



The College of New Jersey

**EXCELLENCE
&
ACCOUNTABILITY
REPORT**

2003-2004

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**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2003-2004**

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 aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools: Art, Media, & Music; Culture & Society; Business; Education; Engineering; Nursing and Science. The College serves approximately 6000 undergraduate students, 95% of whom are New Jersey residents, as well as 900 graduate students. The College of New Jersey's Mission Statement follows - -

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.

The College of New Jersey has been on a remarkable journey over the past several decades. It has evolved from a state teacher's college to a comprehensive institution strongly defined by the liberal arts and sciences, which constitute a significant majority of its academic programs and provide the intellectual underpinnings of the remaining programs. TCNJ is now nationally recognized for its distinctive fostering of excellence in undergraduate education. In September, 2004, the College, which had long been among *US New and World Report's* top-ranked comprehensive institutions in the North, became one of just 75 institutions that Barron's *Profiles of American Colleges* place in its highest category, "Most Competitive"—one of just 75 institutions (and only 7 that are state-supported). High rankings are, of course, just one indicator of a school's quality and reputation; and the College take prides in its demanding curricula, talented and dedicated faculty, excellent facilities, and an intellectual environment that challenges, excites, and nurtures—the very features which have brought it such noteworthy national attention..

Recently, an important step in TCNJ's journey has been Academic Transformation. Transformation began in January, 2001, with a call for a thorough examination of the nature of student and faculty work at The College of New Jersey.

Central to this notion of *Transformation* was the ideal of the active and engaged learner who, as described in our “Guiding Principles for Student Learning”:

- reasons incisively using the 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.

Such learners are developed and nurtured through challenging and intensive curricula informed by the concept of student-centered learning. In this environment, students are engaged in substantial work outside the classroom, extensively involved in research, and encouraged to make connections between what happens inside and outside the classroom by immersing themselves in experiences ranging from internships to study abroad.

Beginning in Fall, 2004, Academic Transformation, which had been planned and piloted in preceding years, is being fully implemented and a new curriculum is in place. The concept of “transformation” lies at the heart of this curriculum both as an indicator of the extent of the change that has taken place and because the curriculum is built upon a belief in the transformative power of education. This curriculum is designed to offer TCNJ’s outstanding students an educational experience that is engaging, profound, and powerful. It also is intended to make TCNJ a national exemplar of a comprehensive institution able to provide the best aspects of a private liberal arts education within a public setting.

** Appendix A contains a list of significant institutional changes during academic year 2003-2004 and anticipated changes for the upcoming 2004-2005 academic year.*

A. ACCREDITATION STATUS

1. INSTITUTIONAL ACCREDITATION

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.

2. PROFESSIONAL ACCREDITATION

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 Engineering Science program is accredited at the full engineering level by the Engineering Accreditation Commission (EAC) of 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.

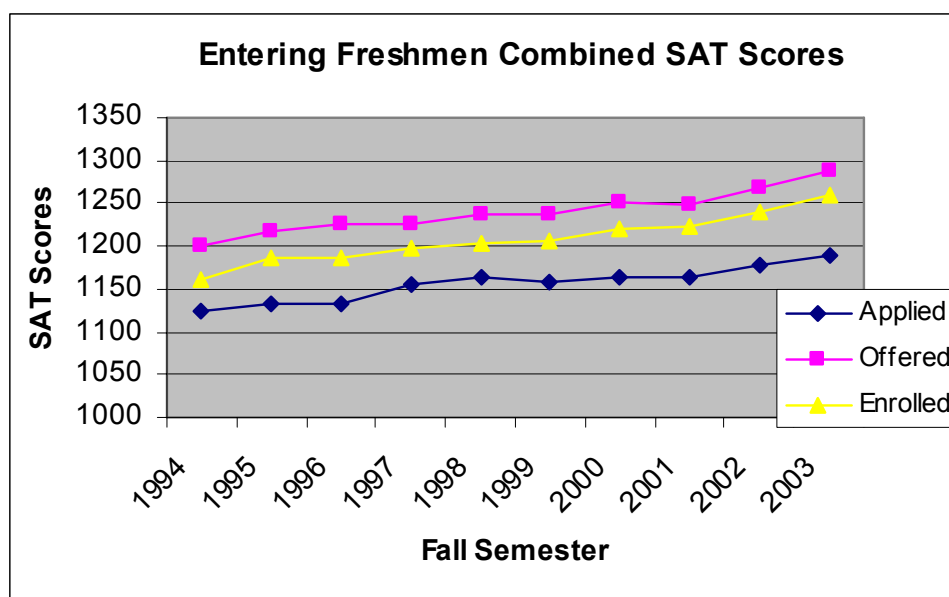
B. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2003 UNDERGRADUATE FRESHMAN CLASS

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past five years, 1999 through 2003.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
FRESHMEN: (ALL ADMITS)					
Number of Applications Received	5755	6339	5988	6323	6373
Number of Acceptances	3163	3163	3069	3024	3070
Number of Students Matriculated	1209	1207	1262	1232	1178
Accept Ratio:	55%	50%	51%	48%	48%
Enrollment Yield:	38%	38%	41%	41%	38%

Over 6300 students applied for admission for the fall 2003 semester and 1178 enrolled. The average combined SAT for the entering freshman class was 1263 for fall 2003. The following chart displays the significant increases of the applied, accepted, and enrolled mean scholastic achievement tests (SAT)* for all entering Freshman from fall 1994 to 2003.



*Scale based on recentered scores.

1. MEAN MATH AND VERBAL SAT SCORES

**Average SAT Scores and High School Rank of Fall 2003 Freshman Class
(Regular Admits, EOF Admits, Special Admits, and Total Class)**

	SAT Verbal	SAT Math	SAT Total	High School Rank	Number of Entering Students <i>(valid count)</i>	Percent of Total <i>(valid %)</i>
Regular Admits	640	666	1306	92	956 <i>(955)</i>	81 % <i>(99%)</i>
EOF Admits	474	498	972	83	71 <i>(71)</i>	6 % <i>(100%)</i>
Special Admits	540	560	1100	77	151 <i>(126)</i>	13 % <i>(83%)</i>
Total Freshman Class	619	644	1263	90	1178 <i>(1152)</i>	100 % <i>(98%)</i>

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

2. FRESHMAN REMEDIATION

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 and the remaining entering freshmen in need of remediation are pre-registered into appropriate basic skill courses. The first-semester schedule for students in need of remediation is built so that students receive remediation in a timely manner by scheduling these courses first.

