



THE
COLLEGE
OF NEW JERSEY

**INSTITUTIONAL
ACCOUNTABILITY
REPORT**

2001-2002

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**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2001-2002**

A. INTRODUCTION

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. Chartered in 1855 as the New Jersey Normal School, The College of New Jersey is the oldest of the state's public colleges and for generations has upheld a tradition of adherence to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools. In addition to its professional schools – Business, Education, Engineering, and Nursing – the School of Arts and Sciences was divided into three schools in the fall of 2001: Art, Media and Music; Culture and Society; and Sciences. The College serves approximately 6000 undergraduate students, 95% of whom are New Jersey residents, as well as 875 graduate students.

In a learning partnership with faculty, students enhance their skills, expand their knowledge, and formulate the values and attitudes necessary to assume leadership in an increasingly complex society. They are expected to develop the ability to express themselves effectively, independently, and creatively. They are expected to learn and live within an ethical perspective and to demonstrate habits of reasoned judgment and responsible action. Graduates of The College of New Jersey take their places as citizens and leaders.

THE COLLEGE OF NEW JERSEY MISSION STATEMENT

The College of New Jersey, founded in 1885 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

B. ACCREDITATION STATUS

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency. In addition, the following undergraduate programs are accredited/approved by specialized, programmatic organizations:

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music
- Programs in the School of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB).
- The BS programs in Engineering Science are accredited by the Accreditation Board for Engineering and Technology (ABET).
- The BS program in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
- The BSN in the School of Nursing is accredited by the National League for Nursing and the New Jersey Board of Nursing.
- The BS program in Chemistry is approved by the American Chemical Society.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

Fall 2001 Full-Time Enrollment

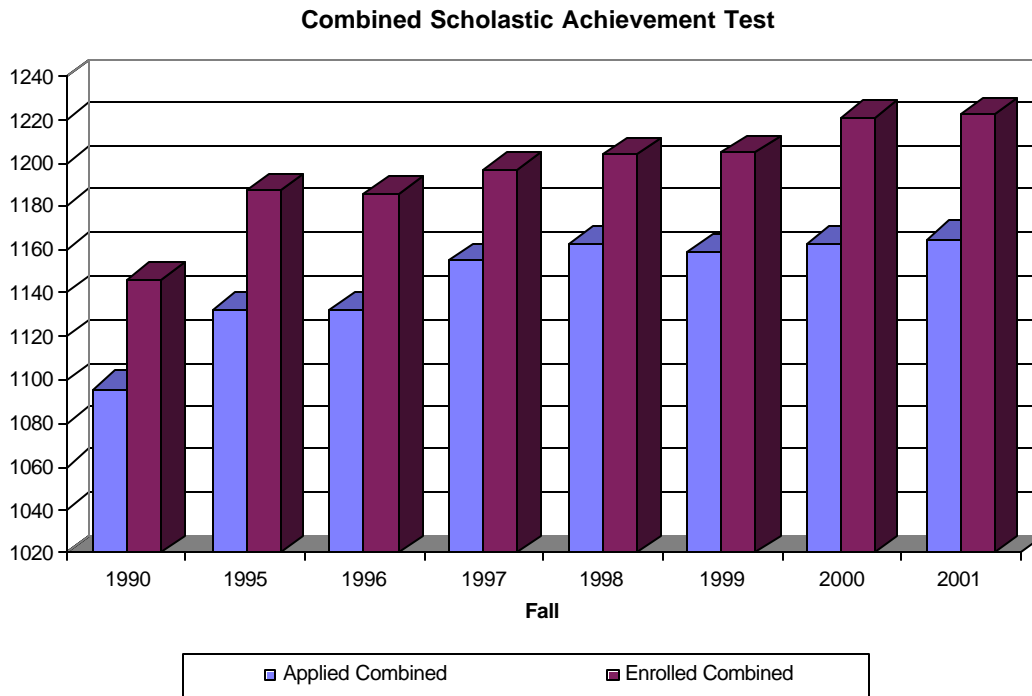
Full-time undergraduate enrollment in fall of 1990 was 5,139 and in fall of 2001 it was 5,627 (an increase of approximately 9.5%).

Fall 2001 Freshman Class

Approximately 6000 students applied for admission for the fall 2001 semester and 1262 enrolled. The average combined SAT for the entering freshman class was 1222 for fall 2001.

Applied and Enrolled by Year, Mean Scholastic Achievement Test* All Entering Freshman: Fall 1990, 1995 to 2001

* Scores based on recentered scale.



Mean Math and Verbal SAT Scores

**Average SAT Scores and High School Rank of Fall 2001 Freshman Class
(Regular Admits, EOF Admits, Special Admits, and Total Class)**

	SAT Verbal	SAT Math	SAT Total	High School Rank	Number of Students	Percent of Total
Regular Admits	620	645	1265	91	1043	83 %
EOF Admits	474	482	956	76	87	7 %
Special Admits	519	543	1062	62	132	10 %
Total Freshman Class	602	619	1221	88	1262	100 %

Source: Office of Institutional Research, The College of New Jersey

FRESHMAN REMEDIATION

Percentage of Freshman Needing Remediation in Reading/Writing, in Math Computation, and in Elementary Algebra: Fall 2001 (Summer and Fall Remediation)

	Reading/ Writing	Math Computation	Elementary Algebra
Number in Need of Remediation	46	80	91
Percent of Entering Freshman	4%	6 %	7 %

Source: Office of Institutional Research, The College of New Jersey

Entering freshman are tested for proficiency in one of the basic skills competency areas if they score 530 or lower in their Verbal SAT and 540 or lower in their Math SAT scores. TCNJ lowered the cut score by 10 points from the previous year and percentages held relatively constant. TCNJ provides summer remediation for Equal Opportunity Fund (EOF) students through a New Jersey Department of Education grant. The remaining entering freshmen in need of remediation are pre-registered into appropriate basic skill courses. The balance of their first-semester schedule is built around these courses. This process ensures that students receive remediation in a timely manner.

