

Student Affairs Strategic Plan & Progress Report

2006-2014

Background

In 2006, President Gitenstein initiated a transformation of Student Affairs at TCNJ. This transformation was similar in size and scope to the transformation that occurred in Academic Affairs years prior. The stated goals for transformation of Student Life (now Student Affairs) were the following:

- ❖ Transform the division and refocus its energies and resources on the College's educational mission
- ❖ Articulate a new student development model
- ❖ Develop an effective organizational structure that identifies areas of focus, facilitates collaboration and consultation across functional areas, and reduces redundancies
- ❖ Foster a campus culture that values student life professionals as essential partners in the learning process
- ❖ Transform the college experience for our students and forward the transformation of a very fine public institution into a national exemplar of public residential undergraduate education

Though originally intended to be a seven-year strategic plan, in response to multiple divisional leadership changes during this period, the plan was extended an eighth year (2006-2014).

Beginning the Process: Transforming & Refocusing Divisional Energies & Resources

In August 2006, a new vice president of Student Affairs (Jim Norfleet) joined the campus. At the time the division was characterized as loosely organized, fractured and demoralized. Work was required before true transformation could occur. Over the next year, the division worked together to achieve the following:

- ❖ A name change - the division became known as "Student Affairs"
- ❖ Engagement of the entire division in conscious self-assessment and reflection
- ❖ Examination of traditional and innovative models of student affairs practice
- ❖ Development of a strategic plan

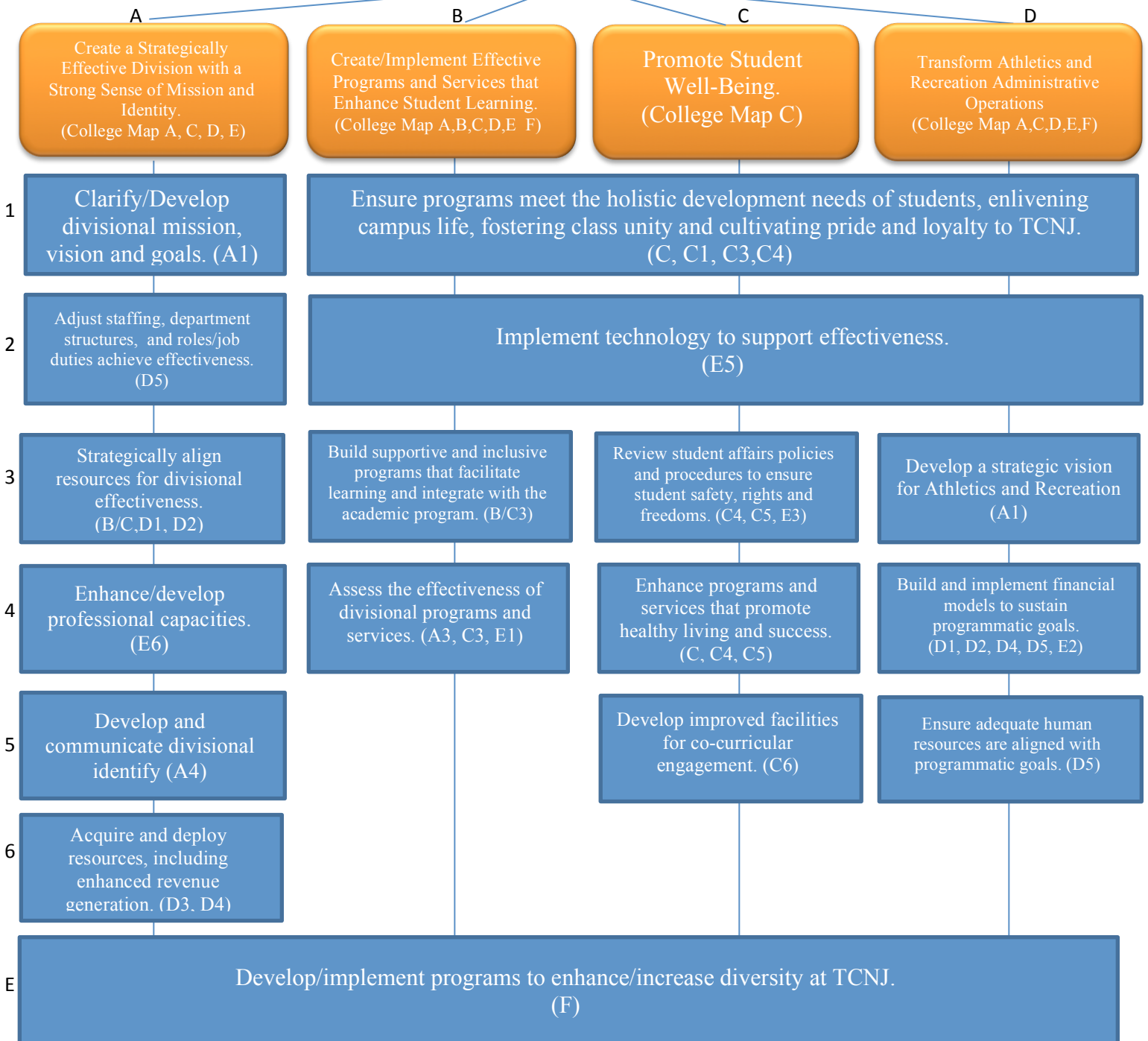
Following the development of the College Strategic Map, the divisional strategic plan was updated to better align with the College's Strategic Plan. As a result of these efforts and in response to Dr. Gitenstein's charge, the division adopted four major initiatives and goals.

1. Create a strategically effective Division with a strong sense of mission and identity.
2. Create and implement effective programs and services that enhance student learning.
3. Promote student well-being.
4. Transform athletics and recreation administrative operations.

In 2013, as a complement to the College Strategic Map, a divisional Strategic Map was developed summarizing the divisional plan. The map below visually summarizes the 2006-2014 strategic plan for the Division of Student Affairs.

Division of Student Affairs Strategic Map

Make the timely strategic choices necessary to provide excellence in the out-of-classroom experience on an affordable, sustainable basis.



Implementation & Progress Update

A. Create a strategically effective division with a strong sense of mission and identity. (Connects to College Map A, C, D & E)

A1. Clarify/Develop divisional mission, vision and goals. (Connects to the College Map - A1)

After a process of reflection and comparison in 2007, Student Affairs adopted statements that promoted a sense of collective identity, a shared purpose and reflected a new student development model.

Student Affairs Mission

As educators guided by TCNJ's mission, we lead and support efforts to promote student engagement, learning, and success. We work purposefully with others to create environments that enrich the TCNJ experience and foster the development of students as whole persons. Our aspiration is to develop globally conscious citizens whose character will be distinguished by an appreciation for the range of human experience, a commitment to act and lead with integrity, and a self-directed call to lifelong learning and service to their communities.

Student Affairs Vision

We envision ourselves as a national exemplar in educating the whole student, integrating student life and learning, and providing outstanding programs, services and facilities that support students and the campus community.