**Percentage of Freshman Needing Remediation in Reading/Writing, in Math Computation,
and in Elementary Algebra: Fall 2003 (Summer and Fall Remediation)**

	Reading/ Writing	Math Computation	Elementary Algebra <i>(basic & intermediate)</i>
Number in Need of Remediation	63	25	59
Percent of Entering Freshman	5%	2 %	5%

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

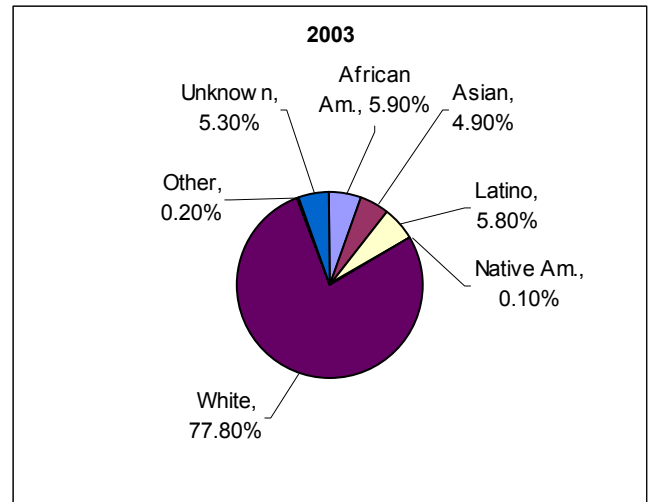
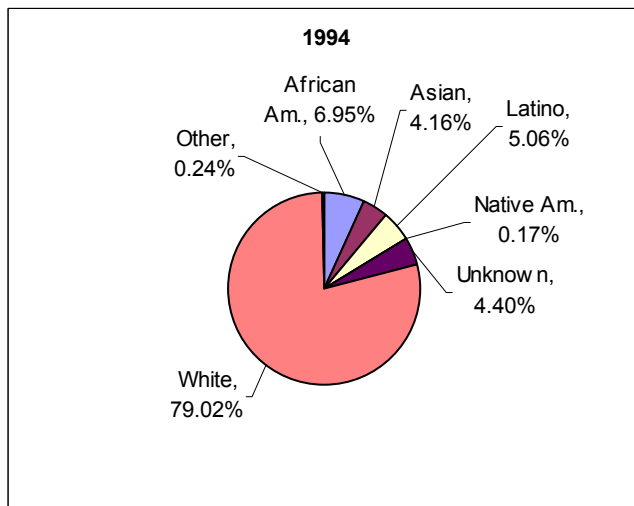
1. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY: FALL 2003

	African American		Hispanic		Asian American		Native American		Non-Res. Alien		Not Reported		White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	318	5.36	330	5.56	284	4.78	4	0.06	7	0.12	295	4.97	4376	73.69	5614	94.54
Part-Time	33	0.56	17	0.29	9	0.15	0	0.00	0	0.00	22	0.37	243	4.09	324	5.46
Total	351	5.91	347	5.84	293	4.93	4	0.06	7	0.12	317	5.33	4619	77.79	5938	100

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

In fall 2003, students who declared themselves African American, Asian American, Hispanic, or Native American made up approximately sixteen percent of the total full-time enrollment.

Race/Ethnicity of All Undergraduates, Fall 1994 and 2003
(Percentages are based on undergraduates with known race/ethnicity)



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

TCNJ has a commitment to admitting a diverse student population and during the 1990's made steady enrollment gains over the period. However, TCNJ has recently begun to see the enrollment rates of minority students level off. In response, TCNJ has launched a new initiative to improve enrollment for all groups with a special emphasis on African American enrollments. TCNJ should begin to see increases in the diversity of its student profile as a result of this initiative as early as the next entering freshman class in the fall of 2004.

UNDERGRADUATE STUDENTS BY GENDER (1994, 1999-2003)

Student rates for gender at TCNJ have remained stable over the last ten years and reflect the national trend of women enrolling in higher education institutions at a greater rate than men.

Gender	1994		1999		2000		2001		2002		2003	
	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3619	60.45	3537	59.65	3547	59.04	3525	59.02	3538	59.35	3548	59.75
Male Students	2368	39.55	2393	40.35	2461	40.96	2448	40.98	2423	40.65	2390	40.25
Total	5987	100	5930	100	6008	100	5973	100	5961	100	5938	100

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

UNDERGRADUATE STUDENTS BY AGE: FALL 2003

In fall 2003, 80 percent of the undergraduate students were under 22 years of age. The average age of undergraduates in fall 2003 was 20 years of age.

		LT < 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	15	2,117	2,572	747	80	31	15	29	7	0	1	5614
	Pct	0.3	37.7	45.8	13.3	1.4	0.6	0.3	0.5	0.1	0.00	0.00	100
Part-time	Num	2	6	24	113	54	33	25	49	16	1	1	324
	Pct	0.6	1.9	7.4	34.9	16.7	10.2	7.7	15.1	4.9	0.3	0.3	100
Total	Num	17	2,123	2,596	860	134	64	40	78	23	1	2	5,938
	Pct	0.3	35.8	43.7	14.5	2.3	1.1	0.7	1.3	0.4	0.00	0.00	100

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

4. STATE FUNDED FINANCIAL ASSISTANCE

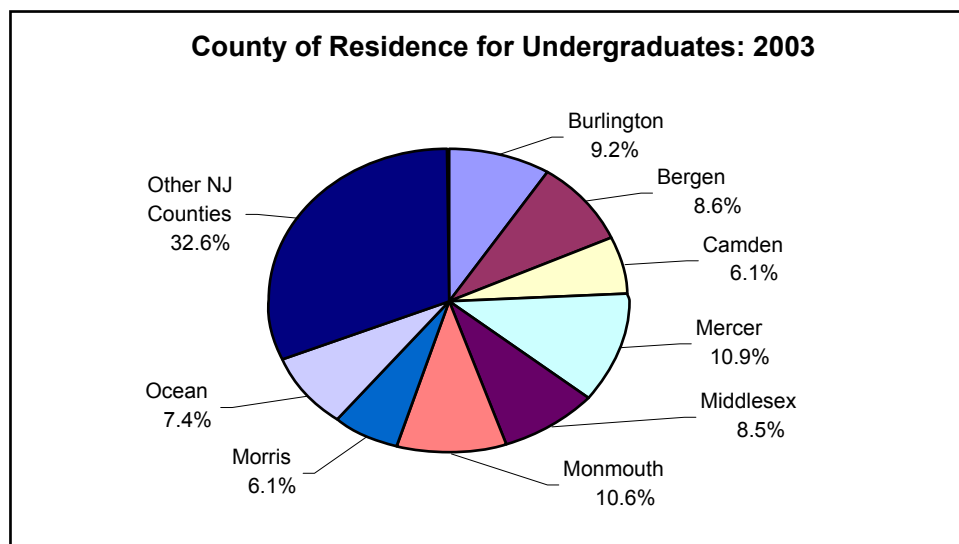
Financial Aid from State-Funded Programs: Academic Year 2003 – 2004