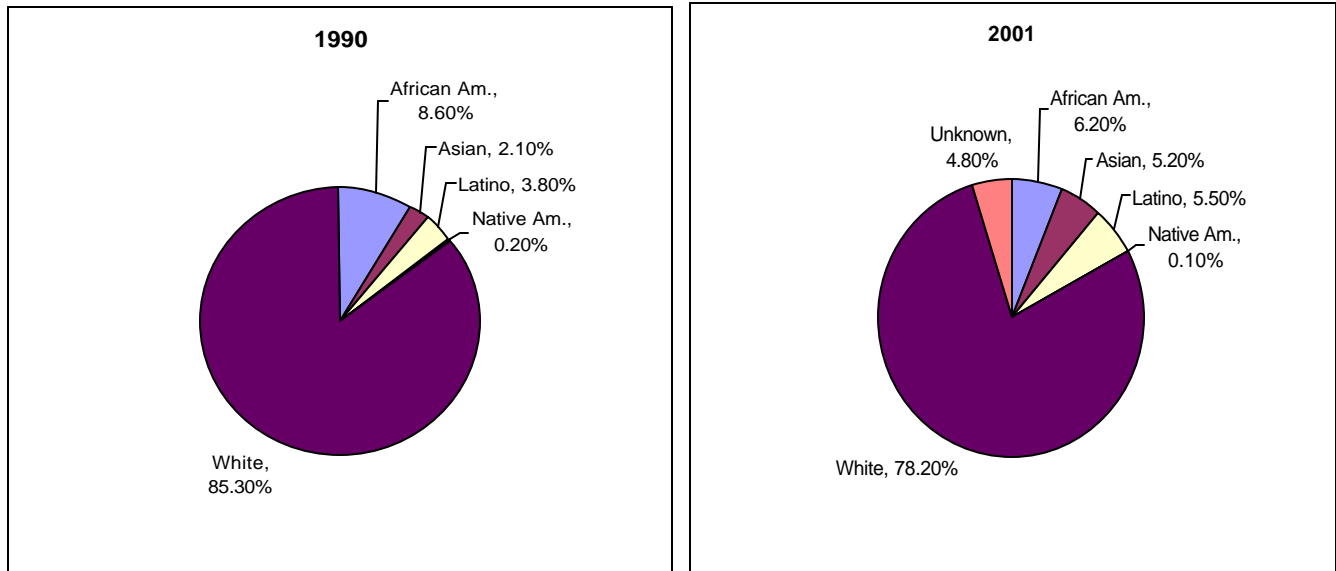
UNDERGRADUATE STUDENTS BY RACE/ETHNICITY FALL 2001

	<u>African American</u>		<u>Hispanic</u>		<u>Asian American</u>		<u>Native American</u>		<u>Non-Res. Alien</u>		<u>Other</u>		<u>White</u>		<u>Total</u>	
	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #	% / #
Full-Time	306	5.4	288	5.1	278	5	2	0	11	0.2	467	8.3	4275	76	5627	100
Part-Time	33	9.6	15	4.4	6	1.7	1	0.3	1	0.3	23	6.7	267	77	346	100
Total	339	5.7	303	5.1	284	4.8	3	0.1	12	0.2	490	8.2	4,542	76	5973	100

Source: Office of Institutional Research, The College of New Jersey

TCNJ has a commitment to admitting a diverse student population. In Fall 2001, 17 percent of the full-time known race/ethnicity were African American, Asian American, Latino and Native American which represents a 3 percent increase over 1990 figures.

Race/Ethnicity of All Undergraduates, Fall 1990 and 2001
(Percentages are based on undergraduates with known race/ethnicity)



Source: Office of Institutional Research, The College of New Jersey

UNDERGRADUATE STUDENTS BY GENDER

2001 Undergraduate Students by Gender: Fall					
	Male		Female		Total
	Number	Percent	Number	Percent	Number
Full-time	2324	41.3	3303	58.7	5627
Part-time	124	35.8	222	64.2	346
Total	2448	41.0	3525	59.0	5973

Source: Office of Institutional Research, The College of New Jersey

UNDERGRADUATE STUDENTS BY AGE: FALL 2001

		LT <18	18- 19	20- 21	22- 24	25- 29	30- 34	35- 39	40- 49	50- 64	65 +	Unknown	Total
Full-time	Num	6	2,211	2,447	801	86	33	22	19	2	0	0	5,627
	Pct	0.1	39.3	43.5	14.2	1.5	0.6	0.4	0.4	0.0	0.0	0.0	100.0
Part-time	Num	4	8	17	121	55	36	37	50	18	0	0	346
	Pct	1.2	2.3	4.9	35.0	15.9	10.4	10.7	14.5	5.2	0.0	0.0	100.00
Total	Num	10	2,219	2,464	922	141	69	59	69	20	0	0	5,973
	Pct	0.2	37.2	41.3	15.4	2.4	1.2	1.0	1.2	0.3	0.0	0.0	100.0

Source: Office of Institutional Research, The College of New Jersey

In Fall 2001, 79 percent of the undergraduate students were under 22 years of age. The average age of undergraduates in Fall 2001 was 20 years of age.

STATE FUNDED PROGRAMS AND REMEDIAL (EOF) STUDENTS

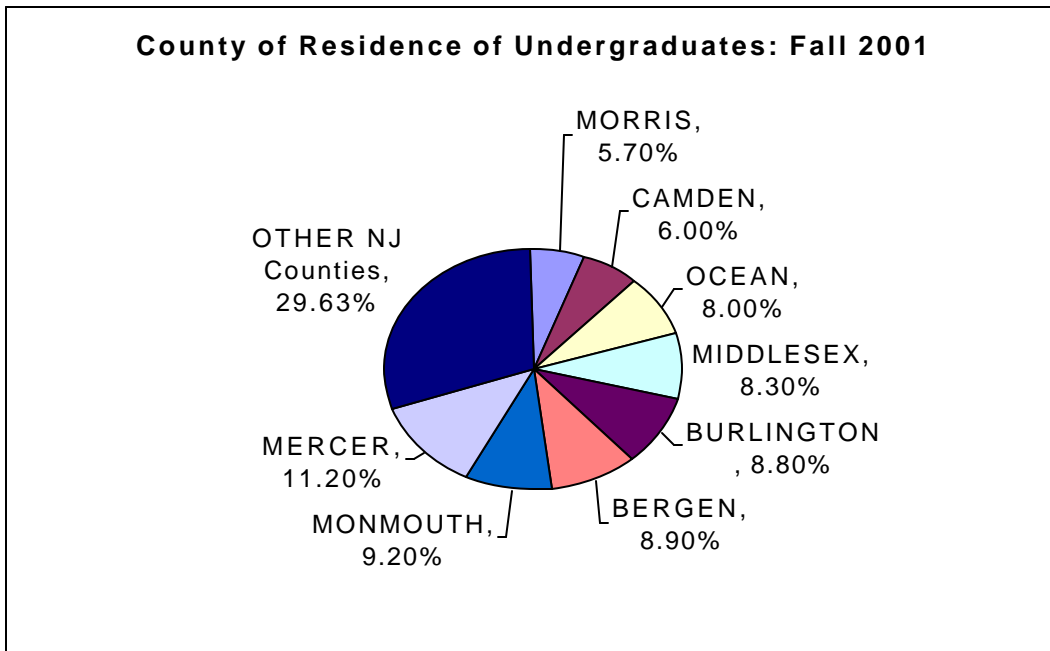
Financial Aid from State-Funded Programs: Academic Year 2001-02

Type of Financial Aid	Unduplicated Count of Recipients	Total Dollars DISTRIBUTED	Dollars/ Awards
<i>State-Funded Programs</i>			
TAG	1,021	\$3,374,903	\$3305
EOF Summer & Academic Year	330	\$474,137	\$1436
Bloustein Scholars	931	\$921,500	\$989
Urban Scholar	214	\$207,340	\$968
NJCLASS Loans	358	\$2,599,509	\$7261
OSRP	1,218	\$3,145,879	\$2,582
Total Awards and Dollars	4,072	\$10,723,268	

Source: Finance & Financial Aid, The College of New Jersey

STATE RESIDENCE

TCNJ serves all 21 New Jersey counties and ninety-five percent (95%) of the Fall 2001 undergraduate students were New Jersey residents. There are eight counties that supply greater than five percent of the undergraduate enrollments. They are Bergen, Burlington, Camden, Mercer, Middlesex, Monmouth, Morris, and Ocean counties.



Source: Office of Institutional Research, The College of New Jersey

D. DEGREES CONFERRED

The number of baccalaureate degrees conferred rose by 24.2 percent during the past decade from 1053 degrees in Academic Year 1990 to 1308 for 2001. In addition, the number of minority students awarded baccalaureate degrees increased from 76 degrees to 181 degrees (a 138.2% percent increase).