To advance the work on transforming the division into alignment with this new mission and vision, the division developed guiding principles. The guiding principles were broken into two categories – Guiding Principles for Transforming Student Life at TCNJ” and “Guiding Principles for Student Learning.” These principles are:

Guiding Principles for Transforming Student Life at TCNJ

- ❖ Focus the student affairs enterprise on engaging students in active, transformative learning throughout and across the college experience
- ❖ Approach change as a scholarly act; planning should be mission-driven, linked to theoretical concepts and evidence-based analyses, and informed by a thoughtful reexamination of the division's role, functions, strategic aspirations, and enduring goals
- ❖ Cluster units and programs in keeping with their purposes, functions, and desired outcomes, and with a view toward creating a more coherent administrative structure and a more synergistic organizational culture
- ❖ Respect existing talent by encouraging student affairs staff and other stakeholders to contribute thoughtfully to designing and implementing the three-step process of *reorganization, realignment, and renewal*
- ❖ Plan and implement changes with transparency, honesty, and integrity over a three-year period as resources permit

Guiding Principles for Student Learning at TCNJ

The accomplished and engaged learner:

- ❖ Reasons incisively using conceptual structures and accepted methods of an academic or professional discipline
- ❖ Relishes challenging problems and generates creative solutions using tools of analysis and inquiry
- ❖ Understands the complexity and connectedness of the world and the value of divergent points of view
- ❖ Participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work
- ❖ Reflects on the larger questions of life in pursuing a path of meaning and purpose
- ❖ Recognizes that learning is a self-directed endeavor and accepts responsibility for defining a path of intellectual and personal growth

Future Opportunities:

- In 2014, under new divisional leadership and in preparation for a new strategic plan, the Division will re-examine the mission, vision, and guiding principles. This information will be utilized in the development of future strategic plans (2014-2017)

*A.2. Adjust staffing, department structures, and roles/job duties to achieve effectiveness.
(Connects to College Map - D5)*

The divisional leadership structure did not adequately support the College's goal of "refocusing our energies and resources on the College's educational mission." During the period covered in this plan, the division has been led by four vice presidents – the current vice president, Dr. Amy Hecht, joined the division in January 2014. Stability in leadership will enable the division to continue to progress. Additionally, an executive leadership team was formed to ensure adequate supervision of the varied facets of the division as well as the administrative functioning of the division, departments and units. The executive team consists of:

Vice President

Assistant Vice President/Dean of Students (Health and Wellness)

Assistant Vice President (Student Life)

Assistant Vice President (Engagement) *Search will conclude by December 2014

Assistant Vice President/Executive Director of Athletics and Recreation

Director, Student Affairs Administration and Finance

To ensure that the administration of the division remains current to the needs of students, the vice president initiated the Cabinet of Student Advisors (COSA) in 2013. The Cabinet of Student Advisors consists of a diverse representation of student leaders – representing athletes, cultural groups, fraternities and sororities, programming groups, student finance and student government. As student groups are not always consistent in their activity levels, membership is fluid to represent the significant leaders each year.

New and enhanced lines were necessary to accomplish the changes to departmental and programmatic focuses and the reorganizations that were needed to transform the division. As evidence of its commitment to the Division of Student Affairs, the College made significant investments in staffing, though in many cases this investment was a restoration of staffing levels. Fourteen lines were added to and remain within the division (including the Associate Vice President/Dean of Students); and, the College committed to support the gradual assumption of a new grant funded position – the Senior Associate Director of Athletics/Sr. Women's Administrator. The result is a net gain of fifteen new staff to support the work of the division. In addition to the

new lines, three lines were enhanced from part time to full time (two as 10 month positions and one as a 12 month position), seven lines were expanded from 10 months to 12 months, two lines were upgraded from a secretarial line to an administrative assistant line, and one line, the Coordinator of Anti-Violence Initiatives, which had been grant funded, was institutionalized. In addition to the new lines, there have been over 60 staffing transitions during this period (either strategic or situational - retirements/resignations). Appendix A includes an updated organizational chart that reflects these changes.

To continue the development of the division, we will:

Future Opportunities:

- Develop/Refine divisional work groups and committees to enhance engagement in quality improvement.
- Nurture academic partnerships that strengthen student learning. Student Affairs has partnered with Faculty Senate to provide brainstorming lunches to identify opportunities for collaboration between the two areas.
- Continue to evaluate current organizational structure and vacancies.

A.3. Strategically align resources for divisional effectiveness (Connects to College Map –B/C 3, D1, D2)

In 2007, in keeping with the new Student Affairs mission and vision, three areas were brought into the division - Career Services, Educational Opportunity Fund (EOF) and the Center for Academic Success (CAS). In 2012 Dr. Gitenstein began laying the groundwork for a new initiative – the formation of Enrollment Management, focusing on admissions, retention and student success. EOF and CAS, as well as Disability Services were moved from Student Affairs to Enrollment Management. Career Services, renamed the Career Center, remains within the Division of Student Affairs with the goal of placing greater emphasis on the holistic development of students.

In 2008, Auxiliary Services comprised of the Bookstore, Brower Student Center, Conference & Meeting Services, Dining Services, and Vending was dismantled as a unit. The system that was in place was not financially solvent as a conference center and did not provide a developmental focus for the Brower Student Center. The restructure allowed Conference and Meeting Services to focus on more entrepreneurial efforts and the remaining units to focus on the needs of students. To place an increased emphasis on student programming the Brower Student Center was joined with Student Activities. As the bookstore is housed in the Student Center, the Director of Student Activities and the Brower Student Center became the liaison with the bookstore operator (Barnes & Noble). In 2014, Brower Student Center, Dining Services and vending joined the Residential Education & Housing department placing the emphasis of these contracts on the student experience – particularly the experience of students living in campus housing. This created a Student Life Portfolio within the greater Division. Conference & Meeting Services separated into student organization scheduling, major programs, and external clients. Given the Student Affairs focus on the student experience, the student organization scheduling remained within Student Affairs. Faculty, staff and external clients are handled outside the division.

In 2011 the Dean of Students area was developed. The Dean of Students area creates diverse opportunities for meaningful engagement in a transformative college experience. In 2014, the position was evaluated following the retirement of Magda Manetas (former AVP/Dean of Students). The position was revised to focus more heavily on engagement and seamless learning efforts. The areas of policy development, crisis response, Student Conduct, and behavioral threat assessment were placed into the Assistant Vice President/Dean of Students (Health and Wellness) portfolio.

In FY12 a Post-Doctoral fellowship was added in Counseling & Psychological Services (CAPS). The need/demand for counseling assistance by students was increasing significantly and multiple counselors/psychologists would be required to meet demands. Given the high cost of adding multiple permanent staff lines, the addition of a permanent psychologist position was supplemented with a post-doctoral fellow. To further maximize staffing resources CAPS increased their group counseling offerings and changed their appointment model. As a result of these changes, counseling staffing moved towards optimal national standards for service delivery. In June 2014, Dr. Mark Forest was hired as the Director of CAPS.

In the fall of 2012, Student Affairs initiated its College Engagement Internship Program (CEI) – a program that deployed 12 student interns throughout the division. Though administration of the program was initiated in the Vice President’s office, in 2013 the Career Center took on the oversight of the program.

A campus-wide taskforce was charged in 2010 with examining the leadership development needs of students. The recommendations of this group and the College’s designation of leadership development as a College Signature Experience, led to the initiation of the Leadership Development program with the hiring of an Assistant Dean of Students/Director of Leadership Development in 2013. The new Vice President, Dr. Amy Hecht, revised this position during the organizational restructure in Spring 2014 and it is now titled Director of Leadership Development. The Division of Student Affairs is well represented on the current Signature Experience Leadership Task Force and is poised to partner campus-wide to deliver innovative programming.

