



THE  
COLLEGE  
OF NEW JERSEY

**INSTITUTIONAL  
ACCOUNTABILITY  
REPORT**

**2000-2001**

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**THE COLLEGE OF NEW JERSEY  
EXCELLENCE AND ACCOUNTABILITY REPORT  
ACADEMIC YEAR 2000-2001**

**A. INTRODUCTION**

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. Chartered in 1855 as the New Jersey Normal School, The College of New Jersey is the oldest of the state's public colleges and for generations has upheld a tradition of adherence to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through the college's five schools: Arts and Sciences, Business, Education, Engineering, and Nursing. Beginning Fall 2001 the School of Arts and Sciences will be divided into three schools: Art, Media and Music; Culture and Society; and Sciences. The College serves approximately 5,900 undergraduate students, 95% of whom are New Jersey residents, as well as 800 graduate students.

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

Beginning fall of 1999, the college community has engaged in an inclusive discussion on a new enunciation of the mission of the College. Over 80 individuals actively participated and hundreds contributed to a document that was presented to the Board of Trustees in December 2000. The current mission statement, which follows, articulates The College's vision.

**THE COLLEGE OF NEW JERSEY MISSION STATEMENT**

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

## **B. ACCREDITATION STATUS**

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

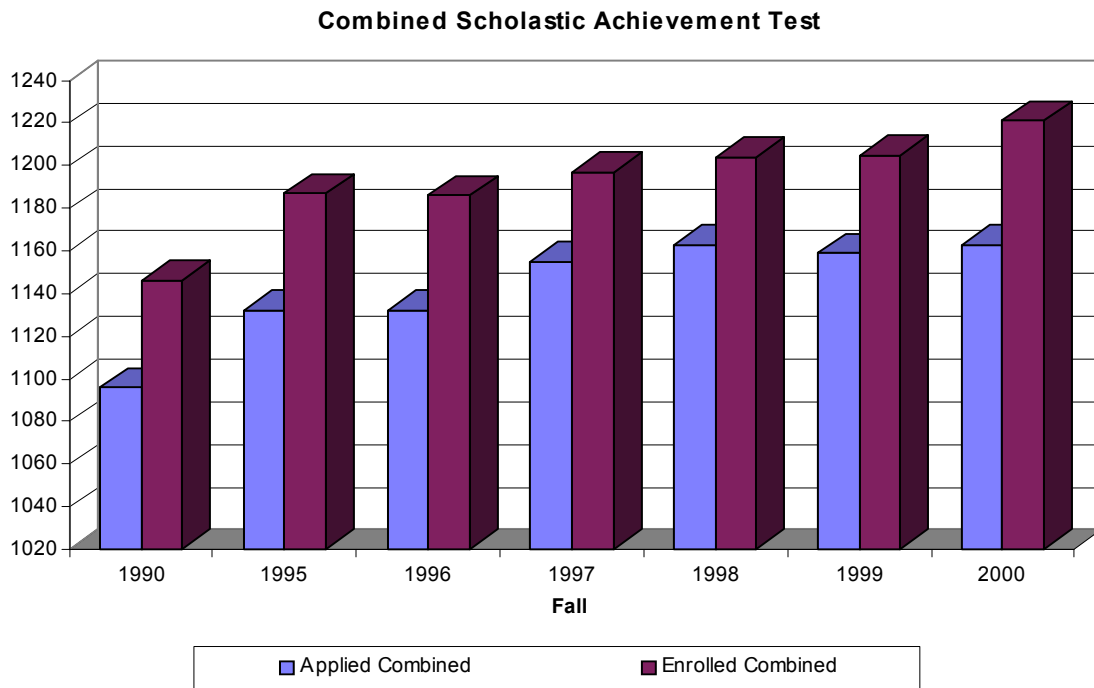
- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College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

## C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

### The Fall 2000 Freshman Class

More than 6,300 students applied for admission for the fall 2000 semester. This is a ten percent increase compared to the year before, and a 24 percent increase compared to 1990 applications for admission. The number of freshman enrolled in fall 2000 was 1207. The average combined SAT for the entering freshman class has risen from 1140 to 1220.

**Applied and Enrolled by Year, Mean Scholastic Achievement Test\***  
**All Entering Freshman: Fall 1990, 1995 to 2000**



\* Scores based on recentered scale.

## MEAN MATH AND VERBAL SAT SCORES

### Average SAT Scores and High School Rank of Fall 2000 Freshman Class (Regular Admits, EOF Admits, Special Admits, and Total Class)

	SAT Verbal	SAT Math	SAT Total	High School Rank	Number of Students	Percent of Total
Regular Admits	618	636	1254	91	1043	86%
EOF Admits	466	477	943	78	61	5%
Special Admits	531	539	1070	67	103	9%
Total Freshman Class	602	619	1221	88	1207	100%

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

## FRESHMAN REMEDIATION IN READING AND WRITING

### Percentage of Freshman Needing Remediation in Reading/Writing, in Math Computation, and in Elementary Algebra: Fall 2000 (Summer and Fall Remediation)

	Reading/ Writing	Math Computation	Elementary Algebra
Number in Need of Remediation	35	69	88
Percent of Entering Freshman	3%	6%	7%

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

An entering freshman is tested if they score 540 or lower in their Verbal SAT and 530 or lower in their Math SAT scores. TCNJ provides summer remediation for Equal Opportunity Fund (EOF) students through a New Jersey Department of Education grant. The remaining entering freshmen in need of remediation are pre-registered into appropriate basic skill courses. The balance of their first-semester schedule is built around these courses. This process ensures that students receive remediation in a timely manner.

