



The College of New Jersey

**EXCELLENCE
&
ACCOUNTABILITY
REPORT**

2004-2005

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**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2004-2005**

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.

Academic Transformation, which had been planned and piloted in preceding years, has been 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.

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.

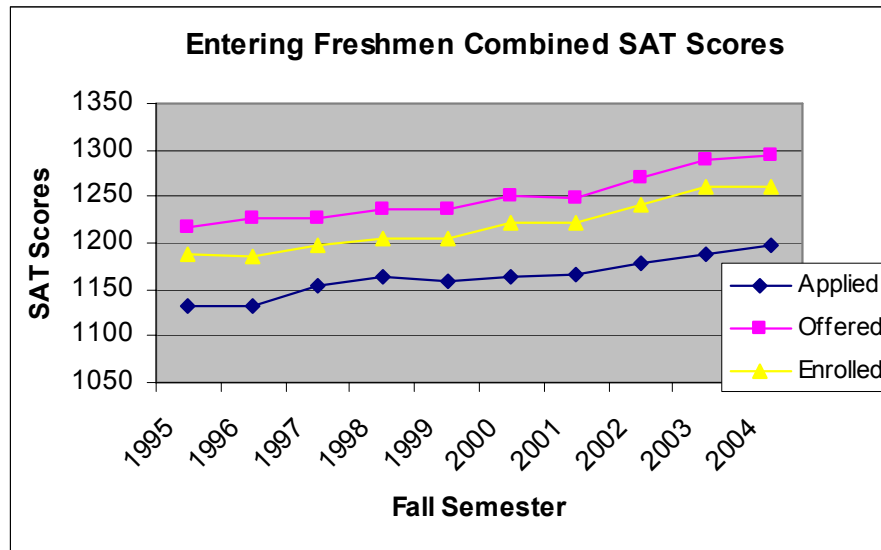
B. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2004 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 six years, 1999 through 2004.

| | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FRESHMEN: (ALL ADMITS) | | | | | | |
| Number of Applications Received | 5755 | 6339 | 5988 | 6323 | 6373 | 6485 |
| Number of Acceptances | 3163 | 3163 | 3069 | 3024 | 3070 | 3113 |
| Number of Students Matriculated | 1209 | 1207 | 1262 | 1232 | 1178 | 1231 |
| Accept Ratio: | 55% | 50% | 51% | 48% | 48% | 48% |
| Enrollment Yield: | 38% | 38% | 41% | 41% | 38% | 39.5% |

Over 6400 students applied for admission for the fall 2004 semester and 1231 enrolled. The average combined SAT for the entering freshman class was 1261 for fall 2004. The following chart displays the significant increases of the applied, accepted, and enrolled mean scholastic achievement tests (SAT)* for all entering freshman from fall 1995 to 2004.



*Scale based on recentered scores.

1. MEAN MATH AND VERBAL SAT SCORES

**Average SAT Scores and High School Rank of Fall 2004 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 | 645 | 663 | 1308 | 92 | 964 <i>(964)</i> | 78 % <i>(100%)</i> |
| EOF Admits | 485 | 498 | 983 | 84 | 92 <i>(91)</i> | 8 % <i>(99%)</i> |
| Special Admits | 560 | 572 | 1132 | 76 | 175 <i>(153)</i> | 14 % <i>(87%)</i> |
| Total Freshman Class | 622 | 639 | 1261 | 90 | 1231 <i>(1208)</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 2004 (Summer and Fall Remediation)**

| | Reading/ Writing | Math Computation | Elementary Algebra <i>(Intermediate)</i> |
|----------------------------------|---------------------|---------------------|--|
| Number in Need of Remediation | 36 | 36 | 62 |
| Percent of Entering Freshman | 3 % | 3 % | 5 % |

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

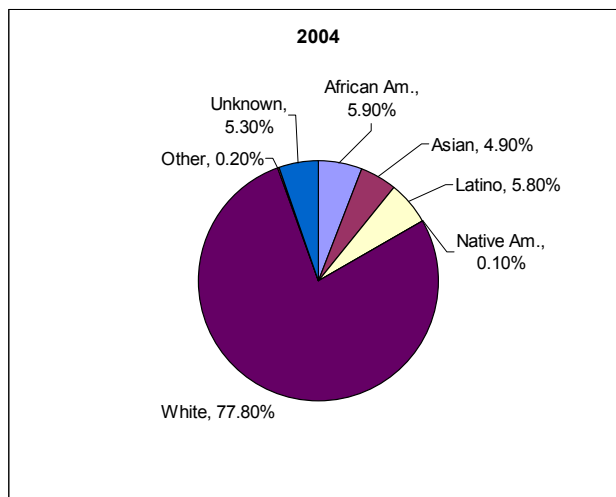
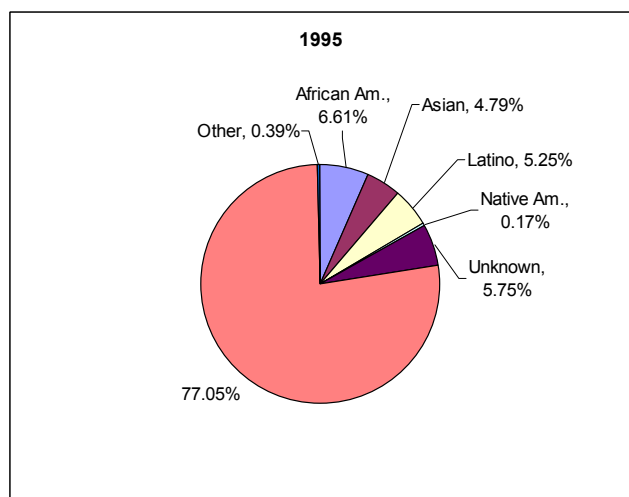
UNDERGRADUATE STUDENTS BY RACE/ETHNICITY: FALL 2004