Future Opportunities:

- In January 2015, Student Affairs will offer a campus-based session of The LeaderShape Institute. This 6-day, intense leadership development program focuses on leading with integrity, understanding personal values, and creating a vision for the future. Sixty students will participate in this off-campus program.
- The Director of Leadership Development is pursuing the creation of a Leadership Certificate program (recommended by the 2010 Leadership Task Force), a mentor program, and alumni speaker series.
- The focus on health and wellness is broad-based and will include mental health, spirituality, physical health, and financial health. Efforts are underway to provide new resources to students, such as Mindfulness Training and campus-wide marketing efforts to increase awareness of health and wellness related issues. Additionally, a mental health task force report will be complete at the conclusion of the Fall 2014 semester. This report will provide recommendations to help strengthen our response to mental health issues.

A.4. Enhance/develop professional capacities. (Connects to College Map E6)

The divisional strategic planning process was initiated in 2007 with a period of emphasis on professional development efforts. Divisional staff read “Learning Reconsidered,” by Richard Keeling, and “One Size Does Not Fit All,” by Kathleen Manning. Additionally, Dr. Manning was brought to campus to lead a one-day professional retreat. The discussions held during that retreat were expanded upon to form the strategic plan as well as the divisional mission, vision and Guiding Principles. Throughout this plan investments were made to maintain staff expertise and build capacity. A Professional Development Committee was initiated. The goals of the committee are to plan professional development activities, develop divisional orientation activities and mentoring programs, and to recognize staff. In FY13, Dr. Gitenstein initiated the President’s Initiative on Academic Excellence – a program that included a \$40,000/year investment in professional development of

Student Affairs staff with the goal of elevating the stature and national reputation of the College, broadening the horizons of the professional staff in Student Affairs and building the collective capacity of the Student Affairs team, and increasing our effectiveness to work more collaboratively with each other as well as with TCNJ's exceptionally talented students and academic partners.

The division strategically decided to invest part of the money in sending individuals to off campus professional activities that will both enhance institutional visibility and build capacities, and to allot a percentage of the funds to bring in speakers for all of the division (and beyond). As a result, Student Affairs, in collaboration with Academic Affairs, brought Dr. George Kuh to campus. Dr. Kuh spoke to all facets of the campus community about our efforts in the area of "high impact practices." Student Affairs also invited Dr. Shaun Harper to campus to assist us in our consideration of the graduation gap between students of color and traditional students. In an effort to ensure that the learning that took place through these visits is sustained the division's Professional Development committee held follow up sessions on how to integrate what was learned into daily practice. In the Fall of the 2013 the division's executive team identified three areas of focus for campus-based divisional professional development – diversity, health and wellness and legal/policy updates. In 2014, Dr. Amy Hecht increased attendance and visibility at the NASPA Annual Conference. In 2014, attendance increased from 3 in 2013 to 14.

Future Opportunities:

- Develop a Professional Development Plan for each professional that provides a focus for his or her efforts. Additionally, innovative development opportunities will be encouraged, such as the creation of "Writing Workshops" to encourage dissertation completion and the publication of articles/book chapters by staff members. This also increases visibility for the College.
- Initiate a divisional orientation program for new staff members to help transition new staff into the organization.
- Continue to increase visibility in national organizations, including volunteer leadership roles, attendance at conferences, and presentations during national conferences.

A.5. Develop and communicate divisional identity (A4)

In 2007, emphasis centered on creating a sense of identify throughout the division. Focus was on why the division does the work it does and how the components of the division work together to support students.

Future Opportunities:

- Provide data points to help articulate the success of programs and more effectively communicate our mission, goals, and outcomes.
- Develop and implement an effective communication strategy to relay the divisional identity. Efforts to revise websites and professionalize marketing materials are underway through a partnership with the Office of Communication.
- Promote staff engagement outside of the institution in professional associations (leadership roles and/or presentations) as a means of enhancing divisional and institutional visibility.

A.6. Acquire and deploy resources, including enhanced revenue generation. (Connects to College Map - D3, D4)

Student Affairs is a mixture of Auxiliary, E&G and revenue-based (self-funded) operations. All of these operations aligned with the College Strategic Budget Planning process in 2011. Resource acquisition and deployment efforts included multiple initiatives.

Given constrained college wide resources, the Division of Student Affairs engaged in development and fund-raising, which is a necessity for further enhancement of programs and services. A major achievement in this area was the establishment of Student Affairs as a donor destination (individuals can dedicate their donation specifically to Student Affairs). In this grass roots effort, Student Affairs received approximately \$8,000 in FY13. After building a base fund of \$20,000, Student Affairs now uses an amount equal to its annual donations to enable students to participate in professional/leadership development activities off campus (keeping the \$20,000 base). Additionally, Student Affairs has development funds for the Spiritual Center and for spiritual programming on campus, the Career Center, numerous student scholarships, as well as funds for Athletics and Recreation and each of the Athletic teams.

Auxiliary operations within the division, Residential Education & Housing, Dining, Bookstore, and the Brower Student Center compose the significant funding for the institution. Initial efforts in this area focused on budget alignment, specifically on determining what indirect expenses will appropriately be charged to the Brower Student Center and Residential Education & Housing. Though these discussions are on going, the initial realignment was achieved in 2010 enabling more strategic deployment of the budget moving forward. Following the realignment funding plans for departmentally identified facility enhancements were established. Additionally, our approach to major contracts – dining services and bookstore was altered to include capital contributions as well as commissions. In 2008, we entered into a five-year contract with Sodexo to provide dining services on the TCNJ Campus. As a part of that contract, the college received a \$5,000,000 capital contribution. That contribution was used to redesign the dining facilities in Traver/Wolf and in Eickhoff halls (with matching funds from TCNJ). The impact of dining renovations was immediate - for the first time in history, annual Dining sales surpassed \$14,000,000 on May 9, 2011 setting commission at its highest rate of 16.5%. Sales warranted a continuation of this commission structure in FY12 and FY13. Overall cash/credit dining sales increased by 12% from FY12 to FY13. Block Meal plan sales increased from FY12 to FY13 by 7.96%. In addition, Dining Services created and implemented a Carte Blanche commuter meal plan in the fall of 2012, creating a source of new potential revenue for the College and resulting in a 55.91% increase in the commuter meal plan participation from Fall 2012 to Fall 2013.

In 2013, we entered into a fifteen-year contract with Sodexo that included \$29,000,000 in capital contributions. Though funds will be used to renovate the Library Café, Travers/Wolfe and Eickhoff (to maintain currency of facilities), the majority of the money is earmarked for the Brower Student Center renovation. The project is designed to enhance the overall building, making the Student Center a “destination” location. It includes renovations to not only the dining facilities in the building, but also to the programmatic spaces in the building. The Barnes & Noble contract in 2009 included a \$300,000 capital contribution for enhancements to the bookstore. Renovations were completed in 2011.

Maximizing human resources is essential to the effective operation of the division and the College. Use of interns enables us to expand the delivery of programs and services; this is why the College decided to fund the College Engagement Internship program. In year one the College invested \$22,000 in the program, to be used on training and salary for 12 interns. The success of the program resulted in the program being widened to serve the entire campus, a name change to College Enhancement Internship, and the hiring of 24 interns, at the cost of \$45,000.

The Physical Enhancement Center (PEC) is a high-use facility by students focused on maintaining physical fitness. The heavy use has created on-going challenges with equipment. Student concerns regarding the state of the equipment in 2011 resulted in a major investment in equipment replacement and identified a need for an on-going equipment strategy. There are also concerns about the amount of

dedicated space available for student recreation. The College created an on-going project budget for the repair and/or replacement of equipment in the Physical Enhancement Center.