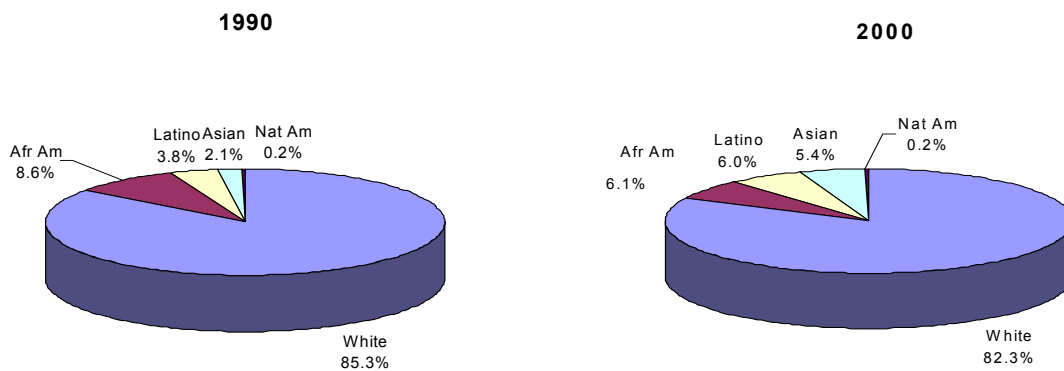
**UNDERGRADUATE STUDENTS BY RACE/ETHNICITY**

<b>Undergraduate Enrollment by Race/Ethnicity: Fall 2000</b>																
	<b>White</b>		<b>African American</b>		<b>Latino</b>		<b>Asian American</b>		<b>Native American</b>		<b>Non-Resident Alien</b>		<b>Other</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>Full-time</b>	4204	74.2	303	5.3	305	5.4	285	5.0	4	0.1	14	0.3	551	9.7	5666	100
<b>Part-time</b>	255	74.6	30	8.8	20	5.8	10	2.9	4	1.2	0	0.0	23	6.7	342	100
<b>Total</b>	4459	74.2	333	5.5	325	5.4	295	4.9	8	0.1	14	0.2	574	9.6	6008	100

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

TCNJ has a commitment to admitting a diverse student population. In Fall 2000, 17.7 percent of the known race/ethnicity were African American, Asian American, Latino and Native American. In Fall 1990 the percent of the above mentioned groups was 14.7 of the undergraduate enrollments.

**Race/Ethnicity of Undergraduates, Fall 1990 and 2000**  
(Percentages are based on undergraduates with known race/ethnicity)



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



**UNDERGRADUATE STUDENTS BY GENDER**

<b>2000 Undergraduate Students by Gender: Fall</b>					
	<b>Male</b>		<b>Female</b>		<b>Total</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>
Full-time	2337	41.2	3329	58.8	5666
Part-time	124	36.3	218	63.7	342
Total	2461	41.0	3547	59.0	6008

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

Full-time undergraduate enrollments increased by nine percent over the past ten years, from 5,139 in Fall 1990 to 5,666 in Fall 2000. In Fall 2000 approximately six out of ten students were female.

**UNDERGRADUATE STUDENTS BY GENDER AND AGE: FALL 2000**

<b>Undergraduate Enrollments by Gender and Age: Fall 2000</b>						
	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
< 18	7	0%	9	0%	16	0%
18-19	887	36%	1301	37%	2188	36%
20-21	1083	44%	1555	44%	2638	44%
22-24	362	15%	442	12%	804	13%
25-29	60	2%	72	2%	132	2%
30-34	21	1%	46	1%	67	1%
35-39	15	1%	38	1%	53	1%
40-49	23	1%	64	2%	87	1%
50-64	2	0%	17	0%	19	0%
65+	1	0%	3	0%	4	0%
Total	2462	100%	3547	100%	6008	100%

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

In Fall 2000, 80 percent of the undergraduate students were under 22 years of age. The average age of undergraduates in Fall 2000 was 20 years.

**STATE FUNDED PROGRAMS AND REMEDIAL (EOF) STUDENTS**

**Financial Aid from State-Funded Programs: Academic Year 2000-2001**

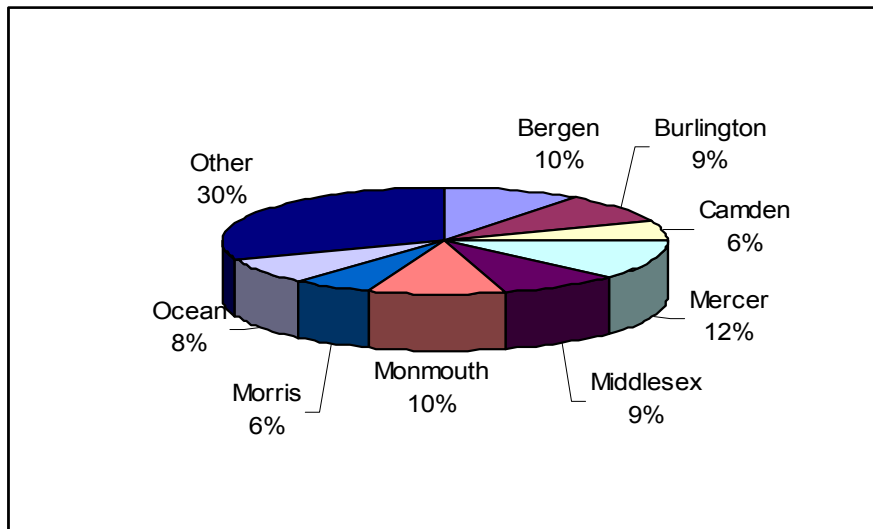
Type of Financial Aid	Unduplicated Count of Recipients	Number of Awards Given	Total Dollars	Dollars/ Recipients	Dollars/ Awards
State-Funded Programs					
TAG	980	1,874	3,307,184	3,374	1,764
EOF (Remedial)	305	587	348,053	1,141	592
Bloustein Scholars	940	1,859	929,500	988	500
Urban Scholar	209	413	206,500	988	500
NJCLASS Loans	481	481	3,006,276	6,250	6,250
OSRP	1,158	1,158	3,053,400	2,637	2,637
<b>Total Awards and Dollars</b>		<b>6,372</b>	<b>10,850,913</b>		

*Source: NJ Commission on Higher Education*

**STATE RESIDENCE**

TCNJ primarily serves New Jersey residents. Ninety-six percent (**96%**) of the Fall 2000 undergraduate students were New Jersey residents. TCNJ serves all 21 New Jersey counties. As can be seen in the graph below, eight counties each supply greater than five percent of the undergraduate enrollments. They are Bergen, Burlington, Camden, Mercer, Middlesex, Monmouth, Morris, and Ocean counties.