Baccalaureate Degrees Conferred by General Field, Fiscal Year 2001

General Field	Number	General Field	Number
Bachelor of Arts		Bachelor of Science	
Art	8	Accountancy	53
Communication Studies	62	Biology	95
Economics	4	Business Administration & Management	56
English	85	Chemistry	12
Graphic Design	3	Computer Science	32
History	35	Early Childhood Education	18
Journalism	21	Economics	1
Mathematics	42	Elementary Education	140
Philosophy	5	Engineering Science	36
Political Science	35	Finance	78
Psychology	81	Health and Physical Education	28
Sociology	8	Law and Justice	65
Spanish	16	International Business	29
Television/ Theater Production	3	Information Systems Management	34
		Marketing	64
Bachelor of Fine Arts		Physics	8
Fine Arts	7	Special Education	39
Graphic Design	21	Technology Education	15
Bachelor of Music	33	Bachelor of Science in Nursing	36
		Total	1308

Source: Office of Institutional Research, The College of New Jersey

DEGREES CONFERRED BY RACE/ETHNICITY & GENDER

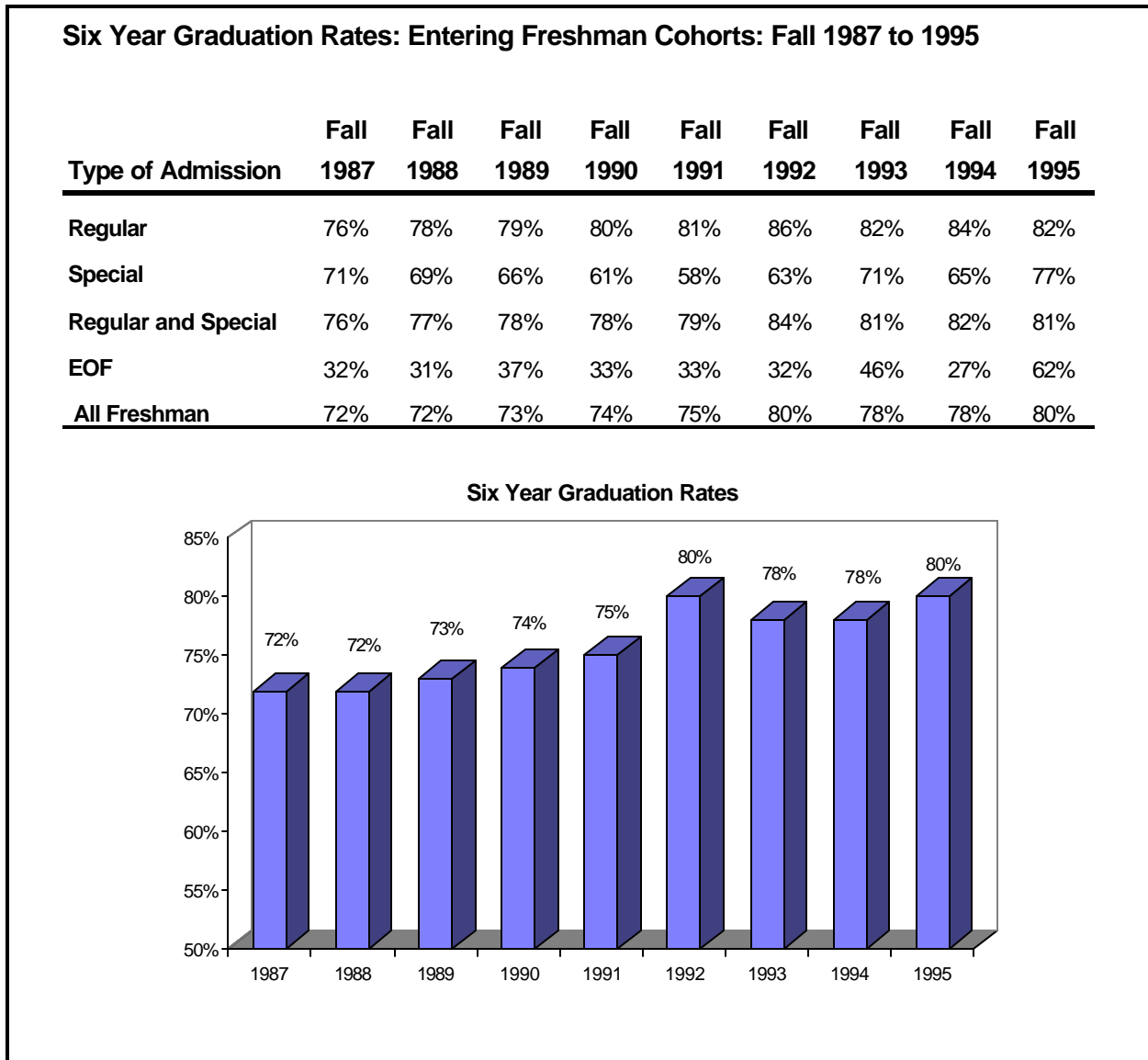
Number and Percent of Baccalaureate Degrees Conferred by Race/Ethnicity and Gender Fiscal Year 2001				
Racial/Ethnic Group	Male	Female	Total	Percent
American Indian	1	3	4	0.3
Asian American	24	36	60	4.8
African American	13	35	48	3.6
Latino/Hispanic	26	41	67	5.1
White	362	639	1001	76.5
Non-Resident Alien	1	1	2	0.2
Not Reported	45	81	126	9.6
Total	472	836	1308	100.0

Source: Office of Institutional Research, The College of New Jersey

E. STUDENT OUTCOMES

1. GRADUATION PROFILE OF NATIVE STUDENTS

OVERALL GRADUATION RATE



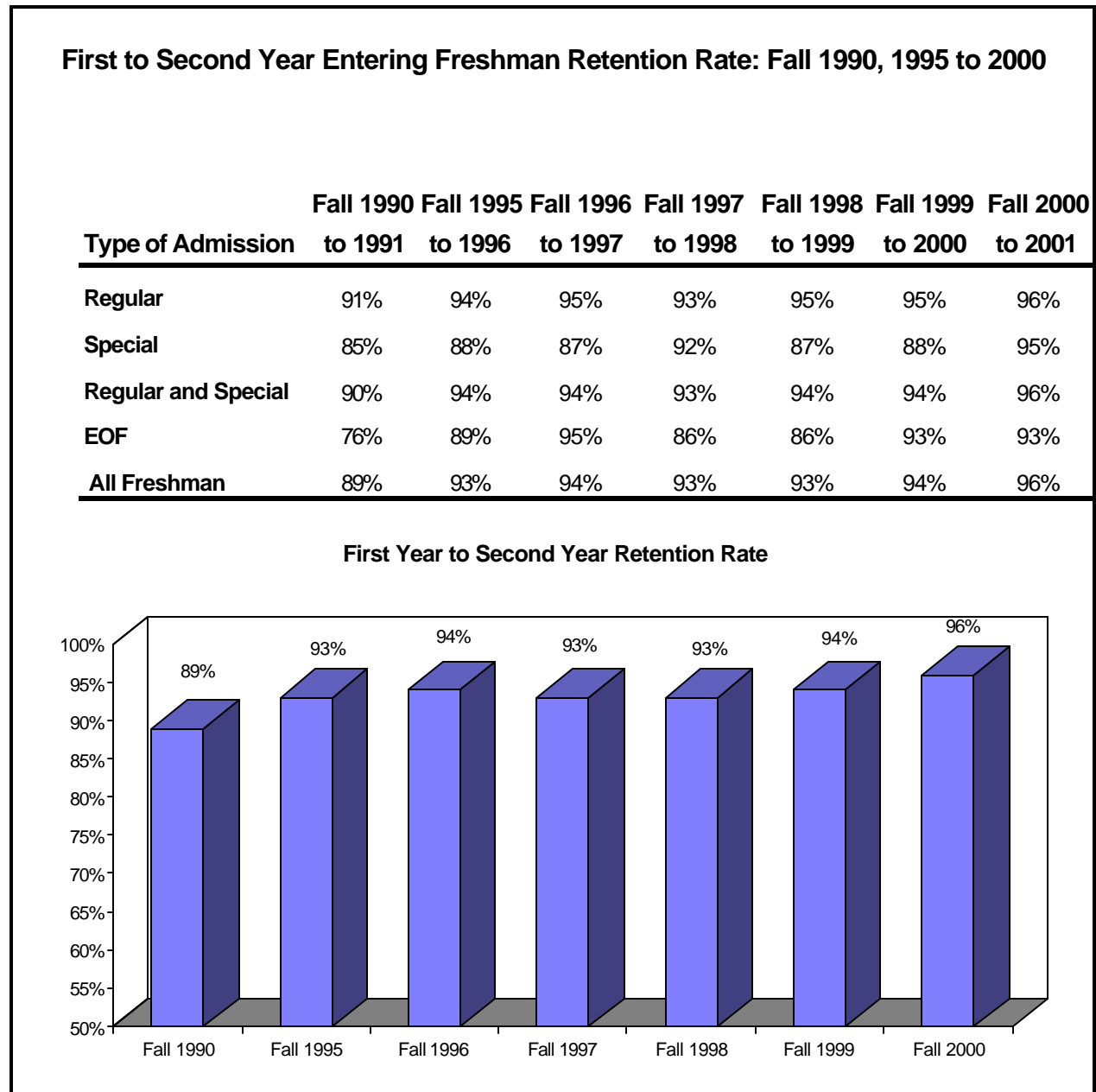
Source: Office of Institutional Research, The College of New Jersey

Eighty percent of the first-time full-time freshmen who entered TCNJ in the fall of 1995 graduated from The College. The New Jersey State funding indicator benchmark is 50 percent, and TCNJ has maintained a 72 percent or higher graduation rate the past eight years.