In 2014, under the direction of Dr. Amy Hecht, the Student Finance Board (SFB) was moved into the Vice President of Student Affairs Office. Currently, the Director of Administration and Finance advises the group. Through a closer working relationship, Student Affairs has been able to collaborate with SFB to fund initiatives such as Collegiate Link Software to track students' co-curricular involvement, which was split between Student Affairs and SFB, and the replacement of broken basketball hoops in the Student Recreation Center.

Future Opportunities:

- Continue to work collaboratively with the Student Finance Board to fund initiatives that are important to students.
- Develop and implement an athletic equipment storage plan and revenue sharing model.
- Identify and pursue opportunities for revenue enhancement, such as sponsorships and possibly Campus Town fitness center memberships for limited numbers of faculty and staff.
- Ensure dining service renovations are achieved in accordance with the dining service contract.

B. Create/Implement Effective Programs and Services that Enhance Student Learning. (Connects to College Map - A,B,C,D,E &F)

B.1. Ensure programs meet the holistic development needs of students, enlivening campus life, fostering class unity and cultivating pride and loyalty to TCNJ. (Connects to College Map - C, C1, C3,C4)

The Division of Student Affairs has engaged in strategic conversations internally and with academic partners to create a more seamless learning experience for students. Between 2012-14, initiatives included the implementation and expansion of pedagogies, programs and support services. On the divisional level these included the adoption of Welcome Week as a divisionally led event co-chaired by the Director of Student Activities and the Director of Residential Education, Senior Week's successful re-envisioning from an alcohol focused recreational program to a legacy event that culminates with a toast from the president and a gala in the graduating students' honor, and a revitalized outdoor Convocation. The Welcome Week Committee worked with President' Gitenstein's office and campus event planner to reinstitute convocation as an outdoor ceremony (weather permitting) on Quimby's Prairie. They worked with the academic deans to enhance opportunities for them to interact with students including an option for faculty to join students for lunch. The group designed and distributed class pins at Convocation with the College's mission statement.

Additionally, the Division developed programs to meet the holistic needs of students, enliven campus life, foster class unity and cultivate pride and loyalty to TCNJ. Efforts included:

Athletics and Recreation

In the fall of 2011 the Physical Enhancement Center was upgraded providing students the opportunity to focus on successful outcomes regarding personal health of mind, body and spirit. Through the persistence of the executive director of Athletics & Recreation and the students, and with the support of the Treasurer approximately \$200,000 in funding was secured to achieve the enhancements.

Athletic teams strive to cultivate pride in and loyalty to the institution. The awards that coaches and players have received and the championships and acknowledgements teams and the overall sports program received are sources of pride and developers of loyalty to the institution, including:

- 71 NCAA Championships, 39 Division III National Titles (more than any other Division III school)

- 10 NJAC Coach of the Year Honors

This pride and loyalty does not center only on accomplishments earned on the playing field, but also in the classroom, including:

- 50 Division III CoSIDA Academic All-Americans
- More than 175 student-athletes with GPAs above 3.3, annually
- More than 115 additional student-athletes with GPA between a 3.0 and 3.29, annually

Engagement

In an effort to foster class unity and bonding to the College, each class council was assigned a member of the Student Activities/Brower Student Center staff as an advisor. Previously, class councils were coordinated by a single Class Council Coordinator (professional staff person). This model applies professional advisement practices to class officers resulting in enhanced advocacy, services and representation for class members.

The College's commitment to its "public service mandate to educate leaders" (College Mission Statement) led to the initiation of the Leadership Development Program in 2013. The program is focusing on developing students through programming and in bringing recognition to our leaders through the pursuit of a chapter in the national leadership honor society (OΔK – Omicron Delta Kappa).

Ensuring that students understand that they have a commitment to those around them, in 2013 Off Campus Student Life instituted a Neighbor to Neighbor program. The program recruits student volunteers to work with members of the Ewing Community on service projects. The program also helps improve relationships between the College and the township, and between Ewing residents and TCNJ students.

Fraternity and Sorority Programs became an independent program that reports to the Associate Dean of Students. This change allowed the Assistant Director of Fraternity and Sorority Programs to focus on both organizational and individual student growth and development. Since that move the area has been restructured to be more mission and learning focused. The Office of Student Conduct now manages conduct issues involving fraternities and sororities, to ensure consistency throughout the conduct process. As a result of this renewed focus, membership in Fraternities and Sororities has grown. Twenty-five percent of TCNJ students belong to a fraternity or sorority. The Assistant Director was acknowledged for his efforts in this area with the TCNJ Helen Shaw award for excellence in staff contributions, the Greek advisor of the biennial by the National PanHellenic Society (2011-2013), and Greek advisor of the year by the Northeast Greek Life Association (2013), which all brought recognition to the College.

During this transformation period, Student Activities improved recognition of student leadership by modifying the "Feast of the Golden Lion" to our current "Student Leadership Awards." In addition to increasing the profile of the awards, student and campus involvement in the program were enhanced.

The Career Center began identifying employers and graduate school representatives who graduated from TCNJ as a way of celebrating alumni commitment to the institution and helping students foster networking connections with alumni. They also initiated alumni networking programs with the football team, engineering, business, and other academic programs. These programs foster unity and cultivate pride in the institution and its programs.

The Career Center instituted a peer educator program – training student volunteers to provide one-on-one resume writing assistance and expanding the number of students who can receive assistance.

Health and Wellness

Religious & Spiritual Life developed and instituted an annual Service of Remembrance. The service, celebrated during Reunion Weekend each spring, honors the students, faculty, staff and alumni who pass away and incorporates all of these constituencies into the celebration. The celebration is held during Alumni Weekend and is mostly attended by alumni. As a result, in Spring 2013 the service moved to Alumni Affairs.

Student Life

The dining services program was revamped to bring positive national recognition to the campus and reinforce student pride in and loyalty to the College. The Atrium at Eickhoff was named *Food Management Magazine's* 2011 Best Renovation. Institutional branding was instituted throughout the dining venues - the Atrium at Eickhoff uses TCNJ references throughout, including in station names, colors, seating, and logo; in addition to the naming of "T-Dubs" (from "TW" for Travers Wolfe) the facility now offers a school signature sandwich; and the renovated Food Court was decorated in school colors and officially named the "Lions Den."

To enhance the student on-campus experience, the class cohort approach to residence halls was expanded to three distinct groupings – first year experience, sophomore year experience, and upper class experience. Students are housed by their class cohort and programming was instituted to meet the distinct development needs of the cohorts. Additionally, the National Residence Hall Honorary was reconstituted. This group inducts 1% of the residence hall population to serve as student leaders in residence and focuses on leadership, services, scholastics and recognition.

Finally, Residential Education brought former staff members that are now alumni back for networking events for students. In addition to assisting current students in their career development, the program successfully reconnects alumni with the campus.

Future Opportunities:

- Future strategic plan progress reports will reflect the newly created strategic plan (2014-2016). Additionally, it will reflect progress and measurable outcomes in each of the five new goal areas.

B.2. Implement technology to support effectiveness. (Connects to College Map - E5)

Technology has become integral in the effective delivery of services and ensuring regulatory compliance throughout Students Affairs. Student Conduct upgraded and expanded its record system. It is now used to manage, academic integrity, students of concern, individual student conduct, and student organization/fraternity & sorority conduct records. Residential Education & Housing upgraded its housing system (Starrez) leading to improved efficiency. The Career Center moved from an aging homegrown student employment system to third party system that integrates with Payroll's electronic timesheet system (both by NextGen); instituted on-line EEO training for student workers (Syntrio) and moved to a customizable recruitment system (LionsLink).

