Return to Normal

More data-driven
More strategic
More diverse
More just
More sustainable
More differentiated
More healthy
More relevant
More recognized
More affordable
More accessible
More impactful
More….etc.

Return to Better

Return to Better

Welcome Back Assembly, August 26, 2020

Presentation

1. The Year that Was

2. Interlude: Change

3. The Year(s) to Come

4. Coda: Better Together

The Year that Was

COVID-19

Uncertainty

Disappointment

Campus Pulse: racial and gender inequities

Mental health spikes

Drop in new case appointments

World events: George Floyd, Armaud Arbery, Breonna Taylor, Jacob Blake, and other racial violence

Title IX policy changes

Diminished life on campus

Lost seasons for athletics

Lost seasons for club and organization awards

Applications down

Enrollment down

Furloughs

Job uncertainty

July COVID spike

Budget shortfalls

Draw on reserves

Cancelled travel

Cancelled events

Stress

Broken domestic water lines

Construction delays

Underground utility breakage

Loss of social support

New majors and minors: theater, broadcasting & multimedia journalism; social justice; music technology; elementary and early childhood dual certification

National recognition for students: sciences, business, arts, nursing

Top Fulbright producer

Top ten ranking: 4-year grad rates

New leadership: Provost/VPAA and VP for Inclusive Excellence

Record non-campaign fundraising

Armstrong Hall renovation

Rec Center lobby completed

Campus Recovery Suite

Res Ed and Housing non-stop care

Readiness Task Forces

Tenure and promotion; grants; books and creative works

Teacher-Scholar accolades

Alumni webinars

Sarnoff anniversary

Outdoor basketball court

Clare Boothe Luce Professorship

Virtual art, music, theater

Campus pulse response

Activism and action for social justice and BLM

Balanced budget

Cloud project milestones

Athletics championships for team and individuals

Virtual commencement

The Year that Was

Colleges With the Best 4-Year Graduation Rates, 2017

Colleges usually refer to their six-year graduation rates rather than their four-year rates. But the four-year rate matters, especially to whoever is footing t... Among four-year institutions grouped by sector and residential classification, highly residential private nonprofit colleges had the highest four-year gradua... n 2017, and they were the only category with an overall four-year rate above 50 percent. Only four private nonprofit institutions — and no public institutions ... year graduation rates exceeding 90 percent for adjusted cohorts of first-time, full-time bachelor's-degree-seeking students who began their studies in the fa... See data for more colleges at https://chronicle.com/article/4yeargradrates2017.

| 4-year public institutions	Bachelor's-degree-seeking adjusted cohort	Graduated within 4 years
Highly residential		
1. College of William & Mary	1,481	85.1%
2. U. of North Carolina at Chapel Hill	4,019	84.0%
3. U. of California at Los Angeles	5,791	74.8%
4. U.S. Merchant Marine Academy	272	73.9%
5. College of New Jersey	1,371	73.2%
6. Binghamton U.	2,402	72.6%
7. U. of Illinois at Urbana-Champaign	7,240	70.4%
8. U. of Connecticut	3,271	69.9%
9. St. Mary's College of Maryland	446	69.5%
10. U. of New Hampshire	2,794	68.3%
11. State U. of New York College at Geneseo	1,007	68.2%
12. U. of North Carolina School of the Arts	173	68.2%
13. U. of Massachusetts at Amherst	4,668	67.3%
14. The Citadel	621	63.8%
15. Christopher Newport U.	1,241	63.5%
Over all for 105 institutions	113,449	46.9%

Colleges With the Best 4-Year Graduation Rates, 2018

Colleges usually refer to their six-year graduation rates rather than their four-year rates. But the four-year rate matters, especially to whoever is footing the bill. Among four-year institutions grouped by sector and residential classification, highly residential private nonprofit colleges had the highest four-year graduation rate in 2018, and they were the only category with an overall four-year rate above 50 percent. Only two private nonprofit institutions — and no public institutions — had four-year graduation rates exceeding 90 percent for adjusted cohorts of first-time, full-time bachelor's-degree-seeking students who began their studies in the fall of 2012.