Type of Financial Aid	Unduplicated Count of Recipients	Total Dollars DISTRIBUTED	Dollars/ Per Recipient
<i>State-Funded Programs</i>			
TAG	957	\$3,292,192	\$3,440
EOF Summer & Academic Year	312	\$348,500	\$1,116
Bloustein Scholars	1,068	\$1,005,337	\$941
Urban Scholar	202	\$187,150	\$926
NJCLASS Loans- <i>student</i>	365	\$2,887,271	\$7,910
NJCLASS Loans- <i>parent</i>	81	\$704,008	\$8,691
OSRP	1,420	3,812,278	\$2,684
Total Awards and Dollars	4,405	\$11,896,712	

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

5. NEW JERSEY STATE RESIDENTS

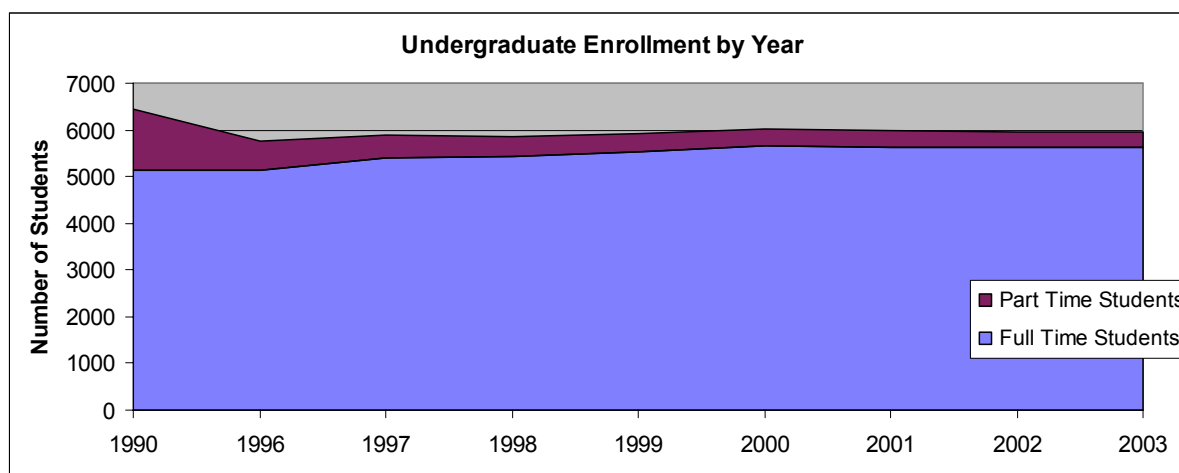
TCNJ serves all 21 New Jersey counties and ninety-five percent (95%) of the overall and new entering freshman enrollments for fall 2003 were New Jersey residents. In addition, there are eight counties that supply greater than five percent of the undergraduate enrollments. They are Mercer, Monmouth, Burlington, Bergen, Middlesex, Ocean, Morris and Camden counties.



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

6. FALL 2003 UNDERGRADUATE ENROLLMENT BY FULL/PART-TIME

Full-time and part-time undergraduate enrollment in the fall of 2003 was 5,613 and 325 respectively. Full-time students represent 94.5% of the total undergraduate population. Overall enrollment has remained relatively stable primarily as a function of TCNJ's significant effort to increase quality inside (and outside) the classroom and the limits of our residential housing capacity.



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

C. DEGREES CONFERRED

1. DEGREES CONFERRED BY GENERAL FIELD

The College of New Jersey Baccalaureate Degrees Conferred by General Field, Fiscal Year 2003	
IPEDS Major Category	Number of Students
Area, Ethnic and Cultural Studies	3
Business Management & Administrative Services	291
Computer and Information Sciences	32
Education	352
Engineering	36
Foreign Languages and Literatures	6
Health Professions and Related Sciences	28
English Language and Literature/Letters	146
Biological Sciences/Life Sciences	71
Mathematics	14
Philosophy and Religion	7
Physical Sciences	21
Psychology	92
Protective Services	81
Social Sciences and History	62
Visual and Performing Arts	56
Total	1298

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

2. DEGREES CONFERRED BY RACE/ETHNICITY AND GENDER

Number and Percent of Baccalaureate Degrees Conferred by Ethnicity and Gender Fiscal Year 2003				
Ethnic Group	Male	Female	Total	Percent
American Indian	0	0	0	0.00%
Asian American	17	35	52	4.01%
African American	15	28	43	3.31%
Hispanic	17	35	52	4.01%
White	391	605	996	76.73%
Non-Resident Alien	0	0	0	0.00%
Not Reported	65	90	155	11.94%
Total	505	793	1298	100.00%

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

D. STUDENT OUTCOMES

1. GRADUATION RATES

Eighty two percent of the first-time full-time freshmen who entered TCNJ in the fall of 1997 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 ten years.

a. FOUR-, FIVE, & SIX-YEAR GRADUATION RATES OF FALL 1997 FULL-TIME FIRST-TIME FRESHMAN BY RACE/ETHNICITY

	White		Black		Hispanic		Asian		Alien		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 1997 Cohort	1037		79		80		70		3		127		1,396	
Graduates after 4 Years	664	64.0%	27	34.2%	43	53.8%	50	71.4%	2	66.7%	83	0.0%	869	62.2%
Graduates after 5 Years	846	81.6%	48	60.8%	56	70.0%	59	84.3%	2	66.7%	100	0.0%	1,111	79.6%
Graduates after 6 Years	869	83.8%	54	68.4%	59	73.8%	60	85.7%	2	66.7%	104	0.0%	1,148	82.2%

* Other includes American Indian and Unknown Race.

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

b. FOUR-, FIVE, & SIX-YEAR GRADUATION RATES OF FALL 1997 FULL-TIME FIRST-TIME FRESHMAN BY INCOME LEVEL

	Low Income*		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 1997 Cohort	124		865		407		1,396	
Graduates after 4 Years	59	47.6%	554	64.0%	256	62.9%	869	62.2%
Graduates after 5 Years	87	70.2%	707	81.7%	317	77.9%	1,111	79.6%
Graduates after 6 Years	92	74.2%	721	83.4%	335	82.3%	1,148	82.2%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

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

2. FIRST TO SECOND YEAR RETENTION RATES (3RD TERM RETENTION)

a. THIRD SEMESTER RETENTION OF FULL-TIME RETENTION OF FULL-TIME FIRST TIME FRESHMAN BY RACE/ETHNICITY, FALL 2002 TO FALL 2003

	White		Black		Hispanic		Asian		American Ind.		Alien		Race Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Retained	872	95.3%	85	90.4%	84	94.4%	61	98.4%	1	100.0%	2	66.7%	65	95.6%	1,170	95.0%
Not Retained	43	4.7%	9	9.6%	5	5.6%	1	1.6%	0	0.0%	1	33.3%	3	4.4%	62	5.0%
Total	915	100.0%	94	100.0%	89	100.0%	62	100.0%	1	100.0%	3	100.0%	68	100.0%	1,232	100.0%