In Spring 2014, the Division of Student Affairs worked closely with a college-wide committee to identify software that would enable TCNJ to track and verify students' outside-the-classroom experiences. After recommending Collegiate Link, Student Affairs received funding in FY15 to fund a portion of the software, while SFB agreed to fund the other half.

Future Opportunities:

- Collaborate with the Office of Informational Technology on record keeping and information security.
- Implement Collegiate Link Software, which will track students' co-curricular experiences. This software will be piloted Spring 2015 and fully implemented by Fall 2015.

B.3. Build supportive and inclusive programs that facilitate learning and integrate effectively with the academic program. (B/C3)

The staffing and structural reorganizations that took place divisionally were key in developing a more effective organization and ensuring that strong partnerships were developed with academic partners and others.

Athletics and Recreation

A collaborative working relationship between Admissions and Athletics and Recreation set the groundwork for positive change that will facilitate the efforts of both areas moving forward. Records and Registration, Athletics and Recreation and the Athletic Advisory Program Council worked to develop a scheduling relief policy for athletes.

Engagement

The aforementioned Leadership Development Task Force was co-chaired by the associate dean of students and a business faculty member and resulted in a charge to governance to vet both curricular and co-curricular aspects of the program. The assistant dean instructs a first-year seminar on leadership and is working with a liaison from Academic Affairs on the development (and planned implementation) of a certificate program in leadership studies.

Starting in 2007, the Career Center fully implemented a school liaison service delivery model. This enabled them to work more effectively with the academic schools and faculty. A Career Center staff person works with each school developing a program plan and serving as a career expert for the students of that school (one counselor serves 2-3 academic schools). As a result of the change in service delivery, the following new collaborations exist:

- Over 50 workshops and presentations annually to classes (this figure does not include the collaborations with student organizations including academic honor societies).
- Identifying speakers from various industries to come into their classes.
- Annual Engineering Networking Event coordinated jointly by the Career Center and the School of engineering and facilitation of student participation in the Engineering Consortium at Columbia University.
- A series of panels on attending graduate school each year. The topics change each year to offer a diversity of disciplines.

As stated previously, the Career Center, in cooperation with the School of Humanities & Social Sciences, began co-teaching a 1 credit post-graduation planning course. The course is now offered every semester and is co-taught by the Dean of Humanities & Social Sciences or his representative and the Director of the Career Center or the liaison to the School of Humanities & Social Sciences. This collaborative effort meets the needs of students and the academic school.

A psychological research methods course, taught by Dr. Jean Kirnan, used the Career Center's One Year Out survey for its annual project in fall 2008. The project provided a hands-on survey analysis experience for the students and valuable data for the Career Center. The class was able to empirically prove that students with the highest utilization of the Career Center received higher salaries, greater job satisfaction, and shorter job searches.

Health and Wellness

A Welcome Week presentation "Heart of a Lion – Acting with Integrity and Living by the Code," was developed to address campus values and expectations in a holistic manner and from an institutional perspective. The program focuses on issues relating to student conduct and academic integrity. Additionally, in 2013-14,

Academic Affairs and the Dean of Students area worked together to revise the Students Rights and Freedoms Policy and the Academic Integrity Policy.

Student Wellness continues to enjoy a strong relationship with Academic Affairs and implemented a number of initiatives to expand those relationships. AVI established an interdisciplinary research team of independent study students and faculty mentors, obtained IRB approval, and implemented social norms survey.

Student Health Services' long-standing collaborations with Academic Affairs include working with students going to study abroad and with foreign students coming to TCNJ. It also provides tuberculosis testing for education majors preparing for practicum experiences, and works extensively with the Nursing department to ensure that the nursing students are medically cleared to participate in their practicums (e.g., physicals and vaccinations). They also began these initiatives:

- School of Nursing
 - Consultation on the revision of student nurse health requirements consistent with CDC recommendations for health-care workers.
 - Establishment of a nursing student health file process improving student nurse compliance and reducing delays in clinical site assignment placements (new undergraduate students entering School of Nursing on or after Fall 2011 file a Pre-Entrance Health Form and forward immunization records to Nursing, to form basis for nursing student files).
 - Skills training in injection administration through student nurse participation in TB test clinics, HPV and flu vaccination clinics for 6 years.
- Psychology and Biology departments
 - Performed animal research medical clearances.

Student Life

Residential Education partnered with Academic Affairs to develop three pilot residential learning communities – two of which are currently active and one that dissolved after implementation.

- Women in Leadership and Learning – a community which provided women of the WILL program with an environment to enhance WILL's mission through the solidarity of a shared living experience. This initiative dissolved due to a lack of student interest but provided valuable lessons for the development of other successful living learning communities.
- I-House - an international community, which affords domestic students, an enriched academic experience and assists students preparing for study abroad. This initiative is gaining traction with students and is a positive collaborative effort.
- J-House - the Japanese House is an immersion experience for students with an interest and desire to learn more about Japanese language, culture and advocacy. Most participants in this living/learning community either major or minor in Japanese. This initiative was piloted in 2013-14. Unfortunately, it was not continued due to lack of interest from students in 2014-15.

Future Opportunities:

- Launch a Spanish Living-Learning Community in collaboration with the School of Social Science.
- Identify appropriate international student housing options to assist in the recruitment and retention of international students.
- Implement a leadership certificate program, which was recommended in the 2010 Leadership Task Force. Efforts to identify a process and tracking system have been discussed in governance.

B.4. Assess the effectiveness of divisional programs and services. (Connects to College Map - A3, C3, E1)

The division developed and implemented departmental/program learning outcomes. All areas are asked to develop overarching learning outcomes as well as outcomes for individual programs and services.

Health and Wellness

The Office of Student Conduct began and continues to assess the experience of students going through the conduct process. The Student Conduct process generates comprehensive summary and targeted data reports, which will be enhanced by the recent implementation of the Advocate – Symplicity’s conduct software.

Beginning in May 2010, Student Wellness moved from an updates-only meeting structure to a problem-solving orientation. In doing so, the educational process of Action Learning was adopted to improve cross-functional performance by focusing attention on learning and repetition. In addition, a distributed leadership model was employed relying on the talents and expertise of director/associate director/coordinator level personnel.

ADEP implemented the Core Survey and American College Health Association-National College Health Association (ACHA-NCHA II) survey to annually record the attitudes of TCNJ students related to the use and abuse of alcohol.

CAPS instituted the Millon College Counseling Inventory, a validated tool for assessing student personality, expressed concerns, and clinical diagnoses. It is administered to each student requesting evaluation in order to inform clinical planning and offer students insight into their functioning. Use of this inventory allows clinicians to focus on discreet issues thereby decreasing the average length of engagement. CAPS continued accreditation by the International Association of Counseling Services (IACS)

AVI implemented the Sexual Experiences Survey in conjunction Psychology faculty to understand risk factors by class year cohort. AVI used data from the ACHA-NCHA II survey results to ascertain the prevalence of sexual assault, domestic violence, and stalking; and completed extensive data analysis on TCNJ Social Norms Survey to identify attitudes toward power-based personal violence and propensity to intervene as a prosocial bystander. As a result of the social norming exercise Greeks, varsity athletes, males, Freshman/Sophomores target populations have been identified for a social norms marketing campaign currently in development.

