



The College of New Jersey

**EXCELLENCE
&
ACCOUNTABILITY
REPORT**

2002-2003

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**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2002-2003**

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 aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools. In addition to its professional schools – Business, Education, Engineering, and Nursing – the School of Arts and Sciences was divided into three schools in the fall of 2002: Art, Media and Music; Culture and Society; and Sciences. The College serves approximately 6000 undergraduate students, 95% of whom are New Jersey residents, as well as 1000 graduate students.

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

THE COLLEGE OF NEW JERSEY MISSION STATEMENT

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

While The College prepares for certain expected institutional changes in the coming year, it remains grounded in the following institutional commitments that grew out of its 2000 mission process*:

- providing an intellectually and artistically challenging environment for learning,
- celebrating human diversity and a global outlook,
- developing leaders for an engaged and accountable community,
- creating community across cultural and social boundaries,
- communicating in an inclusive and civil manner,
- sustaining a welcoming and aesthetically pleasing environment,
- managing with accountability, transparency and flexibility, and
- expanding the pool of stakeholders, advocates and supporters.

* Appendix A contains a list of significant institutional changes during academic year 2002-2003.
Appendix B contains an outline of Priorities for the coming academic year 2003-2004.

B. ACCREDITATION STATUS

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

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music
- Programs in the School of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB).
- The 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.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

Fall 2002 Full-Time Undergraduate Enrollment

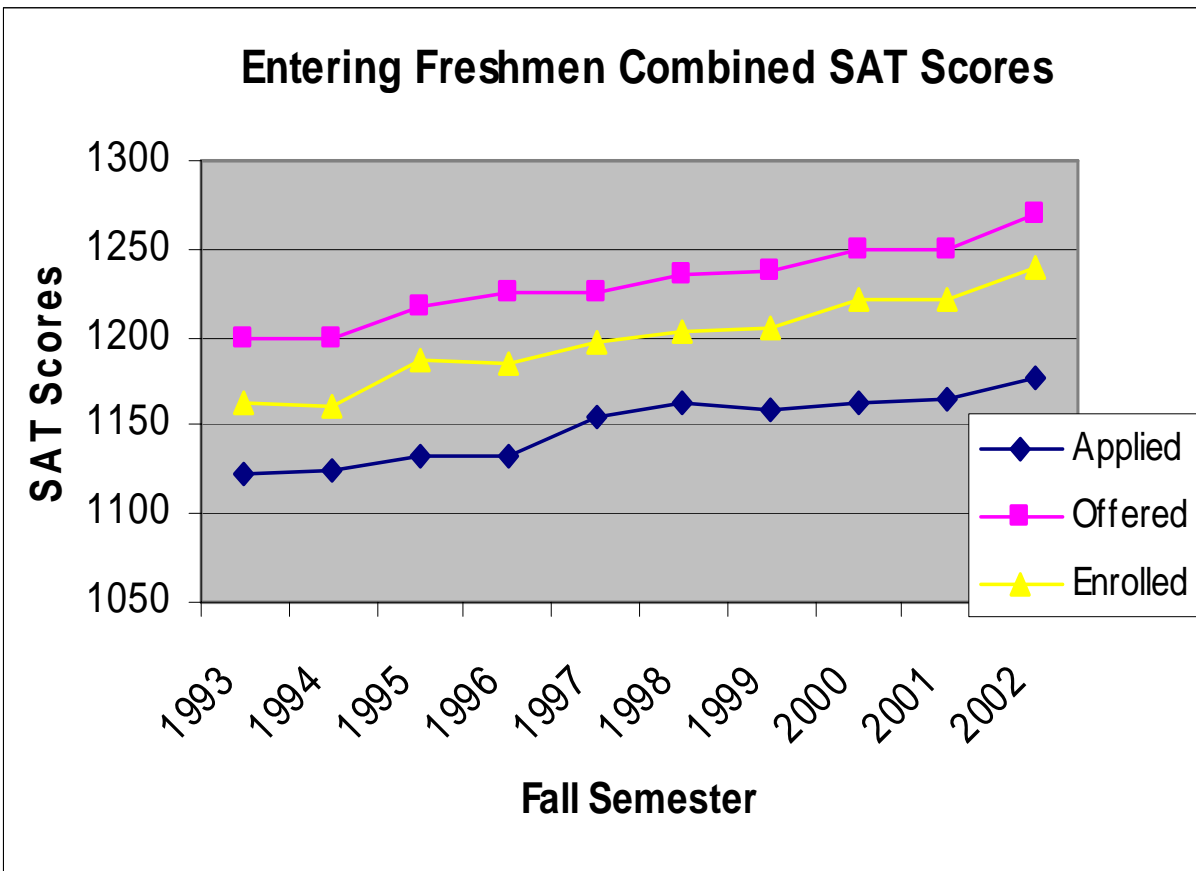
Full-time undergraduate enrollment in fall of 2002 was 5,632. This represents a ten-year increase of 8% (1993: 5,211).