Graduation Rate of Remedial Students

The six-year graduation rate for full-time freshmen in need of remediation who entered TCNJ in the fall of 1994 and 1995 is 50 percent and 59 percent respectively. These graduation rates are significantly higher than the State's graduation benchmark of 35 percent for those who required basic skills course work.

First Year to Second Year Retention



Source: Office of Institutional Research, The College of New Jersey

First year student retention is affected by several important factors. The factors are:

- academic abilities of the students admitted
- quality of academic instruction
- commitment of the faculty to academic advising
- commitment of the college to provide the support services and activities that meet the needs of the students and foster a campus climate conducive to academic achievement and personal growth

Research suggests that students who live on campus have a greater sense of membership in the college community and thus a greater likelihood to remain at the college. At The College of New Jersey, 96% of all first-year students live on campus. This allows students the opportunity to participate in a well-designed, residence-based student orientation program, and to become a member of The College's community of learners and scholars.

Another important contributing factor in the retention of students from the first to the second year is the First-Year Experience (FYE) program. FYE, implemented in 1995, provides students with social, developmental, and academic programming particular to first-year student needs. The first course in the core curriculum, *Athens to New York*, is taught in the residence halls and is enriched through a ten-hour service experience in the Mercer County community. Faculty members are involved with students through the Faculty Fellows program that links a volunteer faculty member to a small student group for regular programs and activities throughout the year.

2. TRANSFER STUDENT CHARACTERISTICS

RELATIVE GRADUATION RATE OF COMMUNITY COLLEGE TRANSFERS VS. NATIVE FRESHMAN

In the following table, six-year graduation rates for students who transferred to TCNJ from New Jersey Community Colleges as freshmen, sophomore and juniors in Fall 1995 are contrasted with six-year graduation rates for native freshmen, sophomore and juniors who enrolled in Fall 1995.

TRANSFER GRADUATION RATE

<p>Graduation Rates of Transfer vs. Native Students Six-Year Graduation Rates for Fall 1995 Full-Time Degree-Seeking Transfers from NJ Community Colleges and Native Freshmen, Sophomores and Juniors</p>
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	Number	Six-Year Graduation Rate
Community College Transfers (only)		
Freshman Level	13	92%
Sophomore Level	108	81%
Junior Level	38	87%
Total	159	84%
Entering Freshman		
Freshman to Graduation	1,087	80%
Sophomore to Graduation	988	87%
Junior to Graduation	976	87%

Source: NJ Commission on Higher Education

The six-year graduation rate of **all** transfer students (community colleges, other four-year institutions, etc.) entering in the fall of 1995 is 80 percent (an increase of 4% over the 1994 cohort). The overall graduation rate for the first-time full-time freshmen who entered TCNJ in the fall of 1995 is also 80 percent.

F. PROFILE OF FACULTY AND RATIO OF FULL TIME TO PART TIME TEACHING

FACULTY CHARACTERISTICS

Profile of Fall 2001 Full-time Faculty: Ethnicity, Gender, Tenure Status, and Terminal Degree in Academic Discipline

	Asian		American Ind.		Black		Hispanic		White		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
<i>Tenure</i>	14	6.4	1	0.5	13	6.0	5	2.3	185	84.9	218	100.0
<i>Female</i>	1	1.3	0	0.0	8	10.4	1	1.3	67	87.0	77	100.0
<i>Male</i>	13	9.2	1	0.7	5	3.5	4	2.8	118	83.7	141	100.0
<i>Without Tenure</i>	17	14.7	0	0.0	7	6.0	8	6.9	84	72.4	116	100.0
<i>Female</i>	6	9.4	0	0.0	4	6.3	4	6.3	50	78.1	64	100.0
<i>Male</i>	11	21.2	0	0.0	3	5.8	4	7.7	34	65.4	52	100.0
Total	31	9.3	1	0.3	20	6.0	13	3.9	269	80.5	334	100.0
Female	7	5.0	0	0.0	12	8.5	5	3.5	117	83.0	141	100.0
Male	24	12.4	1	0.5	8	4.1	8	4.1	152	78.8	193	100.0

Source: Institutional Research & Academic Affairs, The College of New Jersey

In Fall 2001, 65 percent of the full-time faculty was tenured. Of the tenured full-time faculty, 35 percent was female and 15 percent was minority. Of the full-time faculty as a whole (tenured and tenure-track), 42 percent was female and 20 percent was minority. In 2001, The College of New Jersey employed 15 part-time faculty. There were also 326 adjunct faculty who taught in Fall 2001; 155 males and 171 females.

PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL TIME FACULTY

In Fall 2001, adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 24 percent, therefore, 76 percent of the FTE faculty was full-time.

G. EFFICIENCY AND EFFECTIVENESS

MEDIAN TIME TO DEGREE COMPLETION

For those students who graduated in FY 1999/00, the median time to degree completion was 4.24 years, and for the students who graduated in FY 2000/01, the median time to degree completion was 4.14. The FY 99/00 and FY 2000/01 difference is -0.01. (*Source: NJ Commission on Higher Education*)

Median Graduation Time for Baccalaureate Degree Completion Who Began as First-time Full-time Freshmen

	Total Bachelor Degrees	Median Time to Baccalaureate Degree Completion
AY 1999/00	1,253	4.24
AY 2000/01	1,308	4.14

Source: NJ Commission on Higher Education

UNDERGRADUATE PROGRAMS WITH TWENTY-FIVE OR FEWER MAJORS

In fall 2001, three (or 9.4%) of The College's undergraduate programs had enrollments below 25 students. In FY 2000, 15.6 percent of the undergraduate programs had enrollments below 25 students.

Programs

Philosophy: This program has 20 majors and offers a variety of general education and elective courses for other academic programs at The College. Approximately 700 students per semester enroll in philosophy courses.

Women and Gender Studies: This is a new interdisciplinary major that builds on a successful minor and was approved and instituted in the fall of 2000. In fall of 2001, the program had 6 majors which represents an increase of 5 from the previous fall term.

International Studies: The College has had a successful International Studies minor for several years. An interdisciplinary major was approved for fall 2001. This major draws upon existing International Studies courses and related departments (Business, Political Science, Modern Languages, History, etc.) throughout The College. This new major already has 10 students and additional growth is anticipated both from newly admitted students (spring and fall 2002 terms) and students changing from the minor to the major.

GRADUATE PROGRAMS WITH TEN OR FEWER MAJORS

In fall 2001, there were no graduate programs with fewer than 10 majors.

COST PER GRADUATE

Cost per graduate is defined by the New Jersey Commission on Higher Education (NJCHE) as the ratio of educational and general expenditures (E&G) to the number of total graduates. The cost per graduate in FY2000 was \$68,550 and in FY2001 was \$72,462 (an increase of \$3,912 or 5%). This amount represents increases associated with mandated salary increases, fuel and utilities, support for sponsored research and information technology, debt service, and student scholarships.