Student Health Services continued its structured Quality Assurance program that ensures their on-going readiness to serve. They have enhanced their quality assurance program by monitoring the following:

- Focused clinical studies with application to practice parameters:
 - Urinary infection drug resistance surveillance
 - Methicillin-resistant staph aureus (MRSA) skin infection drug resistance surveillance
 - Rapid strep specificity and sensitivity
- Laboratory proficiency testing (3x/year) – required by N.J. state law
- Laboratory licensure and renewal. 100% compliance with state regulations.

Engagement

Fraternity and Sorority Life used the Council for Advancement of Standards (CAS) to revise the Fraternity and Sorority Life program. A comprehensive assessment program was applied to each organization. This assessment “packet” includes documentation of academic achievement, chapter management, membership development and community involvement and leads to the assignment of one of a series of recognition levels. Additionally, Fraternity and Sorority Programs implemented membership focus groups, leadership exit interviews and advisor feedback sessions to gain information that is used to enhance the program.

Each year in which Welcome Week experiences a significant programmatic change, the new or enhanced element of the program is assessed. Additionally, the entire Welcome Week Program is assessed every third year.

Individual programs planned and implemented by the entire staff are evaluated and feedback is analyzed for program enhancement each year. Examples include evaluations applied to Family Weekend, Lions Edge and Passport to Programming.

The Career Center has continued to enhance the Graduate One-Year Out survey, collaborating with Academic Affairs to develop one survey instrument that collects all the data needed for the campus. The data collected is used in the Middle States institutional accreditation process as well as individual school accrediting processes.

In 2007, the Career Center, in collaboration with the Provost, the VP for Advancement, the VP for Enrollment Management and the VP for Student Affairs, designed and implemented the Workplace Skills Survey. The survey identifies the skills employers feel four-year college graduates should have entering the workforce and assesses the degree to which employers feel TCNJ graduates bring those skills to the workplace. The survey is conducted with Education employers annually and with Business and Technology employers every third year. The outcomes to the education employer survey have become an integral part of the School of Education's NCATE accreditation process.

Additionally, counseling and workshop participants are given satisfaction surveys. Feedback data from these surveys is used to make program revisions.

Student Life

The Brower Student Center renovation project has led to varied program assessments – including an external review by the Association of College Unions International (ACUI), campus focus groups of students, faculty, staff and administration. Data will be used to develop a program plan for the building.

Starting in 2008, the Department of Residential Education and Housing annually presents an assessment plan to the professional staff and an action plan is implemented across the department. Highlights from the assessment plan include dense projects in conjunction with the Center for Institutional Effectiveness (EBI, NACUFS, Sodexo marketing and satisfaction surveys, Residential and Commuter Learning Domain survey).

Future Opportunities:

- Developing overall learning outcomes for the student experience.
- Develop and implement assessment plans to determine if all learning outcomes are achieved.
- Design one-page unit highlight sheets that demonstrated assessment data and can be used as marketing tools to families and potential donors. This information has been collected but the design and printing was placed on hold due to staffing constraints. By the end of Fall 2014, Student Affairs should once again be fully staffed.

C. Promote Student Well-Being. (Connects to College Map C)

C.1. Ensure programs meet the holistic development needs of students, enlivening campus life, fostering class unity and cultivating pride and loyalty to TCNJ. (Connects to College Map - C, C1, C3, C4)

C. 4. Enhance programs and services that promote healthy living and success. (Connects to College Map - C, C4, C5)

Health and Wellness

An initiative to address students at-risk of hurting themselves or others was fully implemented with the realization of the Dean of Students office. Policies, procedures and workgroups were created to support student and community safety, health and wellness through timely and effective intervention. Outcomes include:

- The institution of the Behavioral Assessment and Response Team (BART), a committee that is represented by Student Affairs, Academic Affairs and Campus Police.
- The development and implementation of the “Students of Concern” process to provide a vehicle for individuals to report behavioral concerns they observe so that a determination can be made if the behavior should be reviewed by BART or if there are other supports a student may require.
- Trainings for faculty, staff, students and volunteers who work with our students were held to assist them in understanding how to respond if they are concerned about a student’s behavior.

Student Conduct developed and implemented a peer-led Mediation program to assist students in resolving conflicts. Students are trained in mediation tactics, developing conflict resolution skills and leadership abilities.

The Alcohol Drug Education Program (ADEP) implemented Alcohol-Wise, an online course for all incoming First Year Experience students. This evidence-based course challenges students to change perceptions and serves to reduce risky drinking behavior. BASICS (Brief Alcohol Screening Intervention for College Students) and CHOICES (Psycho-educational groups/science based tools) for alcohol education are used to help students involved in conduct issues with further training regarding alcohol use and abuse. *Student Health 101*; an online newsletter was implemented to provide pertinent health and safety information to students and parents.

Counseling and Psychological Services (CAPS) implemented Online Mental Health Screening, an anonymous, self-administered online tool to aid students with identification of symptomatology associated with mood, eating, substance, and anxiety disorders. They began offering professionally staffed Mental Health Screening Days to educate the student population on a range of mental health topics; voluntary, consultative meeting to provide individualized guidance to those students concerned with the well-being of their peers (Friends Helping Friends); and, CAPS Peer Educators program – a program that intensively trains 12-15 students per year to effectively perform outreach to their peers on topics germane to the field of behavioral health. In an on-going effort to assist the maximum number of students through CAPS, the department has been increasing its efforts to assist students through groups.

Anti-Violence Initiatives (AVI) trained more than 95 people in Violence Intervention & Prevention (VIP), in support of the successful Green Dot program. They implemented Domestic Violence & Sexual Assault Awareness Month and mandatory Welcome Week programming. The area instituted the SAVE Peer Education Program to more than 1000 residents annually. With the assistance of the Sexual Assault Task Force (SATF) and community partners, AVI recruited and trained 16 new Initial Contact Advocacy Network (ICAN) members to expand and diversify the safety net on campus of professional staff and faculty members serving victims and survivors of sexual assault, domestic violence and stalking. The program fulfilled Department of Justice grant initiatives involving police, including: shadow training of six campus police personnel; upgrading policies and procedures via external consultant relevant to sexual assault, domestic violence, and stalking; and, a 4-hour mandatory sexual assault training in conjunction with Womanspace, the SANE Coordinator. AVI identified a curriculum for varsity athletes, according to class year, based on a survey they conducted of varsity athletes and a control group who participated in Bystander Intervention peer education program.

Student Health Services secured a vaccine refrigerator generator eliminating the loss of vaccine from unplanned power. To provide equal access to lab tests, Student Health developed relationships with multiple diagnostic laboratories. In 2011, the department purchased a spirometer enhancing their ability to diagnose asthma – resulting in 40+ students receiving a first-time diagnosis of asthma. Campus public health initiatives include:

- Enhanced pre-entrance health requirements, including pertussis (whooping cough), varicella (chickenpox), and meningitis vaccinations. They secured free pertussis, meningitis and HPV vaccine that were provided to 652 students.

- Identified and addressed barriers to students receiving annual influenza vaccinations (concerns about cost, availability of clinics, and wait times). As a result, flu clinic participation rates more than doubled.
- Leadership of a multifaceted H1N1 institutional response focusing on prevention efforts, disease management and control, and compliance with OSHA.
- In an effort to prevent cervical cancer, Student Health Services offered HPV vaccination clinics.
- An effort to increase access to reproductive health care for female students resulted in the following:
 - The opportunity for purchasing emergency contraception (EC) without seeing a clinician.
 - An increase in Planned Parenthood clinical hours.