Fall 2002 Undergraduate Freshman Class

Over 6000 students applied for admission for the fall 2002 semester and 1232 enrolled. The average combined SAT for the entering freshman class was 1240 for fall 2002.

Applied, Accepted, and Enrolled by Year, Mean Scholastic Achievement Test* All Entering Freshman: Fall 1993 to 2002

* Scores based on recentered scale.



Mean Math and Verbal SAT Scores

**Average SAT Scores and High School Rank of Fall 2002 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	637	659	1296	91	935	76 %
EOF Admits	461	478	940	82	90	7 %
Special Admits	557	547	1104	74	207	17 %
Total Freshman Class	630	610	1240	88	1232	100 %

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

FRESHMAN REMEDIATION

Percentage of Freshman Needing Remediation in Reading/Writing, in Math Computation, and in Elementary Algebra: Fall 2002 (Summer and Fall Remediation)

	Reading/ Writing	Math Computation	Elementary Algebra
Number in Need of Remediation	46	84	40
Percent of Entering Freshman	4%	7 %	3%

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

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

UNDERGRADUATE STUDENTS BY RACE/ETHNICITY FALL 2002

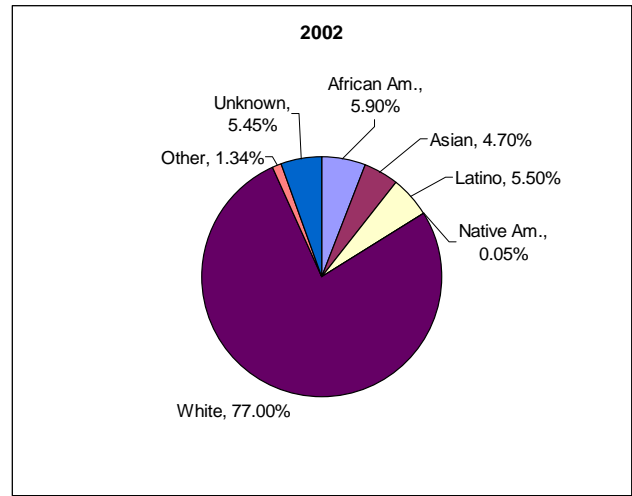
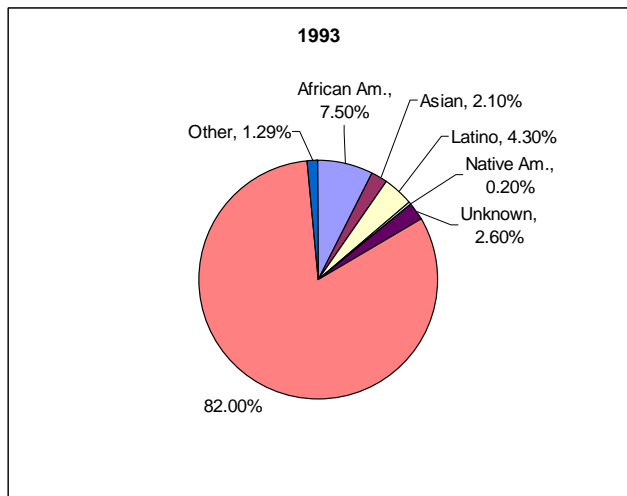
	African American		Hispanic		Asian American		Native American		Non-Res. Alien*		Not Reported		Other		White		Total	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Full-Time	5.32	312	5.13	306	4.58	273	0.03	2	0.22	13	5.05	301	1.24	74	72.89	4345	94.46	5631
Part-Time	0.54	32	0.40	24	0.10	6	0.02	1	0.03	2	0.40	24	0.10	6	3.94	235	5.54	330
Total	5.8	349	5.5	330	4.6	279	0.05	3	0.25	15	5.4	325	1.3	80	76.8	458	100	5961