H. DIVERSIFIED REVENUES

PERCENTAGE INCREASE IN AVERAGE EXTERNAL FUNDS

The New Jersey State Commission on Higher Education defines external funds as the summation of federal government grants, state government grants, private gifts, foundation monies and funds from other sources. (PELL, Work Study, SEOG, TAG, Garden State Programs, EOF, HEFT/ELF, and direct loans are excluded from the total external funds.) The *average* external funds for FY1998-FY2000 was reported as \$7,055,853 and the average external funds for FY1999-2001 was reported as \$7,288,442. This represents an increase of 3.2 percent between FY1998-FY2000 and FY1999-FY2001.

INCREASE IN TUITION

The State funding indicator benchmark for tuition increase was \$215 between FY 2000-2001 and FY 2001-2002. At TCNJ the full-time in-state tuition increased from \$4,654 to \$5,022 (an increase of \$368).

I. CHARACTERISTICS OF THE BOARD OF TRUSTEES

Name	Title	Ethnicity	Sex
Mr. Walter D. Chambers	Chair	African American	M
Mr. Bruce C. Hasbrouck, Esq.	Vice Chair	Caucasian	M
Ms. Patricia A. Rado	Secretary	Caucasian	F
Mr. John E. Beake	Trustee	Caucasian	M
Mr. Thomas A. Bracken	Trustee	Caucasian	M
Mr. Robert A. Gladstone, Esq.	Trustee	Caucasian	M
Ms. Hazel F. Gluck	Trustee	Caucasian	F
Rev. Wayne R. Griffith	Trustee	African American	M
Ms. Stacy E. Holland	Trustee	African American	F
Mr. Robert M. Kaye	Trustee	Caucasian	M
Mr. James P. McAndrew	Trustee	Caucasian	M
Ms. Barbara A. Pelson	Trustee	Caucasian	F
Mr. Jeffrey F. Perlman	Trustee	Caucasian	M
Mr. Harry S. Reichard, Esq.	Trustee	Caucasian	M
Mr. Jose F. Sosa	Trustee	Latino	M
Ms. Monique Manfra	Student Rep.	Caucasian	F
Mr. Rohit Thawani	Student Rep.	Asian	M
Dr. R. Barbara Gitenstein	President (Ex Officio)	Caucasian	F

Source: TCNJ Office of the President

J. PROFILE OF THE INSTITUTION - UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts

- Art *
- Communication Studies
- Economics
- English *
- History *
- International Studies
- Mathematics *
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish*
- Women's and Gender Studies

Bachelor of Fine Arts

- Fine Arts
- Graphic Design

Bachelor of Music *

Bachelor of Science

- Accountancy
- Biology *
- Business Administration
- Chemistry *
- Computer Science
- Early Childhood Education *
- Economics
- Education of the Deaf and Hard of Hearing**
- Elementary Education *
- Engineering Science
- Health and Physical Education*
- Law and Justice
- Math/Science/Technology*
- Physics *
- Special Education *
- Technology Education*

Bachelor of Science in Nursing

Source: Office of Academic Affairs, The College of New Jersey

** Undergraduate discipline-specific teacher preparation is available*

*** Five-year program leading to a Master of Arts degree in teaching.*

K. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

MAJOR RESEARCH

Faculty at The College of New Jersey have been involved in a variety of research projects supported by both internal and external funding. During the 2001-2002 academic year, internal grants were awarded to 101 faculty members. Thirty-three faculty projects were funded by external sources in 2001-2002. A listing of The College of New Jersey funded faculty research awards (SOSA) and the externally funded academic research awards is provided in appendix A. These awards were made during the 2000-2001 academic year and the research was conducted during the 2001-2002 academic year.

PUBLIC SERVICE

Community

- Adult Learning Center: Department of Educational Administration and Secondary Education
- Diagnostic Reading Clinic: Department of Language and Communication Sciences
- Friendship Day: Department of Special Education
- Learn to Swim Programs: Department of Health and Physical Education
- Speech-Language-Hearing Center: Department of Language and Communication Sciences
- Summer Enrichment Program: Department of Educational Administration and Secondary Education
- Service Learning Program: Office of Service Learning
- Trenton Loves Children Immunization Program: School of Nursing
- Non-Profit Management Program (School of Business)
- Community-based Research Program: Trenton Partnerships (interdisciplinary)

State of New Jersey

- Alternate Route Certification: New Jersey State Department of Education
- Governor's School of the Arts: School of Art, Media, & Music
- New Jersey Statewide Systemic Initiative
- Collegebound Program: Division of Academic Enhancement
- Statewide Career Equity Assistance Center: School of Education
- Writer's Conference: Department of English
- Leadership Institute Programs:
 - Women in Learning and Living Program: Women's and Gender Studies
 - Leadership and Public Affairs: Department of Political Science
 - Community Leadership Program: Office of Service Learning
 - Survey of New Jersey Leaders: Department of Communication Studies

National

- *Tech-NJ*, a publication on innovative instructional uses of technology by students and faculty: Department of Special Education
- *TIES Magazine*, a national on-line journal that supports the teaching of design and technology in middle and high schools: Department of Technological Studies

Global

- International and Overseas Teaching and Administration Programs:
 - Teacher Certification for International Schools
 - Master of Education, Elementary, Secondary
 - Master of Education, English as a Second Language
 - Master of Education, International and Overseas School Administration
 - Summer Sites: Mallorca, Spain, Johannesburg, Republic of South Africa
 - Other Current Program Sites: Kuwait, Thailand and Venezuela
- Global Student Teaching Programs Sites:
 - England, Germany, Puerto Rico, Republic of South Africa, the Gambia, Costa Rica, Thailand and Ireland

TCNJ School of Education Professional Development School Network

The following sixteen New Jersey public school districts are the School of Education's partners in the TCNJ Professional Development School Network. Services to the schools through this network include staff development activities for school personnel and collaborative planning and implementation of school reform initiatives.

- Bordentown Regional School District
- Burlington County Special Services School District
- City of Burlington Public Schools
- Delaware Township School District
- East Amwell Township School District
- East Windsor Regional School District
- Ewing Township School District
- Hamilton Township School District
- Hillsborough Township School District
- Hopewell Valley Regional School District
- Lawrence Township School District
- Plumsted Township School District
- South Brunswick School District
- South Hunterdon Area Schools
- Trenton Public Schools
- West Windsor-Plainsboro Regional Schools

L. THE STATUS OF MAJOR CAPITAL PROJECTS

I. PROJECTS IN PLANNING

A. Athletic Field Master Plan

This project will study the land east of the Shabakunk Creek and offer the alternatives to redevelop this portion of campus to provide the maximum configuration of natural grass athletic fields in recognition with the environmental constraints of the wetlands, open stream and buffer areas along both. This study will present the alternatives, the potential costs, and environmental permitting necessary to implement a major athletic field redevelopment construction project.

B. Athletic Recreation Center HVAC Replacement

This project will prepare the requisite drawings and specifications necessary to obtain competitive contractor bids to replace the all-electric heating and cooling systems servicing this building. The new systems are anticipated to be added to the central steam and chilled water underground distribution systems. This will reduce the present electrical load, which will allow this electrical feeder to be extended to the new Metzger Drive Parking Garage and Student Apartment Project sites.

C. Chapel Project

A Request For Proposals (RFP) has been prepared for a Design/Build form of project delivery for a new 4,000 square foot Chapel to be located in the grass field across from Norsworthy Hall and the Power House. The existing Chapel will be demolished as part of the new Library Project.