| | White | | African American | | Hispanic | | Asian American | | Native American | | Non-Res. Alien | | Race Unknown | | Total | |
|------------------|--------------|-------------|------------------|------------|------------|------------|----------------|------------|-----------------|------------|----------------|------------|--------------|-------------|--------------|--------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Full-Time | 4,442 | 77.8 | 335 | 5.9 | 376 | 6.6 | 277 | 4.9 | 4 | 0.1 | 22 | 0.4 | 252 | 4.4 | 5,708 | 100.0 |
| Part-Time | 151 | 71.9 | 22 | 10.5 | 14 | 6.7 | 6 | 2.9 | 0 | 0.0 | 3 | 1.4 | 14 | 6.7 | 210 | 100.0 |
| Total | 4,593 | 77.6 | 357 | 6.0 | 390 | 6.6 | 283 | 4.8 | 4 | 0.1 | 25 | 0.4 | 266 | 4.5% | 5,918 | 100.0 |

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

In fall 2004, students who declared themselves African American, Asian American, Hispanic, or Native American made up approximately eighteen percent of the total full-time enrollment.

Race/Ethnicity of All Undergraduates, Fall 1995 and 2004
(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 2005.

UNDERGRADUATE STUDENTS BY GENDER (1995, 2000-2004)

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 | 1995 | | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | |
|------------------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Female Students | 3608 | 60.49 | 3547 | 59.04 | 3525 | 59.02 | 3538 | 59.35 | 3548 | 59.75 | 3486 | 58.91 |
| Male Students | 2357 | 39.51 | 2461 | 40.96 | 2448 | 40.98 | 2423 | 40.65 | 2390 | 40.25 | 2432 | 41.09 |
| Total | 5965 | 100 | 6008 | 100 | 5973 | 100 | 5961 | 100 | 5938 | 100 | 5918 | 100 |

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

UNDERGRADUATE STUDENTS BY AGE: FALL 2004

In fall 2003, 80 percent of the undergraduate students were age 22 and under. The average age of undergraduates in fall 2004 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 | 9 | 2141 | 2590 | 824 | 67 | 23 | 19 | 25 | 10 | 0 | 0 | 5,708 |
| | Pct | 0.2% | 37.5% | 45.4% | 14.4% | 1.2% | 0.4% | 0.3% | 0.4% | 0.2% | 0.0% | 0.0% | 100% |
| Part-time | Num | 4 | 2 | 10 | 76 | 34 | 14 | 15 | 40 | 13 | 2 | 0 | 210 |
| | Pct | 1.9% | 1.0% | 4.8% | 36.2% | 16.2% | 6.7% | 7.1% | 19.0% | 6.2% | 1.0% | 0.0% | 100% |
| Total | Num | 13 | 2,143 | 2,600 | 900 | 101 | 37 | 34 | 65 | 23 | 2 | 0 | 5,918 |
| | Pct | 0.2% | 36.2% | 43.9% | 15.2% | 1.7% | 0.6% | 0.6% | 1.1% | 0.4% | 0.0% | 0.0% | 100% |

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

4. STATE FUNDED FINANCIAL ASSISTANCE

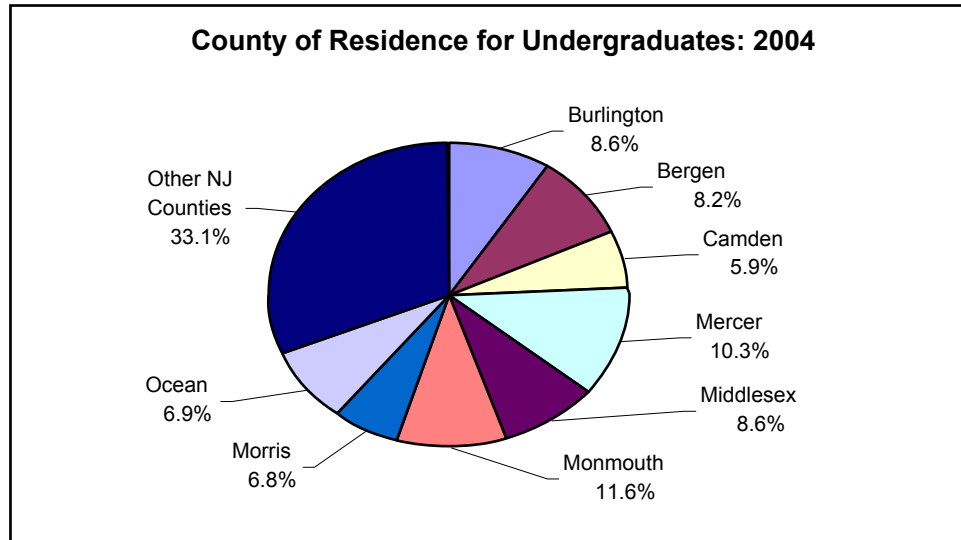
Financial Aid from State-Funded Programs: Academic Year 2004 – 2005

| Type of Financial Aid | Unduplicated Count of Recipients | Total Dollars DISTRIBUTED | Dollars/ Per Recipient |
|---------------------------------|----------------------------------|---------------------------|------------------------|
| <i>State-Funded Programs</i> | | | |
| TAG | 1004 | \$3,614,153 | \$3,600 |
| EOF Summer & Academic Year | 363 | \$415,021 | \$1,143 |
| Bloustein Scholars | 1,191 | \$1,148,250 | \$964 |
| Urban Scholar | 173 | \$162,750 | \$941 |
| NJCLASS Loans- <i>student</i> | 380 | \$3,137,851 | \$8,258 |
| NJCLASS Loans- <i>parent</i> | 74 | \$646,401 | \$8,735 |
| OSRP | 1,551 | 4,082,711 | \$2,632 |
| Total Awards and Dollars | 4,736 | \$13,207,137 | |