**County of Residence of Undergraduates, Fall 2000**  
(Percent of New Jersey county residence)



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

## E. DEGREES CONFERRED

The number of baccalaureate degrees conferred rose by 19 percent during the past decade from 1053 degrees in Academic Year 1990 to 1253 in Academic Year 2000. In addition, the number of minority students awarded baccalaureate degrees increased from 76 degrees to 198 degrees (a 16 percent increase).

### Baccalaureate Degrees Conferred by General Field, Academic Year 1999-2000

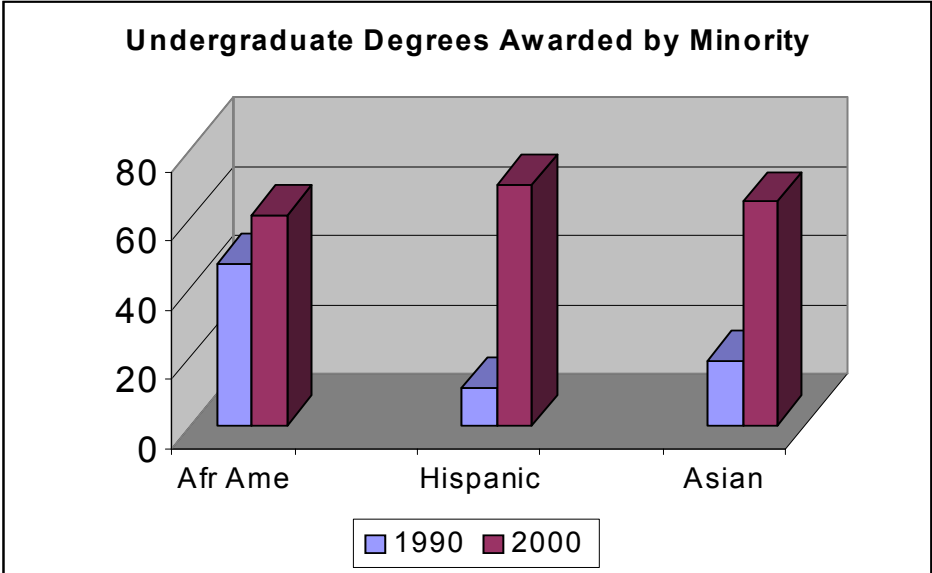
General Field	Number	General Field	Number
<b>Bachelor of Arts</b>		<b>Bachelor of Science</b>	
Art	12	Accountancy	43
Communication Studies	48	Biology	74
Economics	4	Business Administration	195
English	91	Chemistry	26
History	41	Computer Science	21
Mathematics	41	Early Childhood Education	21
Philosophy	5	Economics	1
Political Science	26	Elementary Education	132
Psychology	94	Engineering Science	40
Sociology	17	Health and Physical Education	61
Spanish	11	Law and Justice	65
		Physics	11
<b>Bachelor of Fine Arts</b>		Special Education	42
Fine Arts	13	Technology Education	18
Graphic Design	36		
		<b>Bachelor of Science in Nursing</b>	32
<b>Bachelor of Music</b>	32	<b>Total</b>	1253

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

<b>Number and Percent of Baccalaureate Degrees Conferred by Race/Ethnicity and Gender Academic Year 1999-2000</b>				
<b>Racial/Ethnic Group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
American Indian	2	0	2	0.2
Asian American	24	39	63	5.0
African American	21	39	60	4.8
Latino	22	47	69	5.5
White	373	595	968	77.3
Non-Resident Alien	7	0	7	0.6
Not Reported	30	54	84	6.7
<b>Total</b>	<b>479</b>	<b>774</b>	<b>1253</b>	<b>100.0</b>