*2 African Americans, 1 Asian, 1 Hispanic, 10 Whites, 1 NR

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

TCNJ has a commitment to admitting a diverse student population. In Fall 2002, 16 percent of the full-time known race/ethnicity were African American, Asian American, Hispanic, & Native American which represents a 2 percent increase over 1993 figures. Although TCNJ has seen significant increases in Asian, Hispanic, and Other, it has also had a decline in African American enrollment over this same period. In response, a diversity initiative has been implemented to improve enrollment for all groups with a special emphasis on African American enrollments.

Race/Ethnicity of All Undergraduates, Fall 1993 and 2002 (Percentages are based on undergraduates with known race/ethnicity)



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

UNDERGRADUATE STUDENTS BY GENDER (1993, 1998-2002)

Gender	1993		1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3772	61.55	3518	60.11	3537	59.65	3547	59.04	3525	59.02	3538	59.35
Male Students	2356	38.45	2335	39.89	2393	40.35	2461	40.96	2448	40.98	2423	40.65
Total	6128	100	5853	100	5930	100	6008	100	5973	100	5961	100

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

UNDERGRADUATE STUDENTS BY AGE: FALL 2002

		LT < 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	8	2,174	2,529	754	89	26	24	23	4	0	0	5631
	Pct	0.14	38.61	44.91	13.39	1.58	0.46	0.43	0.41	0.07	0.00	0.00	100
Part-time	Num	2	7	18	113	50	32	29	51	27	1	0	330
	Pct	0.61	2.12	5.45	34.24	15.15	9.70	8.79	15.45	8.18	0.30	0.00	100
Total	Num	10	2,181	2,547	867	139	58	53	74	31	1	0	5,961
	Pct	0.17	36.59	42.73	14.54	2.33	0.97	0.89	1.24	0.52	0.02	0.00	100

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

In Fall 2002, 80 percent of the undergraduate students were under 22 years of age. The average age of undergraduates in Fall 2002 was 20 years of age.