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

5. NEW JERSEY STATE RESIDENTS

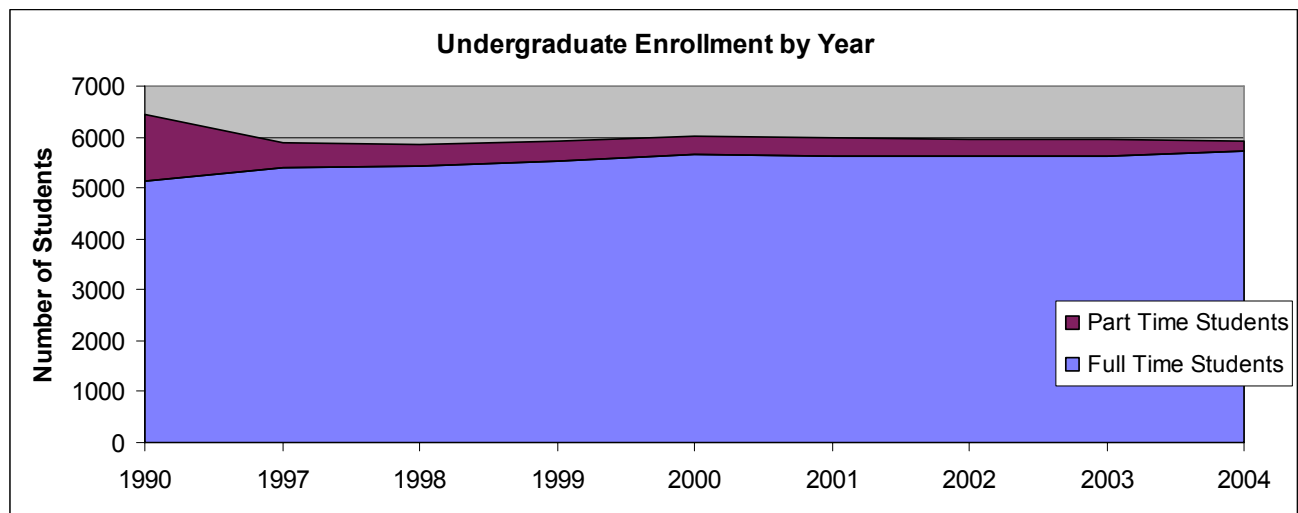
TCNJ serves all 21 New Jersey counties and ninety-five percent (95%) of the overall and new entering freshman enrollments for fall 2004 were New Jersey residents. In addition, there are eight counties that supply greater than five percent of the undergraduate enrollments. They are Monmouth, Mercer, Burlington, Middlesex, Bergen, Ocean, Morris and Camden counties.



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

6. FALL 2004 UNDERGRADUATE ENROLLMENT BY FULL/PART-TIME

Full-time and part-time undergraduate enrollment in the fall of 2004 was 5,708 and 210 respectively. Full-time students represent 96.4% 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 RACE/ETHNICITY AND GENDER

| Number and Percent of Baccalaureate Degrees Conferred by Ethnicity Fiscal Year 2004 | | |
|--|--------------|----------------|
| Ethnic Group | Total | Percent |
| American Indian | 1 | 0.1% |
| Asian American | 74 | 5.2% |
| African American | 55 | 3.9% |
| Hispanic | 70 | 5.0% |
| White | 1,110 | 78.6% |
| Non-Resident Alien | 0 | 0.0% |
| Not Reported | 102 | 7.2% |
| Total | 1,412 | 100.0% |

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

| Number and Percent of Baccalaureate Degrees Conferred by Gender Fiscal Year 2004 | | |
|---|--------------|----------------|
| Gender | Total | Percent |
| Male | 535 | 37.9% |
| Female | 877 | 62.1% |
| Total | 1,412 | 100.0% |

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

2. DEGREES CONFERRED BY GENERAL FIELD

| The College of New Jersey | |
|---|---------------------------|
| Baccalaureate Degrees Conferred by General Field, Fiscal Year 2004 | |
| IPEDS Major Category | Number of Students |
| Area, Ethnic and Cultural Studies | 9 |
| Business Management & Administrative Services | 260 |
| Computer and Information Sciences | 43 |
| Education | 402 |
| Engineering | 44 |
| Foreign Languages and Literatures | 3 |
| Health Professions and Related Sciences | 48 |
| English Language and Literature/Letters | 146 |
| Biological Sciences/Life Sciences | 91 |
| Mathematics | 18 |
| Philosophy and Religion | 7 |
| Physical Sciences | 23 |
| Psychology | 87 |
| Protective Services | 71 |
| Social Sciences and History | 77 |
| Visual and Performing Arts | 83 |
| Total | 1412 |

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

D. STUDENT OUTCOMES

1. GRADUATION RATES

Eighty one percent of the first-time full-time freshmen who entered TCNJ in the fall of 1998 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 1998 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 1998 Cohort | 847 | | 99 | | 59 | | 68 | | 2 | | 132 | | 1,207 | |
| Graduates after 4 Years | 560 | 66.1% | 36 | 36.4% | 32 | 54.2% | 41 | 60.3% | 1 | 50.0% | 90 | 68.2% | 760 | 63.0% |
| Graduates after 5 Years | 691 | 81.6% | 55 | 55.6% | 42 | 71.2% | 51 | 75.0% | 1 | 50.0% | 111 | 84.1% | 951 | 78.8% |
| Graduates after 6 Years | 708 | 83.6% | 59 | 59.6% | 42 | 71.2% | 53 | 77.9% | 2 | 100.0% | 115 | 87.1% | 979 | 81.1% |