Student Life

Residential programming developed new interventions to specifically address stress relief, including programs, one-on-one conversations, bulletin boards, and electronic communications.

Upon opening, the Atrium at Eickhoff featured *My Zone*, gluten free dining. *My Zone* is a designed and executed program whereby students maintaining a gluten free lifestyle have at least one freshly prepared gluten-free meal available. This program is a joint effort of the campus dietitian and the executive chef.

Office of the Vice President for Student Affairs

The Parent & Family Association was implemented. The Association's Executive Board focuses on advisement and programming, with particular emphasis on student learning, safety, health and wellness issues.

Future Opportunities:

- A more comprehensive look at health and wellness is being infused into the currently available programs and new initiatives are being examined.
- Following the re-organization in Spring 2014, the Division has realigned health and wellness and taken a more innovative approach. Efforts to examine policies and procedures in the area of health and wellness are on going.
- Health and wellness areas are currently pursuing partnerships with academic units, including collaborative grant writing, student internships, capstone experiences, and new programs for the student body.

C.2. Implement technology to support effectiveness. (Connects to College Map E- 5)

To ensure full compliance with regulations for confidential record security and transmission, Student Wellness instituted Mediat College Health System. ADEP procured the on-line At-Risk Gatekeeper and Suicide Prevention computer program to train Residential Education & Housing professionals and student staff to appropriately identify, intervene, and refer students with behavioral health related issues (e.g., substance use; mental health).

Future Opportunities:

- Renew Mediat license.
- Implement Collegiate Link software (mentioned previously.)

C.3. Review student affairs policies and procedures to ensure student safety, rights and freedoms. (Connects to College Map - C4, C5, E3)

In 2013, the Involuntary Health or Safety Withdrawal Policy to manage students at-risk of hurting themselves or others was adopted.

The Student Conduct Code was redesigned with an emphasis on positive expectations for student behavior and community values, as well as addressing individual behavior in a fair, timely and consistent manner. The Student Conduct process transformation led to the institution of Residential Education (Conduct) Conferences and Educational Conversations to focus on learning rather than punishment. These processes facilitate student learning that focuses on ethical decision-making, values development and the ability to act with integrity.

The Student Rights and Freedoms and the Alcohol and Other Drug policies were updated Spring 2014.

Future Opportunities:

- Develop a timeline for regular review of all Student Affairs administered policies.
- Implement new protocols for the Behavioral Assessment Response Team (BART) and CARE Team utilizing best practices.

C.5. Develop improved facilities for co-curricular engagement. (Connects to College Map - C6)

Athletics and Recreation

The Department of Recreation has worked closely with Facilities and the Campus Town developers (PRC) to design a fitness center conducive to student needs. Currently, the building is scheduled for a soft opening Summer 2015 and a grand opening Fall 2015. Once the Fitness Center is open, the Performance Enhancement Center (PEC) space will be utilized to offset other needs in Athletics and Health and Exercise Science.

Student Life

In an effort to advance sustainability as well as the social and physical well being of all students, the Brower Student Center (BSC) made facility enhancements that reduce energy waste, improve usability and enhance students' overall experience. They include the installation of revolving doors at the two main entrances; bathroom renovations for handicapped accessibility and attractiveness; and, transformations of the food court and bookstore to provide clean, welcoming and attractive locations for students' recreation, learning and interaction. Additionally, the BSC underwent an "Envelope" project in 2013. The exterior of the building was repaired (bricks and roofing). Progress is currently being made on the BSC renovation with an anticipated completion date of Fall 2017.

New or revised dining spaces were established with the addition of the Education Café, the Library Café and KinetiCart (Armstrong Hall).

To improve the students' experience, \$600,000 was spent on new furniture for Travers/Wolfe residence halls and Centennial Hall was upgraded. Cromwell Hall was taken off line for repairs for one year. The loss of over 300 beds was managed through an arrangement with the Element Hotel. Hausdoerffer and Phelps halls (apartment-style housing) opened. Cromwell hall bathrooms and public spaces were updated.

Future Opportunities:

- Completion of the Brower Student Center project.
- Develop a timeline and strategy for managing Housing renovations, including the Travers and Wolf renovation project.
- Finalize furniture purchase and installation for new furniture to complete the lounge spaces in residence halls, which currently do not have adequate furniture.
- Continue to work closely with Campus Town on policies and procedures for critical incidents involving student residents.
- Complete the Campus Town Fitness Center and coordinate a seamless opening.

- Identify and implement housing that meets the needs of international students on or close to campus. Housing and dining availability over breaks will enhance TCNJ's attractiveness to international students and enable the College to increase the population of students. This initiative will also provide international students with a higher quality experience.

D. Transform Athletics and Recreation Administrative Operations.

(Connects to College Map A, C, D, E, & F)

D.1. Ensure programs meet the holistic development needs of students, enlivening campus life, fostering class unity and cultivating pride and loyalty to TCNJ. (Connects to College Map - C, C1, C3,C4)

In 2014, Athletics & Recreation offers 18 Intercollegiate (varsity) sports, with 500+ student-athletes; 25 Club sports, with 750+ student members; 22 Intramural sports, with 3,200 student participants; and a recreational facility operations, including an Aquatic Center (attracting 300 visitors per day); Physical Enhancement Center/TW Fitness (attracting 400 visitors per day); and the Recreation Center (open daily for general use – basketball and tennis).

Students who chose TCNJ have a strong affinity for sports and recreation. Fifty-two percent of TCNJ's first year students played at least one varsity sport in high school. As a result, the demand for recreational programs is ever increasing. In 2012 a committee was established to review the club sport program and develop recommendations that ensure the safety of student participants, including the presence of emergency personnel at events and transportation. This report recommended a moratorium be placed on the addition of new Club Sports organizations. Club Sports are designed to compete against other Colleges and Universities. Often times, they require additional safety measures and travel budgets.

In Fall 2014, the Division of Student Affairs hired a Director of Recreation, following a staff retirement. This position will lead efforts to establish a more robust recreational program, including Club Sports, Group Fitness, Intramurals, and Outdoor Recreation. Additionally, the Director will address the moratorium currently in place for Club Sports. There is an opportunity to develop other types of recreational clubs that would not compete against other College or Universities.

Future Opportunities:

- Development of a comprehensive recreational program that engages students.
- Move of the Physical Enhancement Center to Campus Town and ensure a successful launch of the new space.
- On-going evaluation of intercollegiate athletic, club sport, and intramural offerings.
- Enhance the Group Fitness program to accommodate a greater number of students and expand the current offerings to provide a more diverse set of fitness classes.

D.2. Developing a Strategic Vision for Athletics and Recreation. (Connects to College Map – A1)

In March of 2009, the College of New Jersey hired Alden Consultants to conduct a program review of Athletics and Recreation which culminated in a two-year Action Plan that assisted the intercollegiate Athletics and Recreation programs in identifying and addressing its most pressing priorities. The primary focus of the plan underscored the College's desire to provide outstanding athletic experiences for student-athletes.