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

b. THIRD SEMESTER RETENTION OF FULL-TIME RETENTION OF FULL-TIME FIRST TIME FRESHMAN BY INCOME LEVEL, FALL 2002 TO FALL 2003

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	90	89.1%	823	95.9%	257	94.1%	1,170	95.0%
Not Retained	11	10.9%	35	4.1%	16	5.9%	62	5.0%
Total	101	100.0%	858	100.0%	273	100.0%	1,232	100.0%

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

3. TRANSFER RATES

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past five years, 1999 through 2003.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
TRANSFERS:					
Number of Applications Received	885	717	837	962	904
Number of Acceptances	443	373	382	386	333
Number of Students Matriculated	252	219	217	211	186
Accept Ratio:	50%	52%	46%	40%	37%
Enrollment Yield:	57%	59%	57%	55%	56%

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

1. FULL-TIME FACULTY BY RACE/ETHNICITY, GENDER, & TENURE STATUS

In fall 2003, 70 percent of the full-time faculty were tenured. Of the tenured full-time faculty group, 40 percent were female and approximately 18 percent were minority. Of the regular full-time faculty as a whole (tenured and tenure-track), 45 percent were female and 21 percent were minority. In 2003, The College of New Jersey employed 338 adjunct faculty (*part-time, adjunct, & professional staff*) who taught in fall 2003; 159 males and 179 females.

The following chart lists in detail the profile of fall 2003 full-time faculty by ethnicity, gender, and tenure status.

	White		Black		Hispanic		Asian		American Ind.		Unknown		Total	
	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct
Tenure	187	81.3%	13	5.7%	9	3.9%	19	8.3%	1	0.4%	1	0.4%	230	100%
Female	78	83.9%	7	7.5%	4	4.3%	4	4.3%	0	0.0%	0	0.0%	93	100%
Male	109	79.6%	6	4.4%	5	3.6%	15	10.9%	1	0.7%	1	0.7%	137	100%
Without Tenure	69	72.6%	8	8.4%	5	5.3%	12	12.6%	0	0.0%	1	1.1%	95	100%
Female	36	69.2%	5	9.6%	2	3.8%	8	15.4%	0	0.0%	1	1.9%	52	100%
Male	33	76.7%	3	7.0%	3	7.0%	4	9.3%	0	0.0%	0	0.0%	43	100%
Total	256	78.8%	21	6.5%	14	4.3%	31	9.5%	1	0.3%	2	0.6%	325	100%
Female	114	78.6%	12	8.3%	6	4.1%	12	8.3%	0	0.0%	1	0.7%	145	100%
Male	142	78.9%	9	5.0%	8	4.4%	19	10.6%	1	0.6%	1	0.6%	180	100%

Source: Institutional Research, The College of New Jersey

2. PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL-TIME FACULTY

For the fall 2003 term, the total faculty at TCNJ consisted of 334 full-time equivalent (FTE) faculty and a part-time teaching staff equating to 134 FTE. Adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 28.5 percent of the course sections taught and represents a 5% decrease from 2002.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Full-Time Faculty FTE	367	382	375	364	334
Teaching Administrators FTE	5	8	9	12	8
Adjunct & Part-time FTE	115	121	122	133	126
TOTAL FTE FACULTY	487	511	506	509	469
Number of Tenured Faculty (1)	222	212	218	219	230
Tenure Rate (1)	66%	63%	65%	67%	67%
% Holding Terminal Degrees	88%	88%	89%	89%	90%
Student Teacher Ratio (2)	12.2:1	11.9:1	11.7:1	12:1	12:1

Preliminary figures

FT = Full-time;

FTE = Full-time Equivalency Equated at 24 Faculty Weighted Hours per Year

(1) Applies to Full-Time Faculty Only

(2) FTE students to FTE Faculty

Source: The College of New Jersey

3. RATIO OF FULL-TIME TO PART-TIME FACULTY

Full-time and part-time/adjunct faculty headcount for fall 2003 was 325 and 338 or 49% and 51% of the total teaching population respectively. The total number of part-time/adjunct faculty represents a 6% decrease in headcount from the fall 2002 count of 359 part-time/adjunct faculty.

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

Name	Title	Ethnicity	Sex
Mrs. Patricia A. Rado	Chair	Caucasian	F
Mr. Robert M. Kaye	Secretary	Caucasian	M
Mr. Thomas A. Bracken	Trustee	Caucasian	M
Mr. Bradley S. Brewster	Trustee	Caucasian	M
Mr. Christopher R. Gibson, Esq.	Trustee	Caucasian	M
Ms. Hazel F. Gluck	Trustee	Caucasian	F
Rev. Wayne R. Griffith	Trustee	African American	M
Mr. Bruce C. Hasbrouck, Esq.	Trustee	Caucasian	M
Ms. Stacy E. Holland	Trustee	African American	F
Mr. James P. McAndrew	Trustee	Caucasian	M
Anne P. McHugh, Esq.	Trustee	Caucasian	F
Ms. Barbara A. Pelson	Trustee	Caucasian	F
Mr. Harry S. Reichard, Esq.	Trustee	Caucasian	M
Mr. Richard D. Schibell, Esq.	Trustee	Caucasian	M
Mrs. Suzanne Svizeny	Trustee	Caucasian	F
Ms. Annelise Catanzaro	Student Trustee	Caucasian	F
Ms. Stefanie Nieves	Alt. Student Trustee	Hispanic	F
Dr. R. Barbara Gitenstein	President (Ex Officio)	Caucasian	F

Source: TCNJ Office of the President

G. PROFILE OF THE INSTITUTION - UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts

- Art*
- Art History
- Communication Studies
- Economics
- English *
- History *
- Interactive Multimedia
- International Studies
- Mathematics *
- Philosophy
- Political Science
- Psychology
- Sociology (*option in pre-social work*)
- Spanish*
- Women's and Gender Studies

Bachelor of Fine Arts

- Digital Arts
- Fine Arts
- Graphic Design

Bachelor of Music *

Bachelor of Science

- Accountancy
- Biology *
- Biomedical Engineering

Bachelor of Science (continued)

- Business Administration
(*specializations in Finance, General Business, International Business, Management*)*
- Civil Engineering
- Computer Engineering
- Computer Science
- Early Childhood Education *
- Economics
- Education of the Deaf and Hard of Hearing**
- Elementary Education *
- Electrical Engineering
- Engineering Science (*specialization in engineering management*)
- Health and Physical Education*
- Law and Justice
- Mathematics & Statistics*
- Technology Studies*
- Mechanical Engineering
- 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.*

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

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 2003-2004 academic year, 91 internal grants were awarded to faculty members. Thirty-eight faculty projects were funded by external sources. Listings of the externally funded research awards and The College of New Jersey-funded faculty research awards (SOSA) made during the 2003-2004 academic year and to be conducted during the 2004-2005 academic year are provided in appendix B, parts I & II.