4-year public institutions	Bachelor's-degree-seeking adjusted cohort	Graduated within 4 years
Highly residential		
1. College of William & Mary	1,463	85.2%
2. U. of North Carolina at Chapel Hill	3,913	82.4%
3. U.S. Merchant Marine Academy	229	80.8%
4. U. of California at Los Angeles	5,606	76.9%
5. College of New Jersey	1,363	75.9%
6. U. of Connecticut	3,077	72.6%
7. Binghamton U. (State U. of New York)	2,568	72.3%
8. St. Mary's College of Maryland	419	72.1%
9. State U. of New York College at Geneseo	992	71.8%
10. U. of Massachusetts at Amherst	4,574	70.7%
11. U. of Illinois at Urbana-Champaign	6,906	69.8%
12. U. of North Carolina School of the Arts	171	69.0%
13. U. of New Hampshire	2,846	68.9%
14. U. of Vermont	2,349	64.8%
15. Virginia Military Institute	453	64.0%
Over all for 104 institutions	110,955	48.3%

6-yr Graduation Rates for Four-Year Colleges and Universities, 2013 cohort
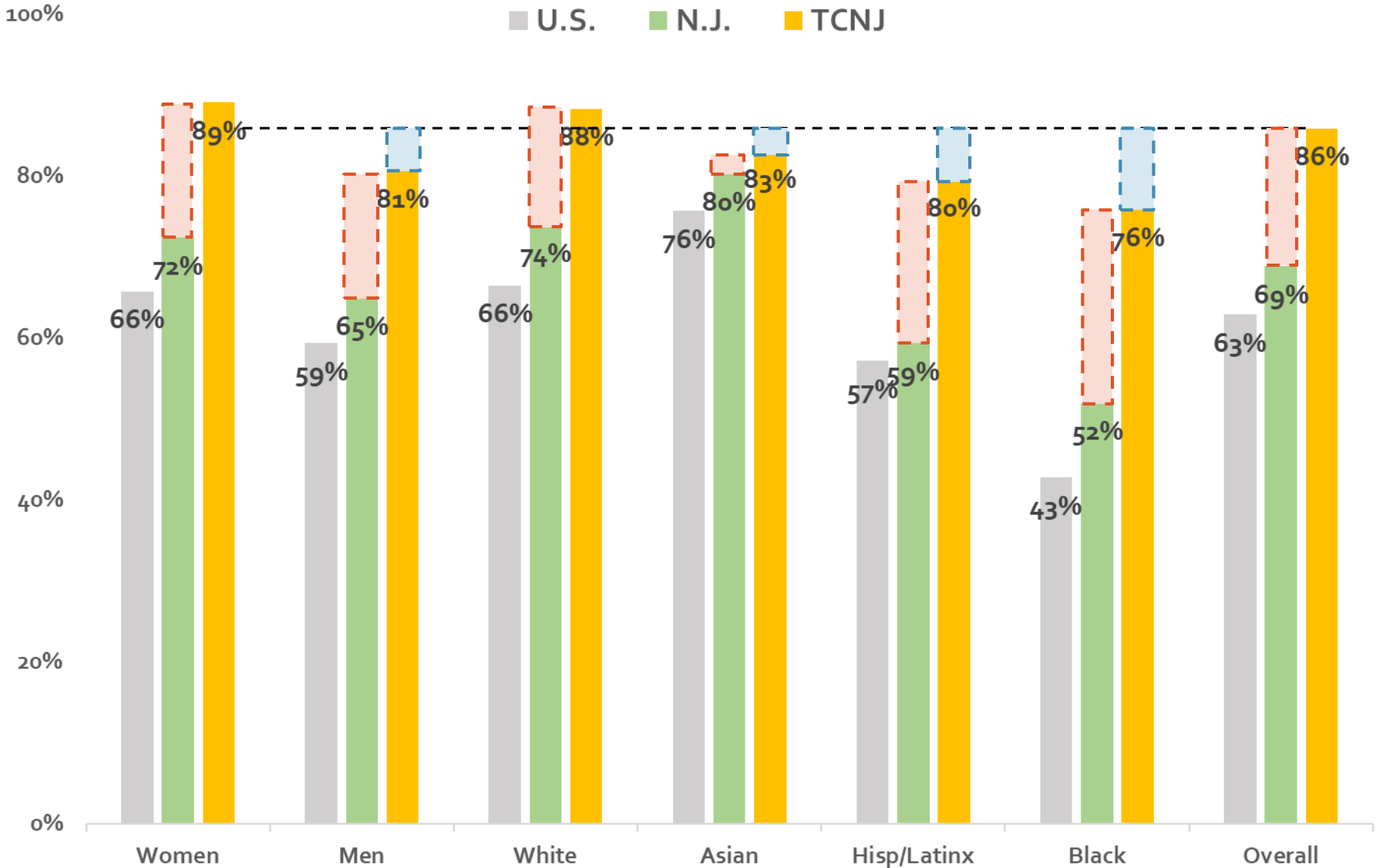
Soundbite:
TCNJ has significantly higher grad rates than average of N.J. or U.S. four-year colleges