* 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 1998 FULL-TIME FIRST-TIME FRESHMAN BY INCOME LEVEL

| | Low Income* | | Non-Low Income | | Unknown | | Total | |
|-------------------------|-------------|-------|----------------|-------|---------|-------|-------|-------|
| | Num | Pct | Num | Pct | Num | Pct | Num | Pct |
| Fall 1998 Cohort | 111 | | 769 | | 327 | | 1,207 | |
| Graduates after 4 Years | 49 | 44.1% | 500 | 65.0% | 211 | 64.5% | 760 | 63.0% |
| Graduates after 5 Years | 67 | 60.4% | 625 | 81.3% | 259 | 79.2% | 951 | 78.8% |
| Graduates after 6 Years | 70 | 63.1% | 643 | 83.6% | 266 | 81.3% | 979 | 81.1% |

* 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)

Over ninety five percent of the first-time full-time freshmen who entered TCNJ in the fall of 2003 were retained for the fall 2004 semester at The College. The College has maintained a first to second year retention rate of 94.8% over the last three years. This retention rate significantly exceeds all other New Jersey public colleges.

a. THIRD SEMESTER RETENTION OF FULL-TIME RETENTION OF FULL-TIME FIRST TIME FRESHMAN BY RACE/ETHNICITY, FALL 2003 TO FALL 2004

| | 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 | 870 | 96.7% | 61 | 91.0% | 81 | 94.2% | 58 | 87.9% | 1 | 100.0% | 0 | 0.0% | 54 | 94.7% | 1,125 | 95.5% |
| Not Retained | 30 | 3.3% | 6 | 9.0% | 5 | 5.8% | 8 | 12.1% | 0 | 0.0% | 1 | 100.0% | 3 | 5.3% | 53 | 4.5% |
| Total | 900 | 100.0% | 67 | 100.0% | 86 | 100.0% | 66 | 100.0% | 1 | 100.0% | 1 | 100.0% | 57 | 100.0% | 1,178 | 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 2003 TO FALL 2004

| | <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 | 77 | 91.7% | 818 | 96.0% | 230 | 95.0% | 1,125 | 95.5% |
| Not Retained | 7 | 8.3% | 34 | 4.0% | 12 | 5.0% | 53 | 4.5% |
| Total | 84 | 100.0% | 852 | 100.0% | 242 | 100.0% | 1,178 | 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 six years, 1999 through 2004.

| | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| TRANSFERS: | | | | | | |
| Number of Applications Received | 885 | 717 | 837 | 962 | 904 | 968 |
| Number of Acceptances | 443 | 373 | 382 | 386 | 333 | 423 |
| Number of Students Matriculated | 252 | 219 | 217 | 211 | 186 | 234 |
| Accept Ratio: | 50% | 52% | 46% | 40% | 37% | 43.7% |
| Enrollment Yield: | 57% | 59% | 57% | 55% | 56% | 55.3% |

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 2004, 70 percent of the full-time faculty were tenured. Of the tenured full-time faculty group, 42 percent were female and approximately 19 percent were minority. Of the regular full-time faculty as a whole (tenured and tenure-track), 45 percent were female and 23 percent were minority. In 2004, The College of New Jersey employed 354 adjunct faculty (*part-time, adjunct, & professional staff*) who taught in fall 2004; 177 males and 177 females.

The following chart lists in detail the profile of fall 2004 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 | 80.6% | 14 | 6.0% | 9 | 3.9% | 20 | 8.6% | 1 | 0.4% | 1 | 0.4% | 232 | 100% |
| Female | 80 | 82.5% | 8 | 8.2% | 4 | 4.1% | 5 | 5.2% | 0 | 0.0% | 0 | 0.0% | 97 | 100% |
| Male | 107 | 79.3% | 6 | 4.4% | 5 | 3.7% | 15 | 11.1% | 1 | 0.7% | 1 | 0.7% | 135 | 100% |
| Without Tenure | 71 | 69.6% | 8 | 7.8% | 6 | 5.9% | 13 | 12.7% | 0 | 0.0% | 4 | 3.9% | 102 | 100% |
| Female | 34 | 65.4% | 5 | 9.6% | 4 | 7.7% | 7 | 13.5% | 0 | 0.0% | 2 | 3.8% | 52 | 100% |
| Male | 37 | 74.0% | 3 | 6.0% | 2 | 4.0% | 6 | 12.0% | 0 | 0.0% | 2 | 4.0% | 50 | 100% |
| Total | 258 | 77.2% | 22 | 6.6% | 15 | 4.5% | 33 | 9.9% | 1 | 0.3% | 5 | 1.5% | 334 | 100% |
| Female | 114 | 76.5% | 13 | 8.7% | 8 | 5.4% | 12 | 8.1% | 0 | 0.0% | 2 | 1.3% | 149 | 100% |
| Male | 144 | 77.8% | 9 | 4.9% | 7 | 3.8% | 21 | 11.4% | 1 | 0.5% | 3 | 1.6% | 185 | 100% |

Source: Institutional Research, The College of New Jersey

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

For the fall 2004 term, the total faculty at TCNJ consisted of 350 full-time equivalent (FTE) faculty and a part-time teaching staff equating to 120 FTE. Adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 25.5 percent of the course sections taught and represents a 10% decrease from 2003.

| | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|
| Full-Time Faculty FTE | 382 | 375 | 364 | 334 | 350 |
| Teaching Administrators FTE | 8 | 9 | 12 | 8 | 6 |
| Adjunct & Part-time FTE | 121 | 122 | 133 | 126 | 114 |
| TOTAL FTE FACULTY | 511 | 506 | 509 | 469 | 470 |
| Number of Tenured Faculty (1) | 212 | 218 | 219 | 230 | 232 |
| Tenure Rate (1) | 63% | 65% | 67% | 67% | 70% |
| % Holding Terminal Degrees | 88% | 89% | 89% | 90% | 90% |
| Student Teacher Ratio (2) | 11.9:1 | 11.7:1 | 12:1 | 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 2004 was 334 and 354 or 48.5% and 51.5% of the total teaching population respectively. The total number of part-time/adjunct faculty represents a 5% increase in headcount from the fall 2003 count of 338 part-time/adjunct faculty.