STATE FUNDED PROGRAMS AND REMEDIAL (EOF) STUDENTS

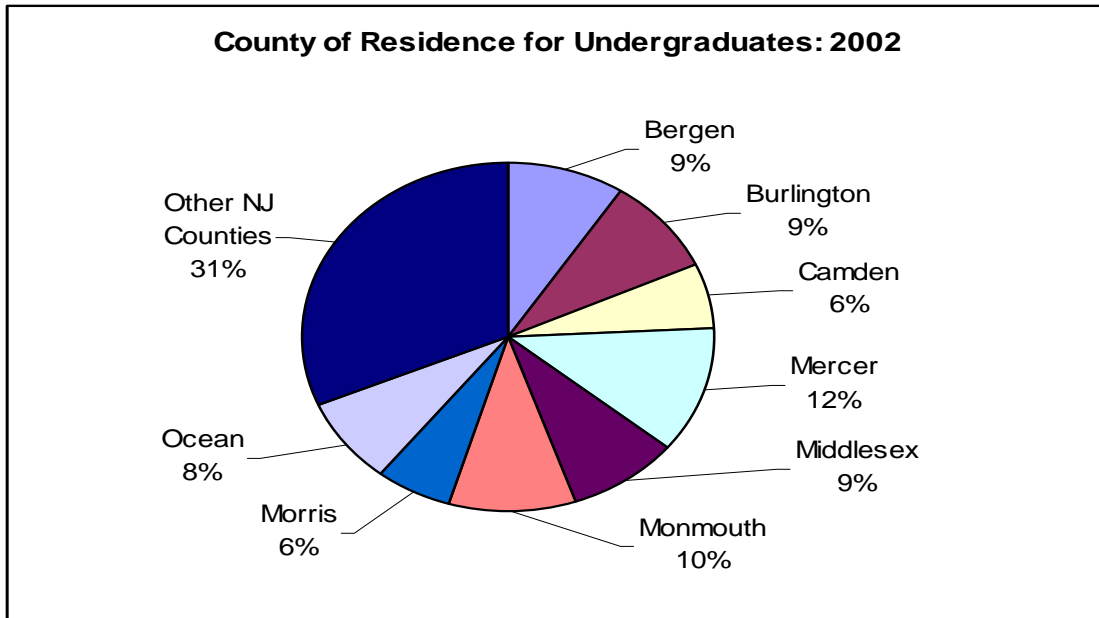
Financial Aid from State-Funded Programs: Academic Year 2002-03

Type of Financial Aid	Unduplicated Count of Recipients	Total Dollars DISTRIBUTED	Dollars/ Per Recipient
<i>State-Funded Programs</i>			
TAG	1,027	\$3,459,023	\$3,368
EOF Summer & Academic Year	316	\$355,534	\$1,125
Bloustein Scholars	987	\$970,247	\$983
Urban Scholar	217	\$210,500	\$970
NJCLASS Loans- <i>student</i>	334	\$2,637,700	\$7,897
NJCLASS Loans- <i>parent</i>	101	\$809,380	\$8,014
OSRP	1318	3,454,328	\$2,621
Total Awards and Dollars	4,300	\$11,896,712	

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

STATE RESIDENCE

TCNJ serves all 21 New Jersey counties and ninety-five percent (**95.5%**) of the Fall 2002 undergraduate students were New Jersey residents. There are eight counties that supply greater than five percent of the undergraduate enrollments. They are Bergen, Burlington, Camden, Mercer, Middlesex, Monmouth, Morris, and Ocean counties.



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

D. DEGREES CONFERRED

The number of baccalaureate degrees conferred has held relatively stable over the past decade. In 1994-94, there were 1302 degrees awarded and in Academic Year 2001-2002 is rose by 5% to 1363. In addition, the number of minority students awarded baccalaureate degrees has dramatically increased from below 100 degrees awarded per year on average prior to 1993 to over 224 degrees in 2002 (an increase of over 100%).

Baccalaureate Degrees Conferred by IEPDS CIP Code, Fiscal Year 2002

The College of New Jersey	
Baccalaureate Degrees Conferred by General Field	
IPEDS Major Category	Number of Students
Area, Ethnic and Cultural Studies	1
Business Management & Administrative Services	289
Computer and Information Sciences	36
Education	400
Engineering	47
Foreign Languages and Literatures	5
Health Professions and Related Sciences	38
English Language and Literature/Letters	156
Biological Sciences/Life Sciences	74
Mathematics	5
Philosophy and Religion	7
Physical Sciences	26
Psychology	71
Protective Services	89
Social Sciences and History	62
Visual and Performing Arts	57
Total	1363

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

DEGREES CONFERRED BY RACE/ETHNICITY & GENDER

Number and Percent of Baccalaureate Degrees Conferred by Ethnicity and Gender Fiscal Year 2002				
Ethnic Group	Male	Female	Total	Percent
American Indian	1	0	1	0.73%
Asian American	24	46	70	5.14%
African American	27	64	91	6.68%
Hispanic	24	38	62	4.55%
White	398	602	1000	73.37%
Non-Resident Alien	0	3	3	0.22%
Not Reported	61	75	136	9.98%
Total	535	828	1363	100.00%