Inter-Institution Gaps

Value-added gaps are greatest for Black and Hispanic/Latinx students

Within TCNJ Racial/Ethnic or Gender Gaps

Men, Black, Hispanic/Latinx, and Asian students have lower graduation rates than TCNJ overall

Through my experience of this past spring and summer I was most struck by my capacity for ...

    a. Patience

    b. Empathy

    c. Protest

    d. Resilience

    e. Humility

Interlude: Change

Natural Change
- Life cycle
- Circadian and seasonal rhythms

Catalyzed Change
- Crises, e.g., COVID
- Actions, e.g., George Floyd murder
- Dynamics, e.g., application decline

Change by Design
- Strategy
- Program planning
- Innovation

Imperatives of Change

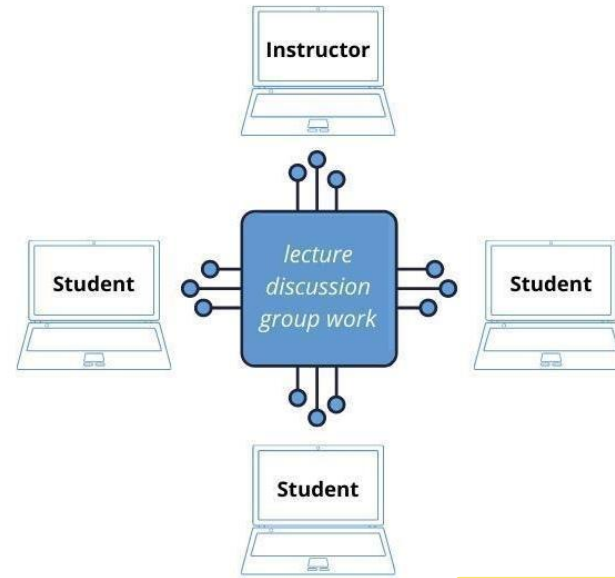| Driver	Change Imperative
Rapid technological, social, political, market change	Higher Ed industry awareness; adaptability; quick and nimble decision processes; tolerance for change
Decline in high school graduates	Market awareness and appeal; strong relations; good reputation
COVID-19	Resilience; adaptability; tolerance for uncertainty
Economic recession; fiscal constraints	Discipline to prioritize; discipline to invest; discipline to say no
State funding shortfalls	External relations; financial cushion; revenue diversification
Racism; Activism	Responsiveness; empathy; institutional reflection and action
Changing student profile, demands, needs	Empathy; data and insights; relevant supports, services, and programs
Growing public skepticism about value of college	Quality value proposition; strong narrative and communication
Anxiety; Stress	Compassion; resources; data and insights; relevant supports, services and education
Competition	TCNJ-knowledge and awareness; competitor knowledge and awareness; strong media and messaging

"...the sad fact is...that, almost universally, organizations change as little as they must, rather than as much as they should."

- Rosabeth Moss Kanter

Fully Remote

A mix of synchronous and asynchronous instruction in a fully online environment. Classes follow scheduled meeting times as outlined in PAWS.

Instructor

Student

lecture discussion group work

Student

Student

KEEP PHYSICAL DISTANCE
KEEP PHYSICAL DISTANCE
Please stand here.