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

| Name | Title | Ethnicity | Sex |
|---------------------------------|------------------------|------------------|------------|
| Mrs. Patricia A. Rado | Chair | Caucasian | F |
| Ms. Stacey E. Holland | Vice Chair | African American | F |
| Mr. Robert M. Kaye | Secretary | Caucasian | M |
| Rev. Darrell L. Armstrong | Trustee | African American | 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 |
| Mr. James P. McAndrew | Trustee | Caucasian | M |
| Anne P. McHugh, Esq. | Trustee | Caucasian | F |
| Ms. Tricia A. Mueller | Trustee | Caucasian | F |
| Ms. Barbara A. Pelson | Trustee | Caucasian | F |
| 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
- Professional Writing and Journalism
- 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 *

- Music

Bachelor of Science

- Accountancy
- Biology *
- Biomedical Engineering
- Business Administration
(*specializations in Finance, General Business, International Business, Marketing, Management*)
- Chemistry *
- Civil Engineering
- Computer Engineering
- Computer Science
- Criminology and Justice Studies
- 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*
- Mathematics & Statistics*
- Mechanical Engineering
- Physics * (*options in Computational and Earth Science*)
- Seven-Year Medical Program
- Seven-Year Optometry Program
- Special Education *
- Technology Education*

Bachelor of Science in Nursing

- Nursing

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

** Undergraduate discipline-specific teacher preparation is also 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 2004-2005 academic year, 95 internal grants were awarded to faculty members—73 SOSA (Support of Scholarly Activity) and 22 research mini-grants. Forty-four 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 and Mini-grants) made during the 2004-2005 academic year and to be conducted during the 2005-2006 academic year are provided in appendix B, parts I, II, & III.

PUBLIC SERVICE

Community

- Diagnostic Reading Clinic: Department of Special Education, Language and Literacy
- Friendship Day: Department of Special Education, Language and Literacy
- Learn to Swim Programs: Department of Health and Exercise Science
- Speech-Language-Hearing Center: Department of Special Education, Language and Literacy
- 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 (MLUC)
- Small Business Development Center (SBDC)
- New Jersey Global Business Initiative (GBI)
- Center for Youth Relationship Development (CYRD)
- 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
- Leadership Institute Programs (interdisciplinary)
- Center for Mathematics, Science, and Pre-Engineering

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 2005*)

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 purchased 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

PART I: SUPPORT OF SCHOLARLY ACTIVITY (SOSA): 2004 -05

| Last Name | First | Department | Title |
|------------|-----------------|--|--|
| Alexy | Eileen | Nursing | "Healthcare Research: Interpersonal Violence and Traumatic Presentations in Individuals Facilitated by New Technologies" |
| Anantharam | Anita | Women's and Gender Studies | "Self, Nation, Representation: Activism, Transnational Feminism, and Writing Women" |
| Arvanitis | Georgia | Chemistry | "Synthesis, structure and mechanism of Platinum-based antitumor complexes" |
| Bates | Diane | Sociology and Anthropology | "Protecting the Highlands, Pinelands, and Meadowlands: A Comparison of the Social Construction of Regional Land Use Policy in New Jersey" |
| Bloch | Joan Rosen | School of Nursing | "Healthcare Research: Promoting Optimal Wellness for At-risk Populations of Pregnant Mothers and Mothers with Neurologically Impaired Children" |
| Borland | Elizabeth | Sociology and Anthropology | "Organizations and Activism: The Contemporary Women's Movement in Buenos Aires, Argentina" |
| Chak | Chung Sum | Art | "The Boxes: Photo Installation" |
| Chiang | Bea | Accountancy Area, School of Business | "International Accounting- Transfer Pricing Decision Making" |
| Clydesdale | Tim | Sociology and Anthropology | "Sustained Inquiry into the Educational and Religious Processes of Contemporary U.S. Culture" |
| Compte | Deborah | Modern Languages | "The Other Heretic: Literary Configurations of the Protestant in Spanish Golden Age Literature" |
| D'Angelo | Paul | Communication Studies | "Disciplinary Issues in the Field of Communication" "Self-Esteem and Thin- Media Ideals (College-Aged Women)" "Press and Publicity Framing of Metacoverage in Campaign News" |
| Day | Cathy | English | "Novels in Progress" |
| Eberly | Jody | Elementary and Early Childhood Education | "Sociocultural Contexts in Early Childhood Education" |
| Erickson | Jeffery | Biology | "The role of Pet-1, a transcription factor required for serotonin neuron differentiation, in the development of normal breathing behavior in newborn mice" |
| Faigenbaum | Avery | Health and Exercise Science | "Exercise and Children's Health" |
| Friedman | Ellen | English/Women's and Gender Studies | Three Projects: "Fathers USA" "Humanities: Ideas and Ideals" "The Seven: A Holocaust Journey" |
| Graham | Jean | English | "book (To Further the Cause) and articles (on writing assessment)" |
| Gray | Janet | Women's and Gender Studies | "Critical Differences" (formerly "Pedagogies of Difference") |
| Grega | Lisa | Engineering | "Development of an Experimental Fluid Mechanics Research Program for the Study of Turbulent Flows" |
| Hernandez | Orlando J. | Electrical and Computer Engineering | "Face Recognition Using Multispectral Random Field Texture Models, Color Content, and Biometric Features" |
| Huang | Jinmo | Chemistry | "Chromatographic Determination of Sulfonic Acids in Human Plasma" |
| Hutton | Deborah | Art | "Intercultural Exchange in Indo-Islamic Art" |
| Irigoin | Maria Alejandra | History | "Spanish America in Global History: The Economic and Political History of Modern Spanish America" |