D. Student Apartments

This project consists of the construction of 564 student beds in an apartment format. It will consist of three buildings three stories in height, providing one and two bedroom apartments. Due to concerns raised by the Ewing community, the locations of both the Metzger Drive Parking Garage Project and the Students Apartment Projects have been revised. The sites have been transposed such that the parking garage will now be constructed on the current parking lots 7 & 8 and the apartments will constructed on the outside of Metzger Drive. The revised site plans are being developed, however, in order for the project to move forward The College must purchase the property at 1900 Pennington Road. Upon purchase of 1900 Pennington Road and the completion of revised site engineering plans we will resubmit to both the Department of Community Affairs (DCA) and the Mercer County Soils Conservation District for permit approvals. We presently plan to begin construction in the fall 2002 and complete construction fall 2003.

E. Travers-Wolfe Renovation and Addition

This project will construct approximately 224 new student beds as an addition to this 1971 residence hall, while remediating the exterior façade of the structure, replacing the deteriorated windows and adding two new elevators to each of the two towers. The delay of the Student Apartments Project has caused a concurrent delay in this project. The start of the construction will begin in the fall of 2003 and construction is expected to consume approximately 12 months per building.

F. West Library Renovation and Addition

This project was originally intended to renovate the 1934 and 1968 library buildings, while adding approximately 40,000 gross square feet of new space to these buildings to accommodate The College's library needs. The Campus Facilities Master Plan proposed a new library to be constructed on the present Chapel Quad. The design phase for a new 135,000 gross square foot library has progressed well. TCNJ plans to competitively bid the project in June 2002. TCNJ anticipates awarding the project in fall 2002 with constructing commencement planned for spring 2002.

II. PROJECTS UNDER CONSTRUCTION

A. Chilled Water Plant Replacement & Expansion

This project analyzed the central cooling plant equipment and the underground supply and return piping system. The present cooling system is at its maximum capacity and The College needs to plan how it will increase its central plant cooling system to accommodate the increase in new buildings, now proposed in the Campus Facilities Master Plan. This work will result in a comprehensive plan to augment and replace the existing equipment in a manner to support the planned major buildings. At this time, the cooling piping installation to the existing chillers was completed as scheduled in March 2002. The existing chillers delivered the necessary cooling loads for the campus. Construction of the balance of the project is nearly completed (2.5 months ahead of schedule). Both of the two (2) new 2000 ton chillers are complete, set, and on line.

B. Electric Service Replacement

With the sustained expansion of The College's facilities the electrical services will need to be increased in support of this new electrical load. Additionally, with the expansion of the cogeneration plant and the deregulation of the electrical industry, it has been concluded The College would be best served if it changes its incoming electrical service from the present 13.2 KVA service that is serviced by Public Service Electric and Gas Company under the large power (LPL) rate tariff to a 26 KVA service, under the high tension (HTH) rate tariff. This increase in power will provide significantly greater reliability, increased power required to support the campus when the cogeneration system is not operating, and will save considerable annual operating funds. The design documents are being developed. Design completion is anticipated by August 2002. Once completed, we will publicly bid the project and plan to award by October 2002. Construction is planned to start in October with completion realized in the spring 2003.

C. Forcina Parking Garage

This project will construct on the site of the present surface parking lot 14, a two level parking structure accommodating 275 cars. Both levels will be accessed from the north off of Metzger Drive. Design is complete, permits have been issued, and construction has commenced. Construction began in April, five weeks ahead of schedule, in anticipation of potentially uncovering underground structures and high water table conditions, both of which were encountered. Due to the earlier than planned start, the delays associated with the underground conditions have not affected the projected project completion date of August 23, 2002.

D. Lake Ceva Dam Restoration Project

Due to deterioration of the existing concrete dam structure and spillway elements, repairs have become necessary. Repairs and replacement to the concrete spillway, dam structure, and headwalls will be required as well as the removal of trees and vegetation along the heavily forested earthen embankment. Design has been ongoing and is planned to be released for permitting and bidding this summer. Construction is planned to commence in the early summer of 2003. The construction period coincides with the NJDEP Fish, Game & Wildlife seasonal restrictions.

E. Metzger Drive Realignment at Forcina Hall

This project will relocate approximately 700 feet of the present curve of Metzger Drive as it encompasses Parking Lot 12. With the construction of a new parking garage over a portion of the existing surface parking lot, the remaining portion of this lot will be removed, allowing for a new alignment of Metzger Drive, making for a safer road alignment. This realigned road will be connected to the two access roads in and out of the new Forcina Parking Garage. This work is scheduled to be complete by August 2002.

F. Metzger Drive Parking Garage

A three level parking structure was originally intended to be constructed on five lots owned by The College on the outside of Metzger Drive along Pennington Road. Access to the garage was anticipated to be from Metzger Drive, near the surface Parking Lot Number 5. The site for this work has been transposed such that the parking garage will now be constructed on the current parking lots 7 & 8. This change in the location of the garage provides a larger site, allowing us to increase the size of the garage to accommodate 900 cars.

G. Science Complex

A schematic design was presented and accepted for the renovation and addition to the Nursing Building for the Departments of Mathematics and Physics, and a renovation and addition to the Crowell Annex for the Department of Chemistry. Additionally, a design development document was presented and accepted for a new Biology Building and the Science Complex. The Biology Building project has been completed and occupancy occurred in the summer of 2000. The Chemistry, Mathematics and Physics Building designs were finished by early August 1998; bids were opened on September 15, 1998; the construction started on November 2, 1998 and construction was to be complete by August 2001. Following months of noticing the contractor for failure to perform, The College terminated Paphian Enterprises, Inc. as the general contractor in February 2001. An agreement was executed July 27, 2001 and the firm of Daniel J. Keating of Philadelphia, PA was retained by Travelers, the surety, to complete the general construction prime contract work. The work has progressed well in Phases 1-4, which are the new Chemistry and Physics buildings as well as Crowell Hall Annex. The project completion for phases 1 through 4 remains projected for July 2002. Crowell Hall will be demolished beginning July 1, 2002; and the Phases 7 and 8 (façade wrapping of Crowell Annex and the Link respectively) is planned to commence in September 2002 and be complete by June 2003. We have begun to move major pieces of equipment into the new complex.

H. Social Sciences Building

This project replaces Bray Hall with a new building for the five Social Sciences Departments of History, Law and Justice, Political Science, Psychology and Sociology. The Board of Trustees approved a waiver of advertising to Kitchen & Associates as the project architect. The architectural programming and then the final construction documents were completed in October 1999 and in early winter 1999, respectively. Project construction started in February 2000 and was completed for furniture in July 2001 and for a phased occupancy in late July through mid August 2001. The project is in the closeout phase at this time.

I. Travers Parking Garage

This project will construct on the site of the present surface Parking Lot 9 a three level parking structure accommodating 329 cars. The existing service road into Travers and Wolfe Halls and ARC will be retained. The construction began in March 2002 and will be complete by August 23, 2002.

J. Underground Electric Extension Project

In order to supply the required electrical, voice, and data requirements of the Metzger Drive Parking Garage and Student Apartments Projects we will extend the campus electrical feeders located at Townhouse West to both site locations, the Administrative Services Building, and the location of the new fuel cells located just west of Metzger Drive, north of the Administrative Services Building Parking lot. The distribution system will allow electrical transmission from the Cogeneration Plant to the projects should the fuel cells generated power be interrupted. Additionally, the distribution system will deliver back to the campus grid excess power generated by the fuel cells. The fuel cell utilizes new technology developed by NASA to generate electric power from natural gas at a lower unit than present cost.

K. Underground Steam and Chilled Water Expansion Project

Design is complete on the distribution system for the steam and chilled water system from the Old West Library to Travers/Wolfe Residence Facilities. The completed design has been publicly bid and awarded. Construction is to begin in early June 2002 and be completed in the fall of 2002. Additionally, we will extend the systems to Travers/Wolfe Dormitories in preparation of their renovations beginning summer of 2003. The route to Travers/Wolfe affords The College the opportunity to provide utilities to the Athletic Recreation Center in preparation of that project later this summer.