Upon entering the building:

P Physically distance from others.

A Apply sanitizer or wash your hands.

W Wear a mask at all times.

TCNJ THE COLLEGE OF NEW JERSEY

Everyone is a vital part of the TCNJ community, and sticking to these simple practices will help keep us all healthy.

What degree of change do you believe is needed at TCNJ to respond to the dynamics in the world and higher ed today?

a. High amount of change

b. Medium amount of change

c. Low amount of change

The Year(s) to Come: Three Themes

1 Finalize and Activate our Strategy

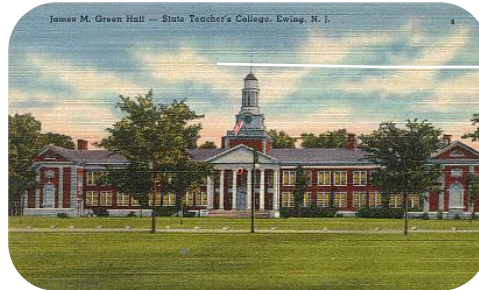**2** Manage and Leverage the COVID Disruption

3 Become an Antiracist Institution

Finalize and Activate our Strategy

1855-1925:
Strategy: "Normalcy"

1925-1958:
Strategy: relocation, transition and expansion

1958-1977:
Strategy: comprehensive programming and growth

1977-1999:
Strategy: shrinkage, selectivity and statewide import

1999-2019:
Strategy: "private liberal arts" transformation, undergraduate focus, and slow steady growth

2020-
Strategy:

When last we met (February)...

Diversification

❑ Adjust enrollment size and scope to maintain selectivity, relieve pressure on facilities and services, and diversify revenues

❑ Broaden access to a TCNJ education to students of a wider range of backgrounds and talents

TCNJ Strategy

Impact

❑ Forge and leverage key collaborations to better connect, serve and advance TCNJ and partners

❑ Through education, service, expertise and partnership, serve as anchor institution for the Trenton region and New Jersey

Differentiation

❑ Direct resources to programs with demonstrated or emerging strength

❑ Innovate to lead in public higher education

Provost and Council on Strategic Planning and Priorities (CSPP)

- Investigation
- Consultation
- Engagement
- Communication
- Coordination

Constituencies

- Board of Trustees
- Other boards (Foundation, TSCC, Alumni Association)
- Shared Governance
- Faculty Senate, Staff Senate, Student Government
- Academic Leaders
- Campus members
- Cabinet
- Community partners

Strategic Map/ Framework

- Limited number of Pillars
- Objectives
- Success statements
- Metrics
- Annual goals
- Review process

President's Welcome Back Assembly

BOT June Meeting to adopt strategy

Aug — Sept — Oct — Nov — Dec — Jan — Feb — Mar — Apr — May — Jun

Become an Antiracist Institution

Campus Pulse Employee Survey Results

↺

| Demographics | Overall Satisfaction | TCNJ Experience | Professional Experience | Diversity, Equity and Inclusion | I Know How To | Discriminatory Incidents | Campus Resources |

TCNJ THE COLLEGE OF NEW JERSEY

Rate the following statements on diversity, equity, and inclusion:

Questions
- ○ All employees are encouraged to apply for higher positions at TCNJ regardless of background
- ◉ Employees of different backgrounds interact well at TCNJ
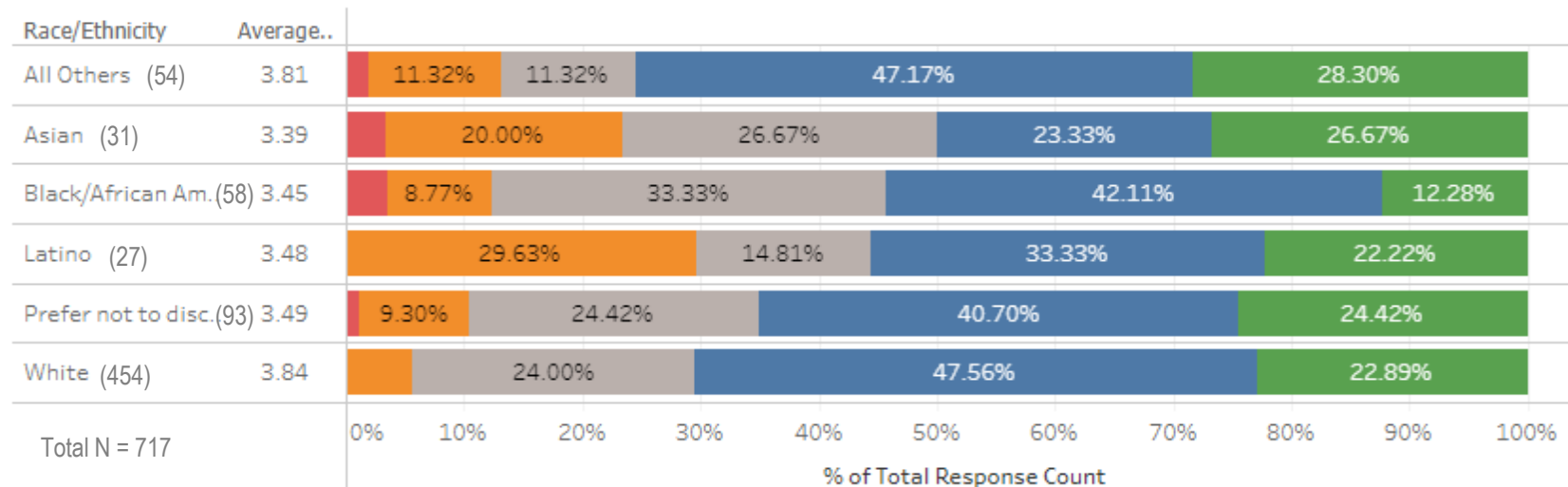- ○ Employees who are different from me are treated fairly at TCNJ
- ○ TCNJ provides an environment for the free and open expression of ideas, opinions, and beliefs

Legend:
- 🟩 Strongly agree
- 🟦 Agree
- ⬜ Neither agree nor disa
- 🟧 Disagree
- 🟥 Strongly disagree

Race/Ethnicity	Average..	Strongly disagree	Disagree	Neither agree nor disa	Agree	Strongly agree
All Others (54)	3.81		11.32%	11.32%	47.17%	28.30%
Asian (31)	3.39		20.00%	26.67%	23.33%	26.67%
Black/African Am.(58)	3.45	8.77%		33.33%	42.11%	12.28%
Latino (27)	3.48		29.63%	14.81%	33.33%	22.22%
Prefer not to disc.(93)	3.49	9.30%		24.42%	40.70%	24.42%
White (454)	3.84		24.00%		47.56%	22.89%

Total N = 717

% of Total Response Count (0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

Become an Antiracist Individual

Division of Inclusive Excellence

ensuring completion of

- Policy, program, practices audits
- Training, workshops, surveys, focus groups
- Equity dashboards
- Residencies, initiatives, programs for students, faculty, staff, community

in collaboration with

Students | Faculty | Staff | Cabinet | Board of Trustees | Academic Leaders | Shared Governance | Campus Diversity Council | Faculty Senate | Staff Senate | Student Government | Alumni | Community Partners

to produce and implement

Inclusive Excellence Action Plan/ Antiracism Implementation Plan
- Goals
- Success statements
- Metrics
- Timetable
- Responsible parties
- Annual review and report