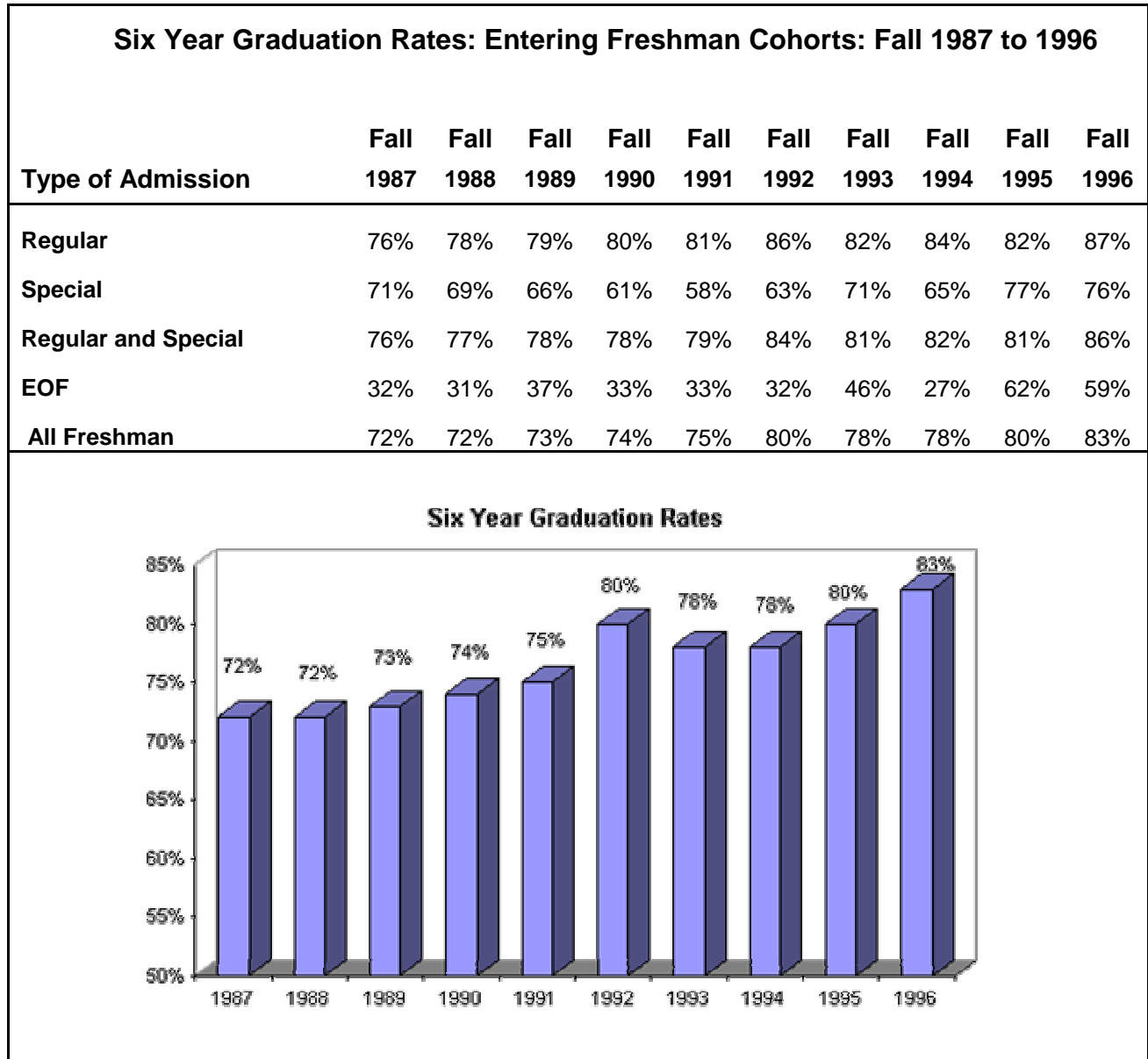
Source: Office of Institutional Research, The College of New Jersey

E. STUDENT OUTCOMES

1. GRADUATION PROFILE OF NATIVE STUDENTS

OVERALL GRADUATION RATE

Eighty three percent of the first-time full-time freshmen who entered TCNJ in the fall of 1996 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.