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

- Municipal Land Use Center
- Small Business Development Center (SBDC)
- New Jersey Global Business Initiative (GBI)
- Center for Civic and Community Engagement (CCCE)
- Center for Youth Relationship Development
- Center for Assistive Technology and Inclusive Education Studies (CATIES)
- 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: School of Science
- Statewide Career Equity Assistance Center: School of Education
- Writer's Conference: Department of English
- Leadership Institute Programs (interdisciplinary)

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

- Global Graduate Programs
 - Teacher Certification for International Schools (Option for Elementary and Secondary Education Subject Area)
 - Teacher Certification for Teaching English as a Second Language
 - Master of Education, Elementary, Secondary
 - Master of Education, English as a Second Language
 - Master of Education, in Education Leadership
 - Summer Sites: Mallorca, Spain, Johannesburg, Republic of South Africa, Bangkok, Thailand
 - Other Current Program Sites: Kuwait and Venezuela
- Global Student Teaching Programs Sites:
 - Puerto Rico, Republic of South Africa, Costa Rica, Thailand, Croatia, Spain and Ireland

TCNJ School of Education Professional Development School Network

The following eighteen 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
- Lambertville Schools
- Lawrence Township School District
- Plumsted Township School District
- South Brunswick School District
- South Hunterdon Area Schools
- Trenton Public Schools
- West Amwell Schools
- West Windsor-Plainsboro Regional Schools

I. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JUNE 2004*)

PROJECTS IN PLANNING

A. Athletic Recreation Center HVAC Replacement

This project will replace the all-electric heating and cooling systems that service 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.

Program development is currently being developed in order to identify the space requirements for the intended use of this facility in the upcoming years. Converting the facility from an electrical system to the campus wide steam and chilled water systems will significantly reduce operating costs. The College has awarded the design contract to Spiegle Architectural Group. Documents are being prepared for submission to the Department of Community Affairs. Construction is expected to take approximately nine months.

B. Event Center and Brower Student Center Renovation and Expansion

The College plans to build a multi-purpose Event Center to house academic/educational functions as well as athletic and non-athletic events such as basketball, wrestling, trade shows, and concerts. The facility will seat between 1,217 and 2,465, depending upon seating configurations, and will be an expansion to the existing Brower Student Center. In addition, this project will provide expanded dining seating in the existing Food Court, new food preparation kitchens, relocation and enlargement of the Rathskeller and will provide a convenience store.

In the fall of 2002, The College issued requests for qualifications from architectural design firms who had previous experience with event center projects. The Event Center Committee reviewed proposals from five firms and selected the proposal submitted by Jack Gordon Architects as being the most responsive to the project's Request for Proposal (RFP). Preliminary project planning is continuing and construction is expected to begin in October 2005, with a substantial completion date of August, 2007.

C. 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. The College is continuing to work with both its consultants and the Department of Environmental Protection (DEP) regarding the necessary improvements to the Lake Ceva Dam and associated structures.

D. Athletic Fields

This project will extend the existing sport facilities into parking lots 6, 7, and 8, providing a new softball field and a new multi-use field (soccer and field hockey). The new facilities will include grandstands, press boxes, a concession stand, toilet rooms, and a ticket booth. Parking Lot 5 will be reconfigured to include new sidewalks, landscaping and site lighting. Construction is expected to begin in fall 2004.

E. Lakeside Housing

Centennial and Norsworthy Halls will be demolished, allowing for the construction of two new buildings to house the freshman class. Each building will house approximately 550 students, and will have a 200' x 200' footprint. Each building will have an open courtyard in the center. Rooms are double occupancy with shared bathrooms on each floor. Common spaces include kitchens, lounges, seminar rooms, and laundry rooms. Graduate assistant apartments and resident faculty advisor living space are also provided. Schematic design has been completed and The College has retained a construction manager to be involved in the remainder of the design and during the construction of the facility. Construction will begin upon the completion of the new Student Apartment Complex.

F. Childcare

The College plans to convert the residence at 1880 Pennington Road to a new child care facility. This one-story building will provide a reception area, classroom space, an office, storage, an outdoor playground, and an inclement weather play space. The Child Care center will continue to provide an environment for the development of the total child, where children are encouraged to learn in a safe and healthy environment.

PROJECTS UNDER CONSTRUCTION

A. Student Apartments

This project consists of the construction of approximately 600 student beds in an apartment format. It will consist of three buildings being three stories in height, providing one and two bedroom apartments. The buildings will be situated between Pennington Road (Rt. 31) and Metzger Drive.

The College has awarded the construction contract to the team of Cambridge Construction Management and AST. Construction commenced in the summer of 2003. Due to water damage of some of the modular units and weather delays, the project has experienced a schedule setback. The current schedule indicates that the buildings will be completed in fall 2004.

B. New Library

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. After a review of the cost of the renovation project, The College decided it would be more cost effective to build a new library of 140,000 square feet. The College's Library Building Committee (LBC), which consists of faculty, staff and students, worked with library planners to prepare a program document, which defines The College's library vision and programmatic needs for the next thirty years.

The Board of Trustees awarded the contract for architectural and engineering services to Kitchen and Associates at its February 2003 meeting. The construction contract was awarded following public bidding. Construction began in December 2003 and the expected completion date is August, 2005.

C. 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, The College will 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. Competitive bids were received and the project was awarded in August 2004.

D. Spiritual Center (Chapel)

A new 4000 square foot Spiritual Center is being constructed 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. The new facility will provide a multi-purpose room, small meeting rooms, offices and a meditation room. The project was awarded to the team of Kitchen Associates, Architects; Cambridge Construction Management, Construction Managers; and Torchio Brothers, General Contractors. Construction began on the Spiritual Center in the summer of 2003 and completion is expected in the fall of 2004.

E. Fuel Cells

In conjunction with the new Student Apartments and the Metzger Parking Garage, the College needed to expand the College's electrical distribution grid. For this purpose, the College is installing three Fuel Cell Power Plants. Developed by NASA, this technology utilizes natural gas to generate both electric power and, as a by-product, heat recovery for use as fuel for hot water. The process generates these power sources at a lower unit cost than conventional systems. The fuel cells have been purchase and a contract has been awarded for their installation. The College has received a New Jersey Clean Energy Grant and a grant from the United States Department of Energy to subsidize the costs of the fuel cells.

APPENDIX A: ACTUAL AND ANTICIPATED CHANGES

SIGNIFICANT INSTITUTIONAL CHANGES (2003-04)

- Appointed Ms. Sandra Carroll as Director of Alumni Affairs in summer 2004.
- Continued to diversify our faculty and staff ranks. For instance, eleven of 25 new full time tenure track faculty are from underrepresented groups. This is the third year in a row that more than 1/3 of our new faculty hires are from underrepresented groups.
- Undertook a broad Campus-wide review of the nature of student and faculty work and governance approved a move from current credit system with a 120 credit hour graduation requirement to a course-based graduation requirement of 32-34 courses was approved.
- Reviewed and revised General Education Curriculum and requirements (Spring/Summer 2003).
- The President formed task forces to address communication to all constituencies, the diversity of the campus, advocacy for state resources, increase in non-state resources, alumni relations, public and community relations, and facilities planning and construction. .
- The PeopleSoft Human Resource system conversion was completed in 2003.
- PeopleSoft Student System Conversion planning team formed in preparation to undertake conversion and implementation phases for admissions, records and registration, advising, financial aid, and degree audit (2004-2006).
- The College's Institutional Planning Portal was launched in Spring 2004.
- New minors in US Studies and Theater and Drama.
- New academic programs include a B.F.A. in Digital Arts and a specialization in Civil Engineering.