President's Welcome Back Assembly

BOT June Meeting to adopt plan

Aug — Sept — Oct — Nov — Dec — Jan — Feb — Mar — Apr — May — Jun

I am most interested in engaging at TCNJ on …

a. …finalizing and activating a strategic framework

b. …managing and leveraging the COVID disruption

c. …becoming an antiracist institution

More data-driven

More strategic

More diverse

More just

More sustainable

More differentiated

More healthy

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More recognized

More affordable

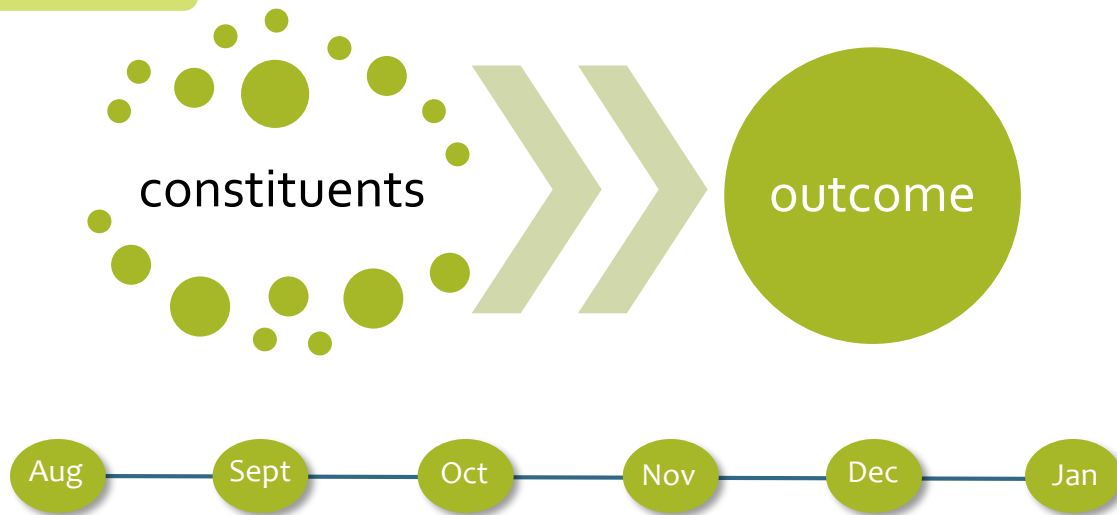More accessible

More impactful

Coda:
Better Together

← MORE DIFFICULT
LESS DIFFICULT →

Four Foundations

Process

Engagement

Communication

Data

Process

constituents → outcome

Aug — Sept — Oct — Nov — Dec — Jan

Engagement

Communication

DR. UDDIPAN DAS
&
DR. BIKRAM PAL KAUR TURKA

DR. DAS   DR. TURKA

tcnjcomputerscience

about 21 hours ago

The Computer Science Department welcomes Dr. Uddipan Das (Assistant Professor) and Dr. Bikram Pal Kaur Turka (Lecturer) to TCNJ!For more information about Dr. Das and Dr. Turka's courses this

WELCOME BACK STUDENTS!
The TCNJ Career & Leadership Development Team

tcnjleadership

about 24 hours ago

Welcome TCNJ Class of 2024 and welcome back returning lions! The Career and Leadership Development Team are excited to work with you all in your career and leadership journeys! Follow

Welcome Class of 2024
TCNJ

TCNJ Football
@TCNJfootball

1:41pm - 24 Aug 2020

Welcome to Class of 2024!! #WGF
pic.twitter.com/TPr1gEmRzG

ALL COM CLASSES ARE IN REMOTE MODE FOR FALL 2020

- If you see a room assignment on PAWS … it is for the

Data

			Freshman Cohort 2010 - 2015 - Retention & Graduation Statistics					
Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2010	Overall	1421	94.8%	91.1%	87.9%	74.9%	84.6%	86.6%
2011	Overall	1371	94.4%	90.9%	87.7%	73.2%	85.0%	86.6%
2012	Overall	1363	93.8%	90.5%	87.2%	75.9%	84.2%	85.6%
2013	Overall	1404	94.3%	90.3%	86.2%	75.0%	84.3%	85.8%
2014	Overall	1417	94.6%	91.2%	88.6%	74.9%	84.7%	86.3%
2015	Overall	1453	93.7%	90.6%	87.7%	76.2%	84.1%	

More data-driven

More strategic

More diverse

More just

More sustainable

More differentiated

More healthy

More relevant

More recognized

More affordable

More accessible

More impactful

If these were your choices at an ice cream social, which would you pick?

a. Chocolate

b. Vanilla

c. Black Raspberry

d. Halo Farm Coffee Heath Bar, the best ice cream in the world

e. Mint Chocolate Chip

f. Orange Sherbet

Return to Better

Welcome Back Assembly, August 26, 2020

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