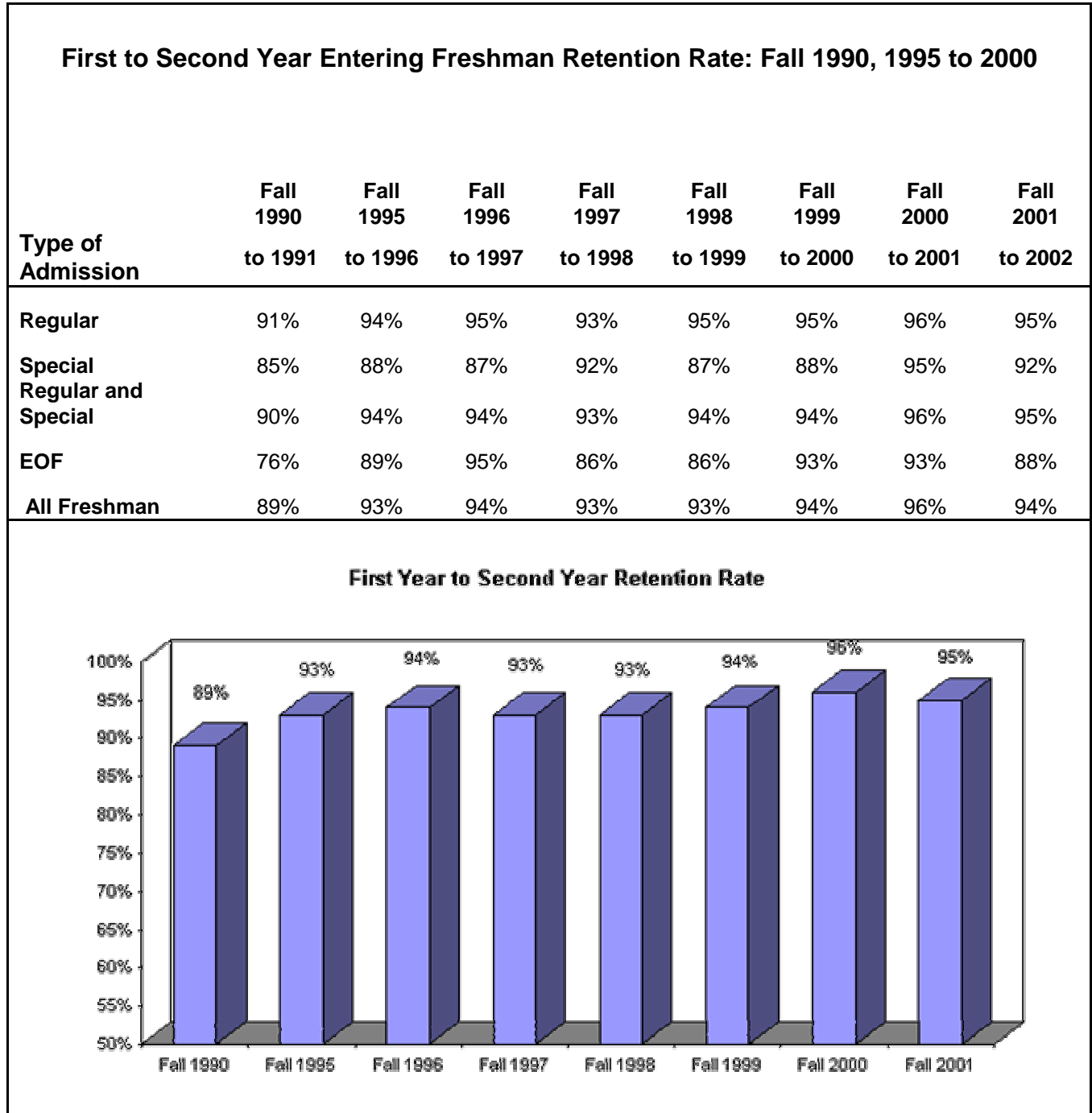


Source: Office of Institutional Research, The College of New Jersey

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 1995 and 1996 is 59 percent and 62 percent respectively. These graduation rates are significantly higher than the State's graduation benchmark of 35 percent for those who required basic skills course work.

First Year to Second Year Retention



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

2. TRANSFER STUDENT CHARACTERISTICS

RELATIVE GRADUATION RATE OF COMMUNITY COLLEGE TRANSFERS VS. NATIVE FRESHMAN

The six-year graduation rate of **all** transfer students (community colleges, other four-year institutions, etc.) entering in the fall of 1996 is 77 percent and the rate for NJ community colleges is 72 percent. The overall graduation rate for the first-time full-time freshmen who entered TCNJ in the fall of 1996 is 83 percent.

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

FACULTY CHARACTERISTICS

Profile of Fall 2002 Full-time Faculty: Ethnicity, Gender, Tenure Status, and Terminal Degree in Academic Discipline

	White		Black		Hispanic		Asian		American Ind.		Unknown		Total	
	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct
Tenure	181	82.6%	13	5.9%	8	3.7%	16	7.3%	1	0.5%	0	0.0%	219	100%
Female	68	85.0%	7	8.8%	3	3.8%	2	2.5%	0	0.0%	0	0.0%	80	100%
Male	113	81.3%	6	4.3%	5	3.6%	14	10.1%	1	0.7%	0	0.0%	139	100%
Without Tenure	78	74.3%	7	6.7%	5	4.8%	13	12.4%	0	0.0%	2	1.9%	105	100%
Female	50	75.8%	5	7.6%	3	4.5%	7	10.6%	0	0.0%	1	1.5%	66	100%
Male	28	71.8%	2	5.1%	2	5.1%	6	15.4%	0	0.0%	1	2.6%	39	100%
Total	259	79.9%	20	6.2%	13	4.0%	29	9.0%	1	0.3%	2	0.6%	324	100%
Female	118	80.8%	12	8.2%	6	4.1%	9	6.2%	0	0.0%	1	0.7%	146	100%