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

**Number of Minority Baccalaureate Degrees Awarded by Race/Ethnicity, Academic Year 1989-1990 and 1999-2000**

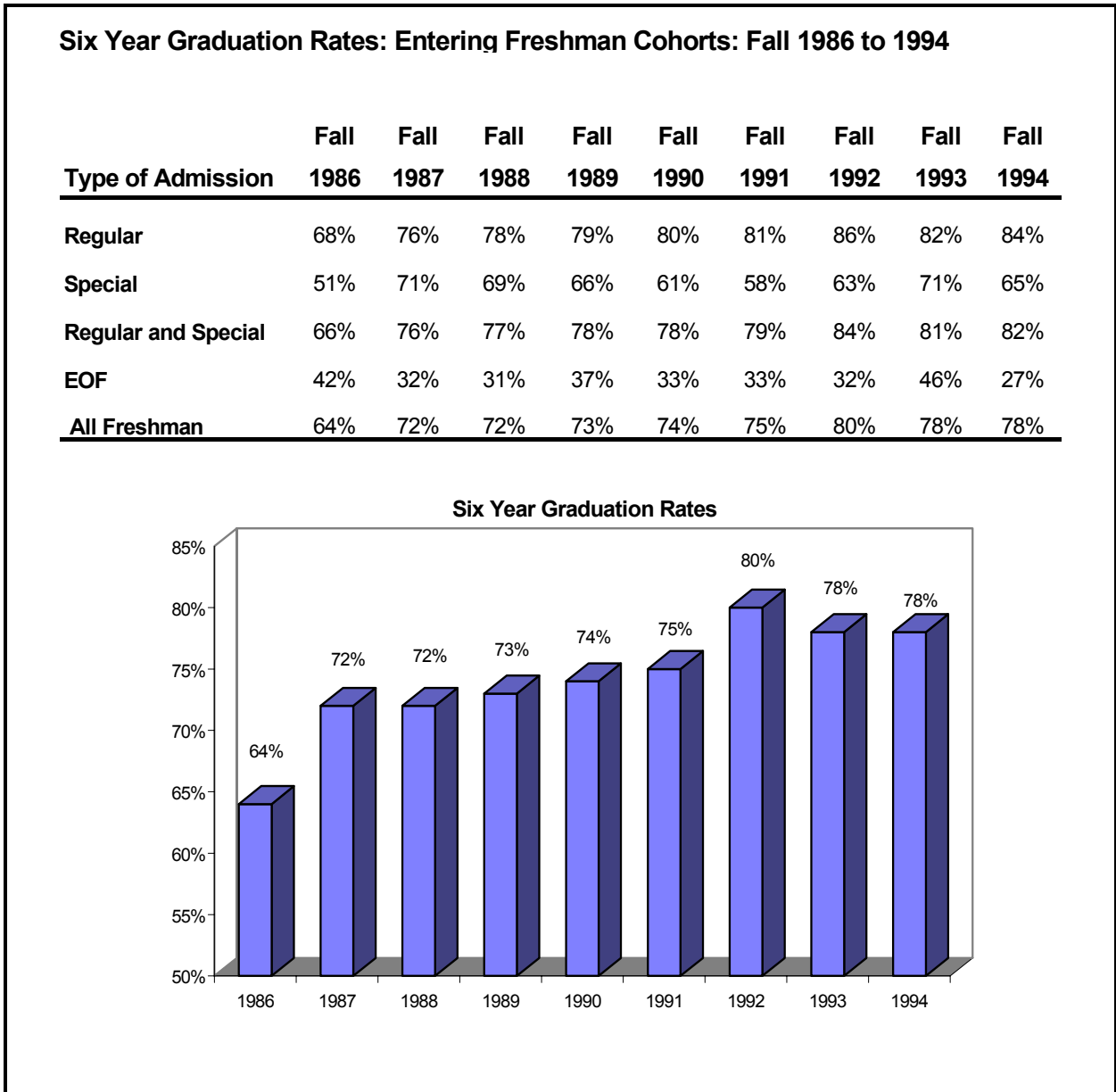


Source: Office of Institutional Research, The College of New Jersey

**E. STUDENT OUTCOMES**

# 1. GRADUATION PROFILE OF NATIVE STUDENTS

## OVERALL GRADUATION RATE



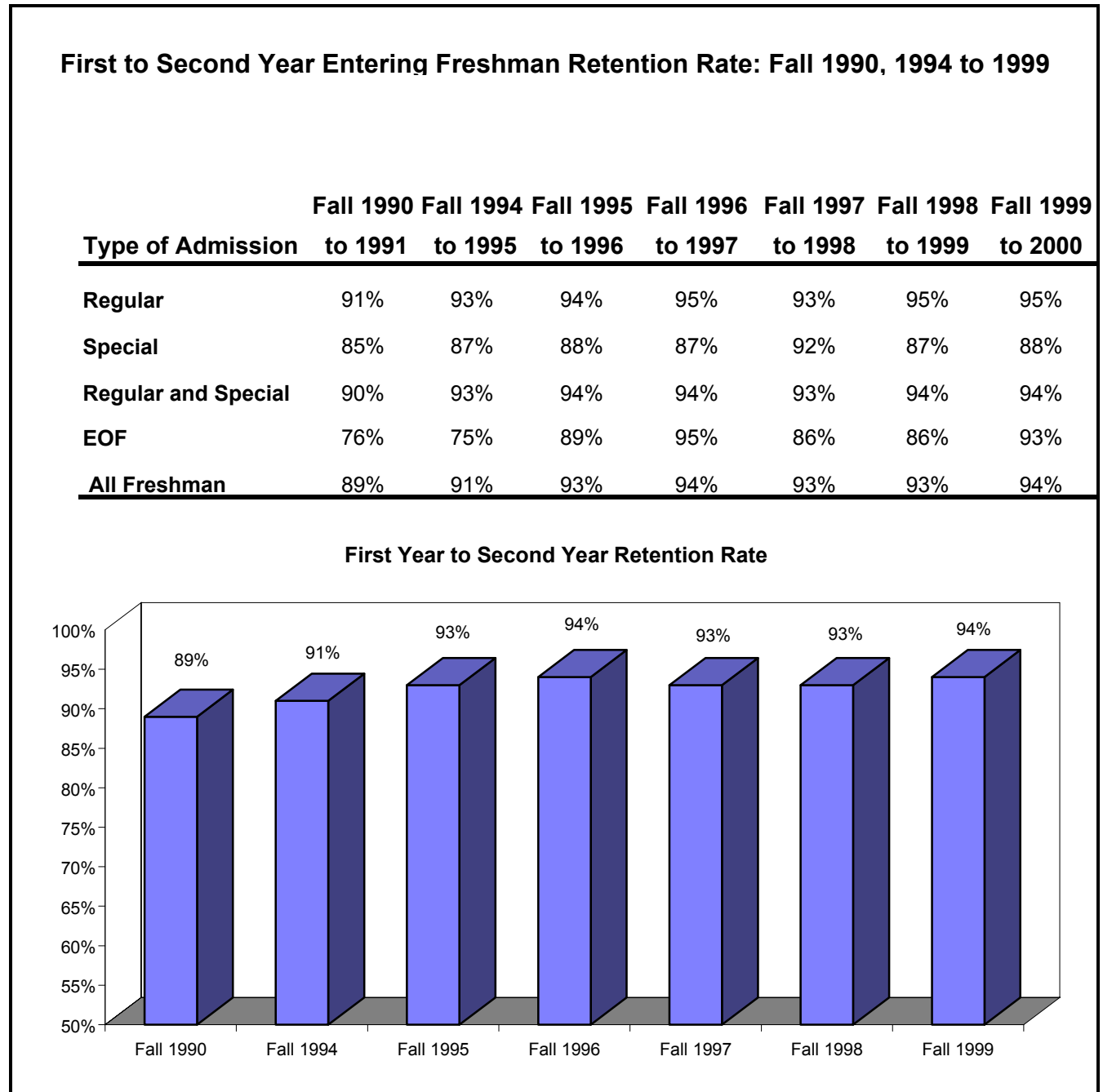
Source: Office of Institutional Research, The College of New Jersey

Seventy-eight percent of the first-time full-time freshmen who entered TCNJ in the Fall of 1994 graduated from The College. The New Jersey State funding indicator benchmark is 50 percent, and TCNJ has maintained a 72 percent or higher graduation rate the past eight years.

## Graduation Rate of Remedial Students

The six-year graduation rate for full-time freshmen in need of remediation who entered TCNJ in the fall of 1993 is 57 percent and 50 percent in the fall of 1994. These graduation rates are significantly higher than the State's graduation benchmark of 35 percent for those who required basic skills course work.