Part I: Support of Scholarly Activity (SOSA) 2004 – 2005 continued...

| Last Name | First | Department | Title |
|------------------|--------------|--|---|
| Jackson | Cassandra | English | "Making Faces: Race and Bodily Representation in American Literature and Photography 1850 - 1900" |
| Johnson | Lorna Ann | Communication Studies | "Flow a documentary about young black men in north Philadelphia who use rap music as a way out of poverty." |
| Kamber | Richard | Department of Philosophy and Religion | "The Testability of Philosophical Theories" |
| Kang | Jie | Health and Exercise Science | "Influence of Intensity Fluctuation upon Exercise Metabolism" |
| Kaplowitz | Kenneth | Art | "Illustrating the Seven Days of Creation" |
| Klug | Steve | Biology | "Genetics Textbook Projects" |
| Kosmopoulos | Victor | Engineering | "Knee Simulator Grant/Spine Surgery Technique Evaluations" |
| Kovalev | Roman | History | "Dirham Hoards from Medieval Western Eurasia, c. 700-c. 1100" |
| Le Morvan | Pierre | Philosophy and Religion | "Research in Philosophy" |
| Leven | Bozena | International Business | "Continued research on Economic Transition in Eastern and Central Europe and China" |
| Leynes | Andrew | Psychology | "Cognitive Neuroscience and Naturalistic Investigations of Memory for Actions" |
| Li | Jikai | Computer Science | "Switch Design in Optical Burst Switching Networks and Optical Waveband Switching Networks" |
| Limberis | Loren | Engineering | "Kinesin-based microdevices" |
| Lovett | Donald | Biology | "Modulation of osoregulation in crabs: A cellular and molecular approach" |
| Lowi | Miriam | Political Science | "Oil, Institutions, and Political Breakdown in Authoritarian-Modernizing States: Algeria in Comparative Perspective" "Alterity and Violence" |
| Mackie | Elizabeth | Art | "Portrayal of Women in Fairy Tales" |
| Martinetti | Margaret | Psychology | "A Behavioral Economic Analysis of Alcohol Consumption in Alcohol-Preferring Rats" |
| McGarry | Matthew | Engineering | "New Manifold Designs for PEM Fuel Cells" |
| Miller | Ruane | Art | "The Art and Imagery of Ican and Myth.... A Personal Journey" |
| Miranda | Ricardo | Art | "Nica Truck" |
| Morin | Regina | Modern Languages | "English/Spanish contact on the Internet" |
| Nicolosi | Ann Marie | Women's and Gender Studies | "Beauty, Body and Politics: Comparisons of Female Imagery in the First and Second Waves" |
| Norvell | Amanda | Biology | "An analysis of squid function during Drosophila melanogaster oogenesis" |
| Nouri | Hosseini | Accounting Program, School of Business | Potential titles: "The Impact of Chinese Cultural and Social Context on the Use of Balanced Scorecard in China" "A Longitudinal Study of Grade Inflation in Accounting and Management Discipline" |
| Ortiz-Vilarelle | Lisa | English | "Braided Lives and Usable Pasts: Autoethnographic Modes in the Fiction of Late Twentieth-Century Ethnic American Women" |
| Otero | Augustin | Modern Languages | "The Post-Colonial Detective and the Cultural Other in Contemporary Galician Literature" |
| Paces | Cynthia Jean | History | "Gender, Nationalism, Art, and Politics in Modern Europe" |

Part I: Support of Scholarly Activity (SOSA) 2004 – 2005 continued...

| Last Name | First | Department | Title |
|------------------|--------------------|---|---|
| Peterson | Charles C. | Biology | "Ecology and evolutionary physiology of New Jersey reptiles and amphibians" |
| Pollock | John | Communication Studies | "Cross-National Coverage of United Nations HIV/AIDS Efforts: Media Analysis As A Health Program Evaluation Tool" |
| Preti | Consuelo | Philosophy | "Issues in Early Analytic Philosophy and their Consequences for Contemporary Semantic Theory" |
| Reinert | Howard | Biology | "The Ecology and Conservation Biology of the Timber Rattlesnake" |
| Riccardi | Lee Ann | Art | "Roman Imperial Portraiture" |
| Rigby | Bruce | Art | "Visual Research into the use of electronic media to create a series of archival giclee (zhee-CLAY) prints" |
| Roberts | Melinda | Philosophy and Religion | "Obligations to Future Generations" - book and two articles |
| Samanta | Subarna | School of Business | "Four projects: Dynamic Link in the Interest Rates: An Empirical Analysis; Exchange Rate Volatility and Foreign Trade in Newly Independent Countries: An Analysis; Corruptions and the Foreign Direct Investment in Developing Countries: An Analysis; Are Tariff Inflationary: An Empirical Investigation" |
| San Pedro | Teresa Anta | Department of Modern Languages | "20th Century Hispanic Female Dramatists" |
| Sanders | Philip | Media/Interactive Multimedia | "Interactive Multimedia: Research in Art and Technology" |
| Sepahpour | Bijan | Engineering | "Model Laboratory for Mechanical and Civil Engineering Programs" |
| Sisko | John | Philosophy and Religion (& Program in Classical Studies) | "Perception and Representational Content in Aristotle" |
| Steele | Felicia Jean | English | "Histories of the English Language: Local, Literary, and Linguistic" |
| Strassman | Barbara | Special Education, Language, & Literary Education of the Deaf and Hard of Hearing | "Authoring with Video" |
| Tarter | Michele Lise | English | "Witches Heal: A Closer Look at Witches and Witch Hunts across the Ages" |
| van der Sandt | Suriza | Mathematics and Statistics | "Prospective teacher's geometry content knowledge- The starting point for effective mathematics educational reform?" |
| Vandegrift | Donald | Economics | "Public Policy Research" |
| Wang | Yunfeng (Jennifer) | Engineering | "Binary Robotics" |
| Waterman | Alan | Psychology | "Studies on Identity and Intrinsic Motivation" |
| Wickramasinghe | Thulsi | Physics | "The Mass Function of Massive Collapsed Halo Objects (MACHOs) in the Bulge of the Milky Way" |
| Peterson | Charles C. | Biology | "Ecology and evolutionary physiology of New Jersey reptiles and amphibians" |
| Winston | Morton | Philosophy and Religion | "Global Ethics" |
| Woodward | Gary | Communication Studies | "Work on manuscript for Media and the Staging of American Politics" |
| Zanglein | Jayne | School of Business | "Leadership and Influence in the Pension Fund Boardroom: Does Good Fund Governance Encourage Better Trustee Decision-Making and Enhance Pension Fund Performance?" |

PART II: EXTERNAL FACULTY RESEARCH & PROGRAM GRANTS FISCAL YEAR 2005

| Project Director | | Project Title | Funding Agency | Total Amount Awarded |
|------------------|------------|---|--|----------------------|
| Lorraine | Allen | Small Business Development Center | Rutgers University | \$37,869.00 |
| Lorraine | Allen | Small Business Development Center | Rutgers University | \$154,454.00 |
| John | Allison | TCNJ/New Jersey State Police Summer Intern Prog | NJ State Attorney General's Office | \$60,000.00 |
| Raymond | Barclay | Assessment of Formal Instruction of Alternate Route Novice Teachers Program, Phase 1 | NJ Department of Education | \$131,218.00 |
| Martin | Bierbaum | NJ Smart Choices Initiatives | NJ Department of Transportation | \$375,000.00 |
| David | Blake | Whitman Sesquicentennial | NJ Council on the Humanities | \$10,000.00 |
| James | Boatwright | EOF Article IV - Special Project | NJ Commission on Higher Education | \$2,500.00 |
| James | Boatwright | EOF Article IV Summer Program | NJ Commission on Higher Education | \$77,852.00 |
| James | Boatwright | EOF Article IV Academic Year | NJ Commission on Higher Education | \$305,390.00 |
| James | Boatwright | EOF Article III - Summer Scholarship | NJ Commission on Higher Education | \$145,660.00 |
| James | Chambers | College Bound 2004-05 | NJ Department of Education | \$304,080.00 |
| Elaine | Davis | Principal's Ctr at TCNJ Operating Grant Extension | Principal's Center for the Garden State | \$64,583.00 |
| Amy | Dell | Special Needs/Adaptive Technology Center for New Jersey Colleges | NJ Commission on Higher Education | \$150,000.00 |
| Amy | Dell | Promoting Success in College for Students of All Abilities | NJ Department of Education | \$8,650.00 |
| Joe | Hadge | Alcohol Social Norms Project 2005 | New Jersey Higher Education Consortium | \$12,000.00 |
| Joe | Hadge | REBEL Tobacco | New Jersey Higher Education Consortium | \$4,500.00 |
| Joe | Hadge | Peer Institute and Harm Reduction | NJ/National Department on Highway Safety | \$63,221.00 |
| Thomas | Hagedorn | Adapting ATLAST Problems into WebWoRK for Linear Algebra I and II | National Science Foundation | \$110,000.00 |
| Henry | Harms | TSA/Vocational Student Organizations | NJ Department of Education | \$116,974.00 |
| Henry | Harms | Philadelphia School District | Philadelphia | \$180,000.00 |
| Orlando | Hernandez | Acquisition of Instrumentation Systems for Education and Research in Image Processing and Understanding | National Science Foundation | \$93,320.00 |
| Donald | Hirsh | A Model System for Studying Electron Spin-Spin Relaxation Enhancement | American Chemical Society/Petroleum Research Fund | \$35,000.00 |
| Jay | Hoffman | Creatine and Beta-Alanine Supplementation in Strength/Power Athletes | EAS | \$23,120.00 |
| Jay | Hoffman | The Effect of Acute Consumption of Javafit Coffee on Thermogenesis and Exercise Performance | Javulation Coffee Company | \$10,100.00 |
| Mary Lynn | Hopps | Women In Learning and Leadership (WILL) Program | The Bunbury Company | \$20,000.00 |
| Patricia | Hutchinson | Children Designing and Engineering-Boys and Girls Club | Martinson Family Foundation | \$249,560.00 |
| Deborah | Hutton | The Art of the Court of Bijapur - illustration funding | College Art Association - Millard Meiss - Publication Fund | \$6,500.00 |
| Maria Alejandra | Irigoin | Research at John L. Carter Library, Brown University | Brown University/ John Carter Brown Library | \$17,500.00 |
| Allen | Katz | Broadband Linearized Fiber Optic Transmitter Module | Linear Photonics | \$32,549.00 |
| Claire | Lindberg | Perinatal Neonatal Education Consortium | T. Jefferson University/Division of Nursing | \$41,669.00 |
| Janet | Morrison | Escape from Disease: Its Role in Broomsedge Invasiveness and Seediness | US Department of Agriculture | \$89,734.00 |
| Gerald | Mangine | The Effects of Combined Ballistic and Heavy Resistance Training on Maximal Lower | National Strength and Conditioning Association | \$2,500.00 |
| Terry | O'Connor | TCNJ Faculty-in-Residence in the Trenton Public Schools | City of Trenton | \$97,375.00 |

| Project Director | | Project Title | Funding Agency | Total Amount Awarded |
|------------------|----------|--|--|----------------------|
| Terry | O'Connor | Teacher Quality Enhancement Grant - IHE Stipend | NJ Department of Education | \$52,250.00 |
| Jerry | Petroff | Restructuring Teacher Preparation Program to Support the Education of Children and Youth with Disabilities | NJ Department of Education | \$175,000.00 |
| Jerry | Petroff | Deafblind MOU, Technical Assistance and Dissemination to Improve Results for Children with Disabilities | US Department of Education | \$86,137.00 |
| David | Prensky | Bonner Leaders Program-National | CNS | \$120,000.00 |
| Nicholas | Ratamess | The Effects of Combined Ballistic and Heavy Resistance Training | National Strength and Conditioning Association | \$1,500.00 |
| Sharon | Sherman | NJ SSI Continuation Fund | NJ Department of Treasury/Rutgers | \$115,000.00 |
| Sharon | Sherman | Improving Teacher Quality Partnership Grants/Teachers as Leaders and Learners (TALL) | NJ Department of Education | \$275,000.00 |
| Joseph | Sullivan | Solar Electric Equipment | NJ Dept Treasury, Div Energy Planning | \$45,500.00 |
| Joseph | Sullivan | Wireless Management System Program | NJ Board of Public Utilities | \$60,000.00 |
| Marcia | Taylor | Governor School of the Arts | NJ Department of Education | \$282,000.00 |
| Yiqiang | Wu | Education for Language Minority Students | NJ Commission on Higher Education | \$99,022.00 |

PART III: MINI GRANTS 2004 -05

| Art, Media, & Music | | |
|--------------------------------|--|------------|
| Hutton, Deborah | Continue research to complete the book tentatively titled "Raja Deen Dayal and Photographic Culture in late 19th-Century Hyderabad"; planning on conducting research in Salem MA and NYC | \$1,000.00 |
| Culture & Society | | |
| Adler, Rachel | "The Chambersburg Immigration Project" | \$1,000.00 |
| Anantharam, Anita | To complete a journal article titled "De-Ghettoising South Asia: Teaching Across Borders." | \$1,000.00 |
| Archer, Sally | Continuing research with student research assistants examining two sub-themes revolving around the theme of students as sexual beings | \$1,000.00 |
| Ball, William | To add to the Geographical Information System capabilities previously developed. | \$700.00 |
| Bates, Diane | Working with MLUC, the use of the purchased DVD's can be combined with other databases to investigate the social and environmental impacts of sprawl. | \$850.00 |
| Blake, David | Working for a book titled "Politics & Celebrity" - research in the collections of the Dwight David Eisenhower. | \$926.00 |
| Chazelle, Celia | To study first-hand and early eighth century Bible in Florence, resulting as a subject of next book. | \$1,000.00 |
| D'Angelo, Paul | Presentation at the annual conference of the International Communication Association in NYC (May 2005) | \$1,000.00 |
| Irigoin, Marie Alejandra | Research to discuss the link between the economic structures of Spain's American Empire and the political conflict that succeeded its fall in the early 19th century. | \$600.00 |
| Kamber, Richard | To edit a volume of essays by William James. | \$1,000.00 |
| Kenen, Regina | Continuing research for Smith-Magenis Syndrome | \$225.00 |
| Li, Rebecca | Used to organize data collected from project that examines the impact of economic reform on state power in China | \$500.00 |
| Martinetti, Margaret | Continued study of differing saccharin-sweetened alcohol solutions in alcohol-preferring, non-preferring, and randomly bred Wistar rats. | \$1,000.00 |
| Payne, Allison Ann | Continued longitudinal data for a second article | \$1,000.00 |
| Pearson, Kim | Documentary about Nancybelle Valentine, a retired fashion designer whose life experience and family history intersects with a number of significant moments in African American history, lesbian history, and the history of fashion industry throughout the mid to late 20th century. | \$1,000.00 |
| Pollock, John | Evaluating Global Media Coverage of United Nations Tsunami Relief Efforts: Comparing Worldwide Newspaper Coverage with National Characteristics | \$482.00 |
| Potter, Brian | To travel to both El Salvador and Guatemala to interview legislators, policy officials, and landowners to trace the relevant political process | \$1,000.00 |
| Ryan, Susan | To shoot a one-hour video documentary on the impact of Latino immigration on the Chambersberg community in Trenton | \$1,000.00 |
| Shao, Qin | Book-length project "Demolition: Everyday Chinese in the Shadow of Highrises, 1980 - 2005". | \$1,000.00 |
| Steele, Felicia | Student Edition of "The Blickling Homilies", and eleventh century manuscript | \$700.00 |
| Tarter, Michele | To conduct final research on Quaker men's prophesying in the seventeenth-century transatlantic world. | \$1,000.00 |
| Education | | |
| Grega, Lisa | Support an experimental investigation which has recently been initiated in which the flow distribution through fuel cell manifolds that is being examined. | \$900.00 |
| Hernandez, Orlando | Expected this work will yield enough results to publish a full paper and a brief in the IEEE Transactions in VLSI Systems Journal | \$928.95 |
| Nursing | | |
| Snyder, Barbara | A pilot study to determine if a music program will make a difference in those with mid/early stage of Alzheimer's Disease | \$420.00 |
| Science | | |
| Becker, Martin | Study of small fossil assemblage that is attributable to dinosaur -age crocodiles | \$400.00 |
| Peterson, Charles | Thermal ecology of TCNJ turtles | \$400.00 |
| Van der Sandt, Suriza | Research study to serve as an important indicator of the Geometry content knowledge with which students exit HS | \$700.00 |