EXPECTED INSTITUTIONAL CHANGES, CURRENT/NEXT ACADEMIC YEAR (2004-05)

- TCNJ will celebrate its sesquicentennial (1855-2005) through a variety of campus events.
- The PeopleSoft Student Administration system conversion will begin in fall 2004.
- TCNJ will implement the EOF Promise Awards initiative in fall 2004
- TCNJ will undertake three accreditation reviews this year: the Middle States Association, the Council on the Education of the Deaf and the Council for Accreditation of Counseling and Related Educational Programs.
- Jerusalem Howard, Ph.D., will begin as the Director of Equity and Diversity, a new position on the President's Cabinet in Fall 2004.
- The College has determined that in 2004-2005, we will focus our attention on the following 9 areas:
 1. implementation of the new curriculum
 2. faculty/staff development
 3. enhancement of a vital living/learning community
 4. development/fundraising
 5. inclusion/diversity
 6. planning and accountability
 7. public relations
 8. enrollment management
 9. state advocacy
- Searches for a Vice President of Facilities Management, Construction and Campus Safety and a Vice President of Advancement will ensue.

APPENDIX B

PART I: SUPPORT OF SCHOLARLY ACTIVITY (SOSA): 2003 -04

Last Name	First	Department	Title
Adler	Rachel H.	Soc. & Anthropology	The Chambersburg Immigration Project
Ahlawat	Sunita	Business	Occupational Reality Check: A Pre & Post-Employment Assessment of Expectations in the Accounting Profession
Al-Omaishi	Nabil	Engineering	Investigation of Long-term High Strength Concrete Material Properties
Anta San Pedro	Teresa	Modern Languages	20th Century Hispanic Female Dramatists
Arvanitis	Georgia M.	Chemistry	Synthesis of platinum antitumor complexes and evaluation of mechanism
Beierlein	Jaclyn J.	Finance	Research
Blake	David	English	Two Book Manuscripts: <i>Where the Future Becomes the Present: Whitman & Leaves of Grass, Politics & Celebrity</i>
Bledsoe	Katrina L.	Psychology	Research in Community and Social Psychology
Boughn	Susan	School of Nursing	Trichotillomania: Living and Coping
Brecher	Ellyn	Psychology	Discrimination, bias and quality of life issues in the employment sector
Brooks	Wendell	Art Department	Cross Platform: Non-traditional Art Meets Non-Traditional Technique
Carney	Jo Eldridge	English	Female Friendship in Renaissance Literature
Chazelle	Celia	History	Culture and Thought in Early Medieval Europe
Chiang	Bea	School of Business	Cost Management and Balanced Scorecard in the Healthcare Industry
Compte	Deborah	Modern Languages	The Other Heretic: Literary Configurations of the Protestant in Spanish Golden Age Literature
Curtis	Cynthia L.	Math & Statistics	Low-dimensional Topology
Davis, PhD	Rob	Psychology	Cognitive Aging Project
Erickson	Jeffery T.	Biology	The role of Pet-1 (transcription factor required for serotonin neuron differentiation) in the development of normal breathing in newborn mice
Fichner-Rathus	Lois	Art	Contemporary Art: Extending the Boundaries
Figuro Gil de Lamadrid	Alvin	Modern Languages	Up Beat Tunes, Torch Songs, and other Very Hot Rhythms: The Narrative Work of Luis Rafael Sanchez
Gardner	Sharyn D.	Business, Management, Information Systems	Virtual HR: How IT impacts HR Function; Dynamics environments: The Role of Flexibility, Coordination and IT; Transactive memory systems in teams
Greenbaun	Nicholas	Math & Statistics	Dynamical Characterization of Human Cognitive Event Related Potentials
Grega	Lisa M.	Engineering	Development of an Experimental Fluid Mechanics Research Lab for the Study of Turbulent Flows

Part I: Support of Scholarly Activity (SOSA) 2003 – 2004 continued...

Last Name	First	Department	Title
Gross	Jo-Ann	History	Shrines and Sufi Circles of Tajikistan
Hall	Ruth L.	Psychology	Friends and Older African American Women
Hirsh	Donald J.	Chemistry	A Model System for Studying Paramagnetic Spin-Spin Interactions
Hoffman	Jay R.	Health & Exercise Science	Using near-infrared spectroscopy (NRS) technology to non-invasively assess oxygenation of hemoglobin and myoglobin in active and resting tissue
Huguet-Jerez	Marimar	Modern Languages	Contemporary Spanish Theatre: Postmodern Thought for Postmodern Anxieties
Hustis	Harriet	English	Verbal Vengeance: Male Hysteria and the Gothic of American Masculinity
Kang	Jie	Health & Exercise Science	Determining exercise intensity that elicits maximum fat oxidation in men and women, and Comparisons of thermoregulatory and cardiovascular responses during prolonged exercise
Kaplowitz	Kenneth	Art	Investigation of Old Testament Illustrations
Katz	Allen	Engineering	Distortion Correction in Electronic and Optical Communications Systems
Kirnan	Jean Powell	Psychology	The Development of a Biographical Inventory for Use in the Prediction of First Year College Success
Kiselica	Mark S.	Counselor Education	Exploring the Psychology of Boys, Men and Masculinity
Klug	Steve	Biology	How Genes Control Development
Komagata	Nobo	Computer Science	Computational Properties of Complex Systems
Kosmopoulos	Victor, PhD.	Engineering	Orthopaedic Biomechanical Surgical Evaluations I
Kovalev	Roman K.	History	Dirham Hoards from Medieval Western Eurasia, c.700-c.1100
Le Morvan	Pierre	Philosophy & Religion	Research in Philosophy
Leven	Bozena	International Business	Continued Research on Economic Transition in Eastern and Central Europe
Leynes	P. Andrew	Psychology	The Cognitive Neuroscience of Applied Source Monitoring: Memory for Actions and Gender Stereotype Effects on Memory
Li	Rebecca S. K.	Soc. & Anthropology	State and Market Development in China
Limberis	Loren	Engineering	Research
Lovett	Donald L.	Biology	Modulation of methyl farnesoate levels through induced osmotic changes in the crab
Lowi	Miriam R.	Political Science	Disciplinary Research- <i>Oil Rents and Political Breakdown in Patrimonial States: Algeria in Comparative Perspective and Alterity and Violence</i>
Martinetti	Margaret Paterson	Psychology	The Behavioral Economics of Alcohol Abuse in Alcohol-Preferring, Non-Preferring and Outbred Rats

Part I: Support of Scholarly Activity (SOSA) 2003 – 2004 continued...

Last Name	First	Department	Title
McCarty	John A.	School of Business	Importance Judgments in Survey and Marketing Research
Mecartty-Dunlap	Frances	Modern Languages	Learning Grammar from Students' Perspectives: Spanish Needs Assessment Analysis
Mi	Jiayan	English and Modern Languages	The Body Poetic: Self-fashioning, Compositional Modernity & Emerging Reflexivity in Modern Chinese Poetry, 1919-1949; Navigating Modern China: Locational Modernity, Spectacular Nativescape & Transnational Spatiality in Modern Chinese Lit, Film, & Art.
Miranda	Ricardo	Art Department	Computer Generated Art with Sculptural Vehicles
Morin	Regina	Modern Languages	Non-traditional Language Contact: Eng/Spanish Internet Language; Instructor/Student Perceptions of Metacognitive Vocab Learning Strategies; Basic Spanish Pronunciation/Spelling
Morrison	Janet A.	Biology	Plants, Pathogens, and Pests: The Ecology of Biological Interactions in Natural Populations
Newton	Deborah	Special Education, Language, and Literacy	Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities
Nicolosi	Ann Marie	Women's & Gender Studies	Beauty, Body and Politics: Comparisons of Female Imagery in the First and Second Waves
Norvell	Amanda	Biology	The role of the Squid protein in axial patterning during <i>Drosophila melanogaster</i> oogenesis
Nouri	Hossein	School of Business	Research
Ortiz	Lisa	English	Braided Lives and Usable Pasts: Autoethnographic Modes in the Fiction of Late 20th century ethnic-American Women
Otero	Augustin	Modern Languages	The Post-Colonial Detective and the Cultural Other in Contemporary Galician Literature
Payne	Allison Ann	Criminology & Justice	Evaluation and Implementation of "Positive Action Through Holistic Education" (PATHE)
Peterson	Charles C.	Biology	Ecological and evolutionary physiology of New Jersey reptiles and amphibians
Peterson	Derek	History	Worldly Women: Gender Chaos, Political Discourse, and the Social History of the East African Revival
Pfenninger	Ariane	Modern Languages	Relationship between Food and Language in the Writings of Roland Barthes
Pollock	John C.	Communication Studies	Saving Lives: Linking Mass Media with Policy Makers' Efforts to Reduce Tobacco Use
Preti	Consuelo	Philosophy	Truth in the Virtue of Meaning
Reinart	Howard K.	Biology	Sustained Support: Alternate Assignment
Rosemurgy	Catie	English	Love Isn't above Starting This Way: Poems and Others
Rosen-Bloch	Joan	School of Nursing	Healthcare Research: Promoting Optimal Wellness for At-risk Populations of Pregnant Mothers and Mothers with Neurologically Impaired Children

Part I: Support of Scholarly Activity (SOSA) 2003 – 2004 continued...

Last Name	First	Department	Title
Rossi-Miller	Monica, Dr.	Modern Languages	Female Subjectivity: Issues in Contemporary Women's Historical Fictions in Italy; Narratives of Recent Immigration: Discussing the "Other" in Post-Colonial, Post-modern Italy; The Perverse Emancipation of Tina in Maria Rosa Cutrufelli's <i>Canto al deserto</i> ; Feminism for the 90s: Mario Martone's <i>L'amore molesto</i> .
Samanta	Subarna K.	School of Business	Theoretical Analyses Dealing with Economics of Uncertainty and its Applications and Empirical Analyses Dealing with Domestic and International Economic Issues
Sanders	Phillip	Media Program	Research
Sanyal	Rajib	Business	Globalization
Sepahpour	Bijan	Engineering	Model Laboratory for Mechanical/Civil Engineering Programs
Shao	Qin	History	Demolition: Everyday Chinese in the Shadow of Highrises (1980-2002)
Sisko	John E.	Philosophy & Religion	Cognitive Circuitry and the Physics of Flourishing in the Hippocratic <i>On Regimen</i> and Plato's <i>Timaeus</i> , Representation and Content in Aristotle, and Red Eyes and Bitter Tongues: Aristotle's Theory of Perception
Steele	Felicia Jean	English	Histories of the English Language: Local, Literary, and Linguistic
Strassman	Barbara K.	Special Education	Authoring with Video
Vandegrift	Donald	Economics	Public Policy Research
Venturo	David	English	Book Manuscript, <i>Fallen on Evil Days</i> , and related projects
Vinclette	Joyce	School of Business	Strategic Management Cases
Wang	Yunfeng	Engineering	Binary Robotics
Waterman	Alan	Psychology	Studies on Identity and Intrinsic Motivation
Wickramasinghe	Thulsi	Physics	Gravitational Lensing with Dark Energy and a Moving Lens
Winston	Morton	Philosophy & Religion	Global Ethics
Wong	Jean	Language & Comm Sciences	Practices of Native/Non-native Speaker English Conversation
Woodford	Mark S.	Counselor Education	Indicated Prevention Programs to Address Substance Abuse among Adolescent and Young Adult Populations
Wright	Simona	Modern Languages	Eccentric Poetics in 20th Century Italian Poetry
Zanglein	Jayne	Business	The Effect of Pension Fund Governance on Financial Performance
Zheng	Qifu	Math & Statistics	Determinants of Hypergeometric Matrices and Group Representations

PART II: EXTERNAL FACULTY RESEARCH & PROGRAM GRANTS FISCAL YEAR 2004

Project Director		Project Title	Funding Agency	Total Amount Awarded
Rachel	Adler	Chambersburg Immigration Project	New Jersey Historical Commission	\$14,000
Lorraine	Allen	Inside Outreach	City of Trenton	\$15,395
John	Allison	Forensic Science Program	US Dept of Ed	\$223,673
John	Allison	Merck Undergraduate Summer Fellows 2004	Merck	\$10,000
Susan	Bakewell-Sachs	Norma Mann Clinical Educator	City of Trenton	\$32,800
Martin	Bierbaum	Municipal Land Use Center	FHWA/NJDOT	\$1,612,500
James	Boatwright	EOF FY 2004 - Academic Year	NJ CHE	\$658,115
James	Boatwright	EOF FY 2004 - Summer	NJ CHE	\$215,512
James	Chambers	Collegebound Continuation FY 2004	NJ CHE	\$304,080
James	Chambers	College Bound Grant Program Award Event	US Dept of Ed	\$10,000
Timothy	Clydesdale	Young Americans at the Crossroads: Choices After HS	Louisville Institute	\$45,000
Josh	Cooper (student)	Effect of the Eccentric Phase on Jump Squat	NSCA	\$2,500
Joseph	Hadge	Alcohol Social Norms	Rowan U. Subaward	\$12,000
Joseph	Hadge	Alcohol Impaired Driving - Peer Institute	NJDHTS	\$56,350
Henry	Harms	Vocational Student Org: Year 4/5	NJ Dept of Ed	\$97,635
Allen	Katz	Hybrid Fiberoptic Wireless System for High Capacity Military and Homeland Security Communications	Lafayette/MARC	\$34,846
Claire	Lindberg	Advanced Ed. Nurse Trainee	NJ DHHS	\$16,002
Judith	Masterson	Printing Invitations for Gallery Exhibition	MCCHC	\$2,000
Erin	McGrath	Trenton Center for Campus-Community Partnerships	CNCS	\$40,000
Erin	McGrath	AmeriCorps Bonner Leaders Program - State	NJ Dept of Ed	\$158,101
Erin	McGrath	Bonner Foundation/Americorps - State	NJ Dept of Ed	\$50,000
Terence	O'Connor	Teacher Quality Enhancement Grant - IHE Stipend	NJ Dept of Ed	\$52,150
Terence	O'Connor	Teacher Quality Enhancement Evaluation Grant	NJ Dept of Ed	\$260,000

Project Director		Project Title	Funding Agency	Total Amount Awarded
Osagie	Emmanuel	Sypek Center	NJ DCA	\$50,000
Elisabeth	Paul	Civic Engagement Project	Bonner/FIPSE	\$15,000
Elizabeth	Paul	Comprehensive Plan to Reduce Violence Against Women	US Dept of Justice	\$209,448
Jerry	Petroff	Projects for Children and Young Adults Who are Deaf-Blind	US Dept of Ed	\$1,340,430
Rajib	Sanyal	NJ International Business Initiative	US Dept of Ed	\$169,000
Sharon	Sherman	Improving Teacher Quality Partnership Grants (TALL)	NJ Dept of Ed	\$825,000
Dennis	Shevlin	New Jersey Sea Grant College Program	Natl. Oceanic and Atmospheric Admin.	\$4,980
Gail	Simmons	SENCER Project	NSF	\$3,500
Paul	Stephens	Oversees Ed: TCNJ Graduate Studies Center	US Dept of State	\$20,000
Marianna	Sullivan	Strengthening International Studies Curriculum/Caribbean Basin Studies and International Political Economy	US Dept of Ed	\$162,515
Marcia	Taylor	Governor's School of The Arts	NJ Dept of Ed	\$300,000
Robert	Weber	NJ SSI Regional Center Grant FY 2004	NJ SSI	\$75,000
Robert	Weber	Partnership Program for Excellence in MST (Supplement)	NJ SSI Partnership	\$10,000
Yiqiang	Wu	TCNJ ESL Professional Center	NJ CHE	\$198,475
Rachel	Adler	Chambersburg Immigration Project	New Jersey Historical Commission	\$14,000

MINI GRANTS 2003 - 2004

Fall 2003

Science

Becker, Marty	Study of debris cones of ant nests in the steppe environment of South Dakota	\$1,000.00
Ochoa, Romulo	Study of Optical Tweezing, used to trap and manipulate nano- to micrometer size objects	\$1,000.00

Spring 2004

Business

McCarty, John	Advertising across different countries: attitudes and beliefs	\$500.00
Pelham, Alfred	Partnership relationships between buying and selling firms	\$599.00
Tucci, Louis	How nonprofit organizations make pricing decisions	\$400.00

Mini Grants 2003 – 2004 continued...

Culture & Society

Archer, Sally L.	Examination of how college students think of themselves as sexual beings	\$900.00
Ball, William	Continuation of project creating a Geographic Information System	\$449.00
Bledsoe, Katrina	Effects of speaker credibility on the development of attitude and attitude change	\$1,000.00
Brecher, Ellyn	1. Study of structured employment interview 2. Research on work-life balance	\$1,000.00
Chazelle, Celia	First-hand study of early eighth-century Bible in Florence	\$1,000.00
Clydesdale, Timothy	University Press book: <i>Principals, Professors, & Preachers: Crucial Professions in a Pluralistic Culture</i>	\$674.00
Davis, Rob	Cognitive Aging Project	\$1,000.00
Dawley, Alan	Twelve-day academic visit to Cuba	\$1,000.00
Dickinson, Gloria Harper	Archive the Golden Anniversary of the Alpha Kappa Alpha's founding	\$1,000.00
Friedman, Ellen	Interviewing family members to complete a book on holocaust survivors	\$1,000.00
Gabriel-Stheeman, Luis	Reprint the book, <i>The Battle of Language</i> , in Spanish	\$1,000.00
Gray, Janet	Implementation of the interdisciplinary Caribbean Studies initiative	\$1,000.00
Gross, Jo-Ann	Archival and field research in Tajikistan	\$800.00
Knobler, Adam	Pacific Island Chants and Dances	\$1,000.00
Kovalev, Roman	Study of Medieval Islamic silver coin hoards	\$1,000.00
Leynes, Andrew	Purchasing SuperLab software	\$472.50
Li, Rebecca	Two part project: Testing the Collins' theory, and the Study of Chinese politics	\$1,000.00
Martinetti, Margaret	Alcohol taste thresholds in rats	\$1,000.00
Mecarty-Dunlop, Francis	Concerns with teaching Spanish in schools	\$500.00
Mecarty-Dunlop, Francis	Emphasis on oral communication concerning the role of grammar within proficiency-based approaches to early stage learning	\$500.00
Mi, Jiayan	A book length study of self-identity in Modern Chinese poetry	\$1,000.00
Paul, Beth	Working with the Trenton Youth Community-based Research Corps with the Angel's Wings project	\$976.00
Payne, Allison	Purchasing HLM statistical software and manual	\$430.00
Peterson, Derek	The History of the East African Revival	\$1,000.00
Ruddy, Margaret	Support for the Infant/Child Studies Laboratory	\$765.00
Shao, Qin	Book project: "Demolition: Everyday Chinese in the Shadow of Highrises, 1980-2002"	\$1,000.00
Tarter, Michelle	Research for preparation of "Goodwives and Witches: Women in Colonial America"	\$1,000.00

Education

Hinitz, Blythe	Book research project on the Walden School, its founders, leaders and students	\$1,000.00
Joshi, Arti	Examining the practices and knowledge of home-school teachers	\$1,000.00
Palmer, Ruth	The Collaborative for the Advancement of Leadership and Advocacy for Adolescents	\$1,000.00
Woodford, Mark	Assessing the effectiveness of ADEP programs	\$1,000.00

Science

Becker, Martin	Reports for Geological Society of America, and manuscript for a paleontology journal	\$1,000.00
Conjura, Ed	ALEKS: How the web-based system would help expand its use to MAT095 and MAT 096 classes	\$1,000.00
Cunningham, Robert	Identifying departmental strengths and weaknesses	\$800.00