**First Year to Second Year Retention**



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

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

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

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

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

## 2. TRANSFER STUDENT CHARACTERISTICS

### RELATIVE GRADUATION RATE OF COMMUNITY COLLEGE TRANSFERS VS. NATIVE FRESHMAN

The six-year graduation rate of community college transfers who transferred TCNJ in the fall of 1994 is 78. The overall graduation rate for the first-time full-time freshmen who entered TCNJ in the fall of 1994 is 78 percent.

### TRANSFER GRADUATION RATE

**Graduation Rates of Transfer vs. Native Students  
Six-Year Graduation Rates for Fall 1994 Full-Time Degree-Seeking  
Transfers from NJ Community Colleges  
and Native Freshmen, Sophomores and Juniors**

	Number	Six-Year Graduation Rate
Community College Transfers		
Freshman Level	20	64%
Sophomore Level	115	76%
Junior Level	23	87%
Total	158	78%
Entering Freshman		
Freshman to Graduation	1,062	78%
Sophomore to Graduation	927	87%
Junior to Graduation	812	93%

*Source: NJ Commission on Higher Education*

In the above table, six-year graduation rates for students who transferred to TCNJ from New Jersey Community Colleges as freshmen, sophomore and juniors in Fall 1994 are contrasted with six-year graduation rates for native freshmen, sophomore and juniors who enrolled in Fall 1994.



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

### FACULTY CHARACTERISTICS

#### Profile of Fall 2000 Full-time Faculty: Ethnicity, Gender, Tenure Status, and Terminal Degree in Academic Discipline

	African American		Native American		Asian		Hispanic		White		Unknown		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>														
Total	8	4.2	1	0.5	19	10.0	5	2.6	156	82.1	1	0.5	190	100
Tenured	5	3.6	1	0.7	12	8.7	2	1.4	118	85.5	0	0.0	138	100
Untenured	3	5.8	0	0.0	7	13.5	3	5.8	38	73.1	1	1.9	52	100
<b>Female</b>														
Total	13	6.9	0	0.0	7	4.8	4	4.8	120	82.8	1	0.7	145	100
Tenure	7	9.5	0	0.0	1	1.4	1	1.4	65	87.8	0	0.0	74	100
Untenured	6	8.5	0	0.0	6	8.5	3	4.2	55	77.5	1	1.4	71	100
<b>Total</b>	<b>21</b>	<b>5.4</b>	<b>1</b>	<b>0.3</b>	<b>26</b>	<b>7.8</b>	<b>9</b>	<b>3.6</b>	<b>276</b>	<b>82.4</b>	<b>2</b>	<b>0.6</b>	<b>335</b>	<b>100</b>

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

In Fall 2000, 76 percent of the full-time faculty was tenured, and 43 percent of the faculty was female. The full-time minority faculty comprised 17 percent of the full-time faculty. This is a three percentage points increase compared as with Fall 1990. The College of New Jersey employed 16 part-time faculty. There were 334 adjunct faculty who taught in Fall 2000; 152 males and 182 females.

#### PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL TIME FACULTY

In Fall 2000, adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 24 percent, therefore, 76 percent of the FTE faculty was full-time.

## G. EFFICIENCY AND EFFECTIVENESS

### MEDIAN TIME TO DEGREE COMPLETION

For those students who graduated in FY 1998/99, the median time to degree completion was 4.23 years, and for the students who graduated in FY 1999/00, the median time to degree completion was 4.24. The change between FY 1998/99 and FY 1999/00 is 0.01. (Source: NJ Commission on Higher Education)

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

	Total Bachelor Degrees	Median Time to Baccalaureate Degree Completion
AY 1998/99	1,200	4.23
AY 1999/00	1,253	4.24

Source: NJ Commission on Higher Education

### UNDERGRADUATE PROGRAMS WITH TWENTY-FIVE OR FEWER MAJORS

**Deaf and Hard of Hearing/Elementary Education:** This is a newly approved program. It will replace the Education of the Deaf and Hard of Hearing program. In Fall 2000, the combined upper division enrollment in Deaf and Hard of Hearing/Elementary Education and Education of the Deaf and Hard of Hearing was 31.

**Philosophy:** This program had fewer than 25 upper-division majors in Fall 2000, however, the program offers general education courses in which approximately 700 students enroll every semester.

**Economics:** This program also had fewer than 25 juniors and seniors in Fall 2000. This program also offers courses for general education and School of Business requirements. Approximately 700 students enroll in the courses offered by the economics program every semester.

**Sociology:** The number of juniors and seniors majoring in sociology was fewer than 25 in Fall 2000. However, students majoring in elementary and early childhood education programs are required to have a subject matter major. Sociology is one of the programs eligible to serve as a subject matter major for these students. There are additional 33 upper-division students majoring in sociology/elementary education or sociology/early childhood education at the School of Education. In addition, the sociology program offers general education courses. Approximately, 500 students enroll in the general education courses offered by the Sociology Department every semester.

**Women and Gender Studies:** The College of New Jersey has long had a successful Women and Gender studies minor. An interdisciplinary major was approved within the past year, which draws upon existing Women and Gender Studies courses as well as courses from departments throughout The College. As a new major it has few students, but the growth is anticipated both from newly admitted students and students changing from the minor to the major. In addition, we are finding that Women and Gender Studies attracts students from other majors as a second major or minor.

#### **GRADUATE PROGRAMS WITH TEN OR FEWER MAJORS**

**Educational Technology:** This program has been recently approved. In fall 2000, the program enrolled its first students, there were three enrolled. However, in spring 2001, the number has risen to 11.

#### **COST PER GRADUATE**

Cost per graduate is defined by the New Jersey Commission on Higher Education (NJCHE) as the ratio of educational and general expenditures (E&G) to the number of total graduates. The cost per graduate in FY1999 was \$67,565 and the cost dropped to \$65,850 in FY2000. The cost per graduate decreased by \$1,715 from FY1999 to FY2000.

## **H. DIVERSIFIED REVENUES**

### **PERCENTAGE INCREASE IN AVERAGE EXTERNAL FUNDS**

The New Jersey State Commission on Higher Education defines the external funds as the summation of federal government grants, state government grants, private gifts, foundation monies and funds from other sources. (PELL, Work Study, SEOG, TAG, Garden State Programs, EOF, HEFT/ELF, and direct loans are excluded from the total external funds.) The average external funds for FY1997-FY1999 was reported as \$6,653,091, and the average external funds for FY1998-2000 was reported as \$6,972,669. This represents an increase of 4.8 percent between FY1997-FY1999 and FY1998-FY2000.

### **INCREASE IN TUITION**

The State funding indicator benchmark for tuition increase was \$215 between FY1999-2000 and FY2000-2001. At TCNJ the full-time in-state tuition increased from \$4,445 to \$4,654 (an increase of \$209).

## I. CHARACTERISTICS OF THE BOARD OF TRUSTEES

### RACE/ETHNICITY AND SEX OF TRUSTEES

<b>Name</b>	<b>Title</b>	<b>Ethnicity</b>	<b>Sex</b>
Mr. Walter D. Chambers	Chair	African American	M
Mr. Bruce C. Hasbrouck, Esq.	Vice Chair	White	M
Ms. Patricia A. Rado	Secretary	White	F
Mr. Thomas A. Bracken	Trustee	White	M
Dr. Alfred Y. Cho	Trustee	Asian	M
Dr. Carla V. Enriquez, MD	Trustee	Latina	F
Mr. Robert A. Gladstone, Esq.	Trustee	White	M
Ms. Stacy E. Holland	Trustee	African American	F
Mr. Robert M. Kaye	Trustee	White	M
Mr. James P. McAndrew	Trustee	White	M
Ms. Barbara A. Pelson	Trustee	White	F
Mr. Jeffrey F. Perlman	Trustee	White	M
Mr. Harry S. Reichard, Esq.	Trustee	White	M
Mr. Jose F. Sosa	Trustee	Latino	M
Ms. Rebecca Ostrov	Student Rep.	White	F
Mr. Albert W. Ribeiro	Student Rep.	White	M
Dr. R. Barbara Gitenstein	President (Ex Officio)	White	F

Source: TCNJ Office of the President

## **J. PROFILE OF THE INSTITUTION**

### **UNDERGRADUATE DEGREE PROGRAMS**

#### **Bachelor of Arts**

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

#### **Bachelor of Fine Arts**

- Fine Arts
- Graphic Design

#### **Bachelor of Music \***

#### **Bachelor of Science**

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

#### **Bachelor of Science in Nursing**

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

- \* Undergraduate fields in which teacher preparation is available
- \*\* Five-year program leading to a Masters of Arts degree in teaching.

## **K. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES**

### **MAJOR RESEARCH**

Faculty at The College of New Jersey have been involved in a variety of research projects supported by both internal and external funding. During the 2000-01 academic year, internal grants were awarded to 109 faculty members. Twenty-four faculty projects were funded by external sources in 2000-01. A listing of The College of New Jersey funded faculty research awards (SOSA) and the externally funded academic research awards is provided in Appendix A. These awards were made during the 1999-2000 academic year and the research conducted during the 2000-01 academic year.

### **PUBLIC SERVICE**

#### **Community**

- Adult Learning Center: Department of Educational Administration and Secondary Education
- Diagnostic Reading Clinic: Department of Language and Communication Science
- 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

#### **State of New Jersey**

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

#### **National**

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

## **Global**

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

## **TCNJ School of Education Professional Development School Network**

The following twelve 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
- Plumsted Township School District
- South Brunswick Public Schools
- South Hunterdon Area Schools
- Trenton Public Schools



## **L. THE STATUS OF MAJOR CAPITAL PROJECTS**

### **1. PROJECTS IN PLANNING**

#### **Athletic Field Master Plan**

The College desires to redevelop the portion of campus east of the Shabakunk Creek in order to provide the maximum configuration of natural grass athletic fields in recognition of environmental constraints. A consultant has been selected and initial layouts are complete.

#### **Forcina, Pennington Road and Travers Wolfe Parking Garages**

The College desires to construct three parking garages. The garages will supplement the existing surface parking lots and replace existing spaces that will be lost when the new Student Apartments and portions of the additions to the Travers Wolfe residence hall are constructed. A consultant has been selected.

#### **Student Apartments**

The College desires to construct three apartment-style structures that will augment its complement of existing townhouse-style housing for junior- and senior-level students. Consultants have been selected.

#### **Travers Wolfe Residence Hall**

The College desires to undertake a renovation and addition to the Travers-Wolfe residence halls on its campus. This project, when it is complete, will provide, at one location, a student residence facility to accommodate the entire first year student population. Also this project will remediate the present exterior façade problems of the Travers-Wolfe Facility. A consultant has been selected and design documents are being developed.

#### **West Library Renovation and Addition**

The College's Library Building Committee completed the program document, which defines The College's library vision and programmatic needs. An architect has been selected and design has progressed. Based upon the cost, this renovation of and addition to West Library has been deferred. Instead, a new facility will be constructed to house the library function and West Library will be renovated at a later date to meet other space needs.

### **2. PROJECTS UNDER CONSTRUCTION**

#### **Science Complex**

This project includes renovation of the former Nursing Building and Crowell Annex and new construction between both. This new 120,000 GSF complex is designed to accommodate the office, classroom, instructional laboratories and faculty/student research laboratories for the Departments of Chemistry, Mathematics and Physics. Construction started in November 1998. Problems with the general contractor have extended the completion date until Spring 2003.

### **3. PROJECTS COMPLETED**

#### **Business School Building**

The majority of the construction was completed in late 1999 on a new facility for the School of Business. This facility will accommodate the office and classroom needs for the recently accredited School of Business. The completion of the basement has been accomplished.

#### **Social Sciences Building**

This building stands on the site of the former Bray Hall and houses the Departments of History, Law and Justice, Political Science, Psychology and Sociology. Construction commenced in the summer of 2000 and was completed for a phased occupancy in late July through mid August 2001.

**APPENDIX A**  
**SUPPORT OF SCHOLARLY ACTIVITY (SOSA)**  
**TCNJ AWARDS**  
**2000-2001**

Thomas Allsen History	Alcohol in Eurasian History
Georgia Arvanitis Chemistry	Models for Structural Interactions of Platinum Triamines with DNA
Susan Bakewell-Sachs Nursing	Length of Hospital Stay and Indices of Functional Status...
Martin Becker Physics	Dredged Fossils as a Means of Dating the Migration of the Ancient...
Charles Bennett English	Caught in the Diamond State: A Novel
Mary Biggs English	"Wear a Dress": Poets and Poetry of the Second Wave Feminist...
David Blake English	Writing the Republic: Whitman and the Logic of American Celebrity
Janice Bossart Biology	The Meaning of Microsatellites
Susan Boughn School of Nursing	Living and coping with Trichotillomania, the Patient's Perspective
Lynne Bradley Chemistry	Studies and Applications of Syntheses and Reactions of Aziridine...
Wendell Brooks Art	Cross-Platform: Non-Traditional Art Meets Non-Traditional Technique
Jo Carney English	The Phenomenon of the Amazon Queen in Renaissance Literature
Celia Chazelle History	The Carolingian Renaissance
Bea Chiang	The Organizational and Financial Characteristics of Hospitals...

Accountancy	
Karen Clark Mathematics & Statistics	Integral Equation Methods to Estimate the Effective Conductivity...
Andrew Clifford Mathematics & Statistics	Exponent-Sum Two Equations Over Groups
Roy Clouser Philosophy & Religion	The Nature of God and Strategies for Theories
Timothy Clydesdale Sociology & Anthropology	Investigating the Role of Higher Educational...
Deborah Compte Modern Languages	Zoraida/Zelima: "Passing" and "Cross-Dressing"...
Cynthia Curtis Mathematics & Statistics	Low -dimensional Topology
Alan Dawley History	Looking Backward: A Short History of the Twentieth Century
Albert Eble Biology	Hematopoietic Centers & Turnover Rates of Hemocytes...
George Facas Engineering	Natural Convection Heat Transfer From a Source Buried in Porous...
Jan Fleischer Chemistry	Synthesis and Characterization of Calixarene-Steroid Complexes
Ellen Friedman English	The New Universalism: Literature and Gender
Luis Gabriel-Stheeman Modern Languages	Standard Spanish: Ideologies behind Linguistic Reasoning...
Jean Graham English	To Further the Cause: Suffragist and Abolitionist Portrayals...
James Graham Psychology	Relational Schemas in Children's Friendship Dyads...
Jo-Ann Gross History	Threshold of the Living Dead: The Death of Khwaja 'Ubayd Allah Ahrar'
Devandra Gulati Accountancy	Accounting Software Selection and Implementation at Janssen...
Nancy Hingston	Dynamical Systems

Mathematics & Statistics

Gerald Hoffman Chemistry	Theoretical Study of Noble Gas-Halogen van der Waals Complexes
David Holmes Mathematics & Statistics	"The Diary of a Public Man": A Case Study in Stylometry
Jinmo Huang Chemistry	Method Development for the Determination of Amino Acids
Richard Kamber Philosophy & Religion	<i>Philosophy, Fiction, and Film: Research and Writing for a Book ...</i>
Kenneth Kaplowitz Art	The Echo of an Ancient Art
Anju Kapur English	From Colonialism to Globalization: The Evolution of the Indian Novel...
Regina Kenen Sociology & Anthropology	Family Inheritance Stories, Family Characteristics, and Heuristics...
Snezana Kilibarda-Dalafave Physics	Temperature Dependence of the Thermoelectric Properties...
Mark Kiselica Counselor Education	Is Alexithymia Really a Common Characteristic of Boys?
Steve Klug Biology	Genetics Textbook Projects
Adam Knobler History	Invention of Tradition: Medievalism and Mass Culture
Diane Kobrynovicz Psychology	How the Threat of Prejudice affects use of Feedback by Blacks
Stuart Koch Political Science	Megan's Law Project: A Policy Analysis
Linclon Konkle English	The Puritan's Progress: Thornton Wilder...
John Krimmel Law and Justice	A Predictive Model of Domestic Violence Outcomes
Charles Kummick Art	A Table with an Attitude

John Landreau Modern Languages	Peruvian Intellectual History
Nancy Lasher Business Law	Whose Job is it to Detect Fraud?
Matthew Lawson Sociology & Anthropology	Social Antecedents and Consequences of Evangelical Conversion
Bozena Leven Economics	Can Banks Promote Enterprise Restructuring? The Case of BDK
P. Andrew Leynes Psychology	Brain Activity During Inspection for Specific Memory Characteristics
Rebecca Li Sociology & Anthropology	Avoiding Market-induced Crises: The Search for Optimal State...
Pamela Lieb Management	Sex differences and similarities in job attribute preferences
Claire Lindberg School of Nursing	Development and Testing of a Scale to Measure Symptom Distress...
Donald Lovett Biology	Modulation of ATPase activity in crabs at the level of the gene
Christopher McAuliffe Special Education	Variables influencing the Reading Ability of Deaf Readers
Lawrence McCauley English	Dialect Poetry: A Critical Introduction
Stuart McCook History	The Chocolate Crash...
Timothy McGee English	Assessing Change in Critical Thinking Skills as Demonstrated...
Robert McMahan Music	Research for Book on the Life and Works of American ...
Ruane Miller Art	The Art and Imagery of Icon and Myth from a Feminist...
Janet Morrison Biology	Plant disease in nature: the influence of environmental variation...
Sharon Navard	Estimating Human Error Rates for Space Shuttle Propulsion Systems