Male	141	79.2%	8	4.5%	7	3.9%	20	11.2%	1	0.6%	1	0.6%	178	100%

Source: Institutional Research, The College of New Jersey

In Fall 2002, 68 percent of the full-time faculty was tenured. Of the tenured full-time faculty group, 37 percent was female and 17 percent was minority. Of the regular full-time faculty as a whole (tenured and tenure-track), 45 percent was female and 20 percent was minority. In 2002, The College of New Jersey employed 23 part-time faculty. There were also 359 adjunct faculty who taught in Fall 2002; 188 males and 171 females.

PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL TIME FACULTY

In Fall 2002, adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 28 percent. In addition, sixty-nine percent of the FTE faculty was full-time and 3% were part-time.

G. CHARACTERISTICS OF THE BOARD OF TRUSTEES

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

Source: TCNJ Office of the President

H. PROFILE OF THE INSTITUTION - UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts

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

Bachelor of Fine Arts

- Fine Arts
- Graphic Design

Bachelor of Music *

Bachelor of Science

- Accountancy
- Biology *
- Biomedical Engineering

Bachelor of Science (*continued*)

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

Bachelor of Science in Nursing

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

* *Undergraduate discipline-specific teacher preparation is available*

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

I. 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 2002-2003 academic year, 80 internal grants were awarded to faculty members. Thirty-five faculty projects were funded by external sources. