net” recommendations from the Development Advisement Task Force Report. Within Records and Registration, a team is leading efforts to improve orientation programs and advising resources for students and faculty. A new Advising Resources website <http://www.tcnj.edu/%7Eadvising> has been launched. While the Steering Committee is reviewing the Planning Council recommendation which includes an Advising Council, an interim ad-hoc group is serving in an advisory role to the new advisement services.

A Career Services Study team is exploring several issues including centralization vs. decentralization of career services, Career Services’ role in "developmental advising" on campus, as well as identifying the services offered by Career Services which are most needed by our current student body.

The Student Administration system implementation, a multi-year project encompassing Admissions, Records and Registration, Degree Audit (a totally new feature for our campus), Financial Aid, Student Accounts, and reporting modules, is underway.

Because of staffing challenges, the charge to “analyze how to handle high volume phone and email times with greater customer satisfaction” will be delayed.

CC R works with admissions on publications, placements in various guidebooks and college ranking publications and advertising and outreach strategies for admissions purposes.

### **State Advocacy**     *Barbara Gitenstein*

Our focus will continue to engage internal and external stakeholders in advocating for continuing and greater state support for higher education in New Jersey by educating stakeholder groups on the funding process as well as the facts. Specific advocacy will be first to maintain or improve basic appropriation and salary program support and second to seek additional funding for student

focused programs, including the Outstanding Student Recruitment Program (OSRP), the Educational Opportunity Fund (EOF), and the Tuition Aid Grant program (TAG).

Mid-Year Update:

The President is working with New Jersey Association of State Colleges and Universities (NJASCU) and with committees of the New Jersey Presidents Council (particularly on the Advocacy and Budget Committees). Personal contacts with individuals in the Codey administration and leadership of the state senate and assembly will continue to be cultivated.

Through keeping current and consistent monitoring of the New Jersey political landscape and by drawing upon information derived from relationships in that arena, CCR has capitalized on opportunities to make the case for greater state support of TCNJ.