Mathematics & Statistics	
Marcia O'Connell Biology	An analysis of Translational Control During Zebrafish Development
Agustin Otero Modern Languages	Tras-Os-Montes: Postmodern Realism and the Travel Novel
Cynthia Paces History	Resurrecting Mary: A History of Prague's Marian Column...
Aigli Papantonopoulou Mathematics & Statistics	Abstract Algebra and Geometry
Elizabeth Paul Psychology	To hook up or not to hook up... That is the question...
Taras Pavlovsky Library	Slavic Liturgical Chant Notation ( Stolp Type A)...
Alfred Pelham Marketing	The Impact of Salesperson Consultive/Problem Solving ...
Ariane Pfenninger Modern Languages	"Les plaisirs de l'essai selon Roland Barthes"...
John Pollock Communication Studies	Media Alignment with Political and Social Change...
David Prensky Marketing	Ways of Knowing: Alternative Paths Through Consumer Behavior
Consuelo Preti Philosophy & Religion	Analyticity
Alfred Quinton Marketing	Implementing and Benefiting From Enterprise Resource Planning...
Shridevi Rao Special Education	Inclusion of Children with Disabilities...
David Reimer Mathematics & Statistics	Unification of Extremal Set Theory
Howard Reinert Biology	The Spatial Biology of Timber Rattlesnakes ( <i>Crotalus horridus</i> )...
Lee Ann Riccardi Art	Adorning the Imperial Head: Style in Roman Wreaths and Crowns
Bruce Rigby	Creative Studio Investigation of an Alternative Painting Process

Art	
Patricia Robak Finance	Analyzing the Effectiveness of Credit Derivatives on Market...
Melinda Roberts Philosophy & Religion	Equality: Basic Concepts and Fundamental Equal Protection Issues
Michael Robertson English	Research for Book: "Whitmanism: The Walt Whitman Religion"
Adriana Rosman-Askot Modern Languages	The Poetics of Exile...
Margaret Ruddy Psychology	Attention Deficits at 4.5 Years: Risk Detection in Infancy...
Susan Ryan Communication Studies	Nicaraguan Telenovelas and Popular Culture...
Subarna Samanta Economics	Asymmetric Adjustment in Foreign Exchange Market...
Teresa San Pedro Modern Languages	Women's Voices in the Latin American Theater...
Rajib Sanyal Management	Changing Patterns of Industrial Conflict-Revisited
Ed Sarafino Psychology	The Role of Motivated Reasoning in Health-Related Decisions
Marguerite Schneider Management	A Stakeholder Model of Organizational Leadership...
Bijan Sepahpour Engineering	State of the Art Laboratory for Mechanics of Materials
Abdus Shahid Accountancy	The Effect on Stock Prices of the Disclosures Mandated...
Glenn Steinberg English	Microcosm of Reception: The Uses of Chaucer in Spenser's...
Michele Tarter English	Those "Peculiar People": Quakers in Early America
Patrick Tebbe Engineering	Studies of Interfacial Thermal Effects for Physical vapor Transport



Deborah Thompson Elementary/Early Childhood Education	Going Beyond the "Exotic"...
Connie Titone Educational Administration and Secondary Education	<i>Catharine Macaulay</i> : 18th Century Feminist Philosopher on Education
Donald Vandegrift Economics	Tournament Markets and Overcrowding
David Venturo English	Fallen on Evil Days: Alienation and Protest...
Joyce Vincelette Management	"Brass Eagle, Inc: A Dead Serious Business"...
Jeanine Vivona Psychology	Attachment Functions, Gender-role Identity, and College Adjustment
Lynn Waterhouse English	Six Autism Research Projects
Alan Waterman Psychology	Research on Intrinsic Motivation/Personally Expressive Activities...
Thulsi Wickramasinghe Physics	To Observe Star Formation Above and Below the Disks of Remote...
Morton Winston Philosophy & Religion	Global Ethics: Human Rights and Responsibilities
Gary Woodward Communication Studies	The Idea of Identification (a scholarly book project)
Qifu Zheng Mathematics & Statistics	Generalized Watson Transforms and Applications III: Unitary Representations of $GL(2n, \mathbb{R})$

## External Faculty Research and Program Grants 2000-2001

NAME/DEPARTMENT	TITLE	FUNDING SOURCES
Susan Bakewell-Sachs Nursing	Infant Functional Status...	Sub-Contract University of Pennsylvania National Institute for Child Health
Susan Bakewell-Sachs Nursing	Trenton: A City with Heart, Anti-Hypertension Campaign	Bristol-Myers Squibb
James Boatwright Equal Opportunity Fund	The Educational Opportunity Fund Summer and AY 01	New Jersey Department of Education
James Chambers Collegebound	Collegebound Grant Program Phase III	New Jersey Commission on Higher Education
Timothy Clydesdale Sociology/Anthropology	U.S. Minorities and the Process of Becoming a Lawyer...	Law School Admissions Council
Gloria Dickinson African American Studies	Oral Tradition: Preserving an African Legacy	New Jersey Council for the Humanities
Ellen Frede Elementary/Early Childhood Ed.	Implementation and Outcomes...	Rutgers University
Jo-Ann Gross History	Three Year Project...Persian-speaking Societies	International Association for Persian Speaking Societies
Joseph Hadge ADEP	Improving the Campus Climate...	New Jersey Division of Highway Traffic Safety
Thomas Hagedorn Mathematics & Statistics	Improving the Reconstruction...	National Science Foundation
Jean Hollander English	The Writer's Conference, 2001	New Jersey State Council on the Arts
Allen Katz Engineering	Integrated Optical Modulator Development...	Lafayette University Sub-Contract
Deborah Knox Computer Science	Cluster Computing Development...	Collaborative Research Experiences for Women
Matthew Lawson Sociology/Anthropology	Community-Based Research...	Bonner Foundation/Trenton Center
Matthew Lawson Sociology/Anthropology	Discovering Program Effectiveness...	American Sociology Association

Suzanne Pasch Vice Provost	Overseas Schools Consolidated Assistance Program	U.S. Department of State
Howard Reinert Biology	The Structural Characteristics...	Pennsylvania a Wild Resource Conservation Fund
Sharon Sherman Elementary/Early Childhood Ed. & Technical Studies	Center for Inquiry and Design- Based...	U.S. Dept of Education
Ronald Todd Technological Studies	Expanding a K-12... (SMET) Teacher-Preparation Program	New Jersey Commission on Higher Education
Robert Weber Technological Studies	TCNJSSI Regional Center - Phase II Year 3	Rutgers University
Robert Weber Technological Studies	Partnership Program... (suppl.)	Rutgers University