APPENDIX A
Support of Scholarly Activity (SOSA): 2001

First	Last	Department	Title
Thomas	Allsen	History	Hunting and Politics in Iran, India, Central Asia and China from Antiquity to Early Modern Times
Anita	Allyn	Art	The Intersection of Place, Gender and Technology in Visual Artwork
Helen	Anthony	Special Education	Addressing High Referral Rates to Special Education in an Urban School District
Georgia	Arvanitis	Chemistry	The Biological Activity of Platinum- Containing Antitumor Drugs
Martin	Becker	Physics	New Jersey's Fossil Turtles From the Time of the Dinosaurs
William	Behre	Special Education	Addressing High Referral Rates to Special Education in an Urban School District
Juda	Bennett	English	A Novel: Caught in the Diamond State
David	Blake	English	Writing the Republic
Janice	Bossart	Biology	Factors Affecting Butterfly Species Across Environmental Landscapes
Susan	Boughn	Nursing	The Human Perspective of Trichotillomania
Lynn	Bradley	Chemistry	Synthetic & Mechanistic Studies of Organic Reactions
Wendel	Brooks	Art	Cross-Platform: Non-Traditional Art Meets Non-Traditional Technique
Jo	Carney	English	
Celcia	Chazelle	History	
Bea	Chiang	Business	Costing Systems in the Healthcare Industry
Karen	Clark	Math	Determining the Overall Electrical Behavior of a Polycrystalline Material
Andrew	Clifford	Math	Applying Geometric Arguments to the Question of Equations Over Groups
Roy	Clouser	Philosophy	Belief in God and the Strategies for Theories
Cythnia	Curtis	Math	Low-Dimensional Topology
Alan	Dawley	History	The Impact of the US on 20 th Century World History and Vice-versa
Jan	Fleischer	Chemistry	Electrostatic Potentials of Two Classes of Organic Compounds
Luis	Gabriel-Stheeman	Modern Languages	Standard Spanish: Ideologies Behind Linguist Reasoning in Spanish Discourse
Allen	Gotthelf	Philosophy	Aristotle's Biological Enterprise and Its Philosophical Significance
James	Graham	Psychology	Longitudinal Studies on Inner City Children's Understanding of Relational Schemas in Peer Relationships

Jo-Ann	Gross	History	The Letters of Khwaja ‘Ubaydullah Ahrar & His Associate
Ruth	Hall	Psychology	The Diversity of Life Experiences Among African American Women
Jay	Hoffman	HPER	Anaerobic Athletic Performance During Competition
Gerald	Hoffman	Chemistry	The Study of the Monohalides & Dihalides of the Noble Gases Through High-Level Quantum Chemical Calculations
David	Holmes	Math	Stylometry: The True Authorship of “The Diary of a Public Man”
Jinmo	Huang	Chemistry	Developing an Analytical Technique for Total Plasma Homocysteine Determination
Harriet	Hustis	English	Rules of Engagement; The Reader in and of Gothic Fiction
Richard	Kamber	Philosophy	The Epistemic Powers of Philosophy, Science and Narrative Art
Jie	Kang	HPER	Interactive Effect of Cadence and Workload on Physiological Responses During Bicycle Exercise
Kenneth	Kaplowitz	Art	Combining the Written Word and Visual Art Using the Digital Laser Printing Process
Allen	Katz	Engineering	Techniques to Minimize Distortions in Communications System
Regina	Kenen	Sociology	Beliefs, Behavior and Decision Making in Women at Risk for Inherited Breast Cancer
Snezana	Kilibarda-Dalafave	Physics	Studies of Transport Phenomena in $Te_6M_xZ_{15}$
Mark	Kiselica	Counseling	When Boys Become Parents: Understanding and Helping Teen Fathers
Steve	Klug	Biology	Essentials of Genetics 4 th Edition and Concept of Genetics 7 th Edition
Adam	Knobler	History	The Use of Myth in the Context of Crusading
Diane	Kobrynowicz	Psychology	Stereotypes. Stereotyping and the Effects of Bias
Lincoln	Konkle	English	The Puritans Progress: Thorton Wilder and the American Literary Tradition
Jean	Konzal	Elementary Education	Making Visible the Voices of Parents in the Struggle to Reform Our Schools
Charles	Kumnick	Art	The Technology of Casting as Applied to Large Scale Work
John	Landriau	Modern Languages	The Writings of Jose Maria Arguedas
Matthew	Lawson	Sociology	The Effect of Cultural Models or Mental Maps on Social Behavior
Bozena	Leven	Business	Financial Restructuring in Poland
Andrew	Leynes	Psychology	Decision Processes, Memory & Brain Activity
Rebecca	Li	Sociology	Factors that Bring About State Breakdown in China and Russia
Claire	Lindberg	Nursing	HIV Symptom Distress Project

Donald	Lovett	Biology	How Crabs Osmoregulate (maintain salt balance in the blood)
Miriam	Lowi	Political Science	A Study of Political Breakdown in Algeria
Chris	McAuliffe	Special Education	Identifying the Skills of Successful Deaf Readers
Lawrence	McCauley	English	Dialect Poetry: An Introduction
Stuart	McCook	History	The Environmental Consequences of Globalization in Latin America 1880-1930
Tim	McGee	English	Assessments of Critical Thinking in the Writing and Speaking of First Year College Students
Regina	Morin	Modern Languages	Teaching Second Language Learners to Use Morphology to Improve Their Vocabulary
Janet	Morrison	Biology	Interactions Between Populations of Plants & Their Enemies
Michele	Naples	Business	Business Failures, Microeconomic Debates and Pedagogical Innovation in Information Systems
Sharon	Navard	Math	Incorporating Estimates of Human Error into Reliability Predictions for the Space Shuttle Propulsion Systems
Marcia	O'Connell	Biology	Genetic Regulation of Embryogenesis Invertebrates
Agustin	Otero	Modern Languages	The Writings of the Spanish Novelist Julio Llamazares
Cynthia	Paces	History	Prague's Monumental Crusades; Religious Imagery and the Creation of Czech Identity 1890 – 1938
Aigli	Papantonopoulou	Math	The Interplay Between Algebra & Geometry
Elizabeth	Paul	Psychology	The Role of Interpersonal Relationships in College Student Adjustment, Experience and Development
Alfred	Pelham	Business	Measuring the Impact of the Consultive Sales Management Constructs on Performance
John	Pollock	Communications	Media Alignment with Political and Social Change
Consuelo	Preti	Philosophy	The Concept of Analytic Truth in modern & Contemporary Philosophy
Shridevi	Rao	Special Education	Facilitating Transition From School to Employment for Individuals with Challenging Behavior
David	Reimer	Math	Multidimensional Cubes
Lee Ann	Riccardi	Art	Roman Imperial Portraiture
Howard	Rienert	Biology	The Genetic Structure of Populations of Endangered Snake Species
Bruce	Rigby	Art	Mixed Media Paintings Stemming From the Unintentional Esthetic
Adriana	Rosman-Askot	Modern Languages	Women Writers and the Concept of Nation in Spanish America
Susan	Ryan	Communications	The Use of Archival Footage in the Documentary Film
Teresa	San Pedro	Modern Languages	An Anthology of 20 th Century Central American Theater
Philip	Sanders	Art	Multidimensional, Multimedia, Digital Art

Rajib	Sanyal	Business	The Impact of Globalization on Labor Unions, Workers' Rights and Human Resource Practices
Ed	Sarafino	Psychology	Asthma, Stress and Motivated Reasoning
Marguerite	Schnieder	Business	An Empirical Study of Leadership & Management
Bigan	Sepahpour	Engineering	Design and Development of Apparatus Required for Experiments in Mechanical Engineering
Eugenia	Shanklin	Sociology	The Activities of the Survivors of the Lake Nyos Disaster
Qin	Shao	History	The Institutions of Sociability in Modern China
Sharon	Sherman	Elementary Education	Teaching Science with Technology
David	Smits	History	The Military Strategies Employed by the Post-Civil War Indian Fighting Army
Glenn	Steinberg	English	The Reception of Dante & Chaucer Within the Work of Their Literary Successors
Michele	Tarter	English	The Body as Testimony: Quaker Women's Prophecies in Early American Culture & Text
Patrick	Tebbe	Engineering	The Development of More Accurate Modeling Techniques For the Thermo-Fluid Processes Present in Materials Processing
Deborah	Thompson	Elementary Education	Issues of Literacy and Teaching Elementary Students of Color
Louis	Tucci	Business	Services Marketing and Electronic Commerce
Donald	Vandegrift	Business	Experiments In Economic Decision Making
David	Venturo	English	Fallen On Evil Days: Alienation & Protest in the Later Works of Milton, Dryden and Swift
Joyce	Vincelette	Business	Strategic Management Cases
Jeanine	Vivona	Psychology	Negotiating Between Autonomy and Dependency in Adolescents
Alan	Waterman	Psychology	
Thulsi	Wickranasinghe	Physics	To Measure the Vacuum Energy of the Universe and to Understand the Nature of Gamma Ray Bursts
Mort	Winston	Philosophy	
Jean	Wong	Language/ Communication Sciences	Conversation Analysis of Native/Nonnative Speakers
Gary	Woodward	Communications	The Idea of Identification
Sinoma	Wright	Modern Languages	Analysis of Six Contemporary Italian Women Authors
Qufu	Zheng	Math	Generalized Watson Transforms and Applications

EXTERNAL FACULTY RESEARCH & PROGRAM GRANTS 2001

	Project Director		Project Title	Funding Agency	Total Amt. (\$)
1	Bakewell-Sachs	Susan	Sexual Assault Nurse Examiner Program	NJ Div of Criminal Justice	\$15,700.00
2	Boatwright	James	Academic And Career Enhancement Program	U.S. Dept. of Education	\$870,816.00
3	Boatwright	James	The Educational Opportunity Fund FY02	NJCHE	\$824,745.00
4	Chambers	James	Collegebound Grant Program	NJCHE	\$1,520,400.00
5	Chambers	James	Junior/Senior Statewide Collegebound Student Conference	NJCHE	\$17,470.00
6	Dell	Amy	Preparing special & Elementary...	NJCHE	\$749,333.00
7	Dell	Amy	Adaptive Technology Center for New Jersey Colleges	NJCHE	\$150,000.00
8	Evangelisto	Anthony	Provisional Teacher Training Program	NJ Dept. of Ed.	\$133,050.00
9	Gotthelf	Allan	Ayn Rand Studies	Anthem Foundation	\$3,000.00
10	Hadge	Joseph	Improving Campus Climates...	NJ Div. Of Highway Traffic Safety	\$49,512.00
11	Hadge	Joseph	Changing attitudes by Correcting Misconceptions	Rowan University	\$15,000.00
12	Hadge	Joe	Tobacco Survey	Rowan University	\$5,000.00
13	Harms	Henry	Vocational Student ...	NJ Dept. of Education	\$83,353.00
14	Hoffman	Jay	Muscle Oxygen Saturation & Resistance Training	U of Penn Sub Grant (NIH)	\$2,000.00
15	Hollander	Jean	Writers' Conference 2002	NJ Council on the Arts	\$17,625.00
16	Kamber	Richard	Judaism and Judaic Thought	Jewish Chautauqua Society	\$1,000.00
17	Katz	Allen	Characterization of Non-linearities...	Cadence, Inc	\$30,000.00
18	Knox	Deborah	CITADEL: Computing and Information ...	Virginia Tech (Sub Grant NSF)	\$97,762.00
19	Lindberg	Claire	Advanced Education Nursing Traineeship	U.S. Dept. of HHS	\$25,962.00
20	Marcus	Lawrence	A Proposal to Increase Capacity	NJCHE	\$775,750.00
21	Martinovic	Miroslav	Purpose Driven Natural Language	NSF	\$80,790.00
22	Masterson	Judith	College Art Gallery Exhibits Photography 2001	Mercer County Cultural and Heritage Comm	\$3,000.00
23	Masterson	Judith	Printing of Gallery Invitations...	Mercer county Cultural and Heritage Commission	\$2,000.00
24	O'Callaghan	Cecelia	Hispanic Interns in Community Service, FY02	NJ Department of Community Affairs	\$5,000.00
25	Reinert	Howard	Study of the Impact of Commercial Logging	Conservation and Natural Resources	\$218,710.00
26	Sepahpour	Bijan	An Affordable State of the Art ...	NSF-CCLI EMD proof of concept	\$74,963.00
27	Stephens	Paul	TCNJ Graduate Studies Center...	US. Dept. of State	\$20,000.00
28	Switzer	Mary	Statewide Nontraditional Career ...	NJ Dept. of Education	\$500,000.00
29	Tebbe	Patrick	Acquisition of Computational Modeling...	NSF (MRI) RUI	\$86,917.00
30	Thompson	Deborah	Measuring Early Literacy	U. S. Dept. of Education	\$19,978.00
31	Todd	Ronald	CTL Deveolpment Grant	NSF	\$99,982.00
32	Vandegrift	Donald	Labor Market Compensation ...	NSF	\$103,366.00
33	Winston	Morton	Joint Curriculum Development ...	Fulbright Foundation	\$14,100.00

APPENDIX B: SIGNIFICANT INSTITUTIONAL CHANGES

SIGNIFICANT INSTITUTIONAL CHANGES, PAST ACADEMIC YEAR (2001-2002)

- Reorganized five schools into seven (Fall 2001). This was accomplished primarily by subdividing the School of Arts and Sciences into (1) The School of Art, Media, & Music, (2) The School of Culture & Society, and (3) the School of Science. Others schools include Business, Engineering, Education, and Nursing.
- New Assistant Dean positions were created and filled for each of the seven schools (Fall 2001). This step was taken to address The College's efforts to enhance student advising, scheduling, and learning assessment activities and support changes in student work (see below).
- Discontinuation of five graduate programs (MAT in Health, MA in Audiology, MA in Music, Med and MAT in Music Education) in June 2002.
- Reorganized the college Cabinet (November 2001).
- Long range capital facilities and financial plans approved by Board of Trustees (June 2001).
- Social Science Building opened (August 2001).
- New system of governance implemented (2001), including staff representation on Board of Trustees (joining student and faculty representatives).
- Approval of a new B.A. in International Studies (Fall 2001)
- Appointments of Dr. Gail Simmons, Dean of Science (August 2002), Mr. David Tiffany as Vice President of Development (Jan. 2002) and Mr. Raymond Barclay as Senior Analyst of Institutional Research (Feb. 2002).
- Strategic Planning Processes underway in the areas of enrollment management, student services, and information technology were prepared and presented to the Committee on Planning & Priorities Council (Fall 2001).

EXPECTED INSTITUTIONAL CHANGES, CURRENT/ NEXT ACADEMIC YEAR (2002-03)

- Appointments of Dr. Terence O'Connor as Dean of the School of Education (July 2002), Dr. Susan Albertine as Dean of the School of Culture & Society (July 2002).
- Broad Campus-wide review of the nature of student and faculty work - - Proposal in governance to move from current credit system with a 120 credit hour graduation requirement to a course-based graduation requirement of 32-34 courses.
- Review & Revision of General Education Curriculum and requirements (Spring/Summer 2003).
- Re-designation of Engineering Science Degrees.
- PeopleSoft Human Resource and Finance System to go live in Spring 2003.
- Science Complex to open that will house Chemistry, Math, and Physics (August 2002).
- Planning for new library with a groundbreaking scheduled for Spring of 2003.
- Converting to a new Human Resources and Financial System - - PeopleSoft (April 2003).
- Planned conversion to a new student system (Begins April 2003).
- New minors in Middle East Studies, Comparative Literature, and Public Policy (Fall 2002).