Informed by the work of Alden Consultants, Athletics and Recreation developed a vision statement:

The strategic vision for Athletics & Recreation centers on servicing and providing wellness related programming for the entire student body and campus community. The intramural programs meet the

needs of novice students; sports clubs meet the needs of competitive students; and intercollegiate teams meet the needs of highly competitive student-athletes. The Physical Enhancement Center (PEC) provides opportunities for all students and staff to become actively involved in improving their physical and mental well-being. Furthermore the Athletics and Recreation strategic vision is “Athletics for All Students.”

This strategic vision was designed to focus on the College’s ideals of excellence, diversity, service, and community. Intercollegiate athletics promotes optimal physical, emotional, and personal development for its student-athletes, supplements the classroom experience, and provides balance to academic life. Offering an optimal number and variety of athletic opportunities, with the best possible facilities, coaching personnel, and competitive opportunities, supports the mission of the College and is a key element to fulfilling its ideals. Intercollegiate athletics is integral to the institution and enhances the overall quality of the educational experience. Participation in the College’s sports programs contributes to the academic success of student-athletes, improves the quality of campus life by providing a shared entertainment and social activity, and is a source of institutional pride.

The continued growth of the Club Sport program, demands on the Physical Enhancement Center, the need for a comprehensive recreation program to provide stress relief and fitness for students, administrative challenges in the operation of the athletics program and a change in leadership have resulted in on-going challenges to the program.

In March 2014, Dr. Sharon Beverly started as the Assistant Vice President for Student Affairs/Executive Director of Athletics and Recreation. She quickly launched a process to address the recommendations in the Alden Report, build a strong team, and establish a strategic plan for the department. This strategic plan aligns with Student Affairs’ strategic plan and implementation began Fall 2014.

Future Opportunities:

- Implement the strategic plan identified by Athletics to strengthen the student athlete experience. This includes diversifying student athlete recruitment efforts, developing leadership programs geared towards athletes, and providing other focused student services programs.
- Develop and implement a comprehensive plan for recreation on campus.

D.4. Build and implement financial models to sustain programmatic goals (Connects to D1, D2, D4, D5, & E2)

Increased concerns for player transportation safety resulted in the College transporting teams by bus, as opposed to using vans. The financial impact of this decision and other financial concerns within the department resulted in two phases of budget realignment. Phase One consisted of an examination of all Athletic & Recreation budgets and realignment within the department and was achieved within Athletics & Recreation with the assistance of the Vice President for Student Affairs office. This phase was completed in January 2011.

Phase Two began in March 2013 and focused on identifying outstanding budgetary/financial concerns, evaluating fiscal needs to continue to offer and advance programs and services, and the establishment of new financial procedures. This phase engaged external and internal auditors, the Office of the Treasurer, an Athletics consultant, the Office of the Vice President for Student Affairs and Athletics and Recreation. As a result of this phase, Varsity Club accounts were moved into the College system and cash handling procedures were implemented. The final element of this phase is a new budget structure for Athletics that was implemented in FY15.

Future Opportunities:

- Completion of the outstanding issues raised by financial process audit. Currently there are four recommendations in the process of being addressed. Three of the four will be completed by the end of the Fall 2014 semester and the final recommendation involving storage will be addressed in FY16.
- Review and redesign of the budgets impacting recreation programs. Additionally work with SFB to strengthen the current process utilized to fund Sports Clubs.

D. 5. Ensure adequate human resources are aligned with programmatic goals. (Connects to College Map - D5)

Following a Human Resources audit, Athletics created and filled a Senior Women’s Administrator/Senior Associate Director position, an Administrative Assistant, and an Assistant Facilities Coordinator.

A staff professional development series and annual retreats were implemented to ensure continuous improvement within the department. In 2014, the organizational chart in Athletics and Recreation was re-evaluated and new positions were created as vacancies opened through retirements and other departures. This included a Senior Associate Athletic Director and Director for Recreation.

Future Opportunities:

- Evaluation of staffing alignment to ensure the needs of intercollegiate athletics and recreation are met.

**E. Develop/implement programs to enhance/increase diversity at TCNJ.
(Connects to College Map - F)**

Efforts to enhance/increase diversity began with efforts to draw upon the existing diversity within the division. One area of focus was to reconnect with the culturally based student organizations. Efforts were made to reform relationships with the Black Student Union, Union Latina and the Asian American Association. The groups were invited to participate in COSA. Additional efforts were made at the departmental level. Student Affairs staff have assumed advising roles for many of the culturally based student organizations and to the College’s Minority Executive Council.

To ensure full Title IX compliance throughout the division, Athletics & Recreation secured an NCAA grant that added a Senior Women’s Administrator/Associate Athletic Director. Additionally, a number of staff members serve as Deputy Title IX officers. The Assistant Vice President and Dean of Students, Angela Chong, has worked closely with Kerri Thompson Tillet on training for students on issues surrounding Title IX as well as sexual assault.

Future Opportunities:

- Full participate in the College’s Diversity Committee to help identify opportunities to create a more inclusive outside-the-classroom experience.
- Provide diversity training as a component of the curriculum in the LeaderShape Institute in January 2015.

Moving Forward

Throughout the Spring 2014 semester, the Division of Student Affairs has reassessed the mission and strategic goals of the organization. The result is a revised strategic plan for 2014-2017. Throughout the implementation of this plan, Student Affairs will maintain a relentless focus on students, build strong partnerships that result in

seamless learning environments, utilize data to shape our decisions, and operate with a global perspective regarding the impact the College experience provides students.

The following philosophy guides the organization's mission statement and strategic goals: "The Division of Student Affairs believes that our students will positively change the world." Therefore, we are driven to provide opportunities and experiences that will prepare them to successfully take on the challenges they will face. We must engage in the constant pursuit of excellence and work to provide TCNJ students with highest quality programs, services, and facilities.

As an organization, we will pursue national recognition and set the standard for excellence in Student Affairs. We strive to create an inclusive organization that values diversity, innovation, and continuous improvement.

Mission Statement

Guided by the mission of The College of New Jersey, the Division of Student Affairs, comprised of innovative educators, enriches an inclusive, intercultural environment to foster student learning, healthy behaviors, and personal growth.

Goals

To accomplish this mission, the Division of Student Affairs will focus on the following goals:

1. Leadership Development: Shape and inspire leaders who make a positive difference
2. Health and Wellness: Foster a holistically healthy and well student body
3. Engagement: Facilitate intentional and meaningful learning experiences
4. Excellence in Athletic and Recreational Pursuits: Instill a sense of pride, tradition, and community
5. Professional Development: Strategically invest in staff to advance the organization

Themes

Through the strategic planning process, there were a number of areas that appeared to cut across all of the goals and were essential to the success of each goal. These themes will be reflected throughout the Division's objectives, created to accomplish the goals.

1. Seamless Learning Environments
2. Diversity and Inclusion
3. Tradition and School Spirit

Tools

Tools are the mechanisms that will be utilized to advance the Strategic Plan and the overall Division of Student Affairs. While there are a number of mechanisms that will be employed throughout the Division, the following were highlighted.

1. Assessment and Evaluation
2. Facilities/Physical Environments
3. Marketing and Communications
4. Revenue Generation
5. Technology

These tools will be utilized throughout goals and objectives. Additionally, professional development efforts will be offered to expand the knowledge and abilities of staff, when appropriate.

The Division of Student Affairs is working on identifying objectives and key performance indicators that align with the strategic goals of the organization. Specific objectives to accomplish each goal will be identified by August 2014.

Appendix A: Organizational Chart (July 2014)

Division of Student Affairs Organizational Chart, effective July 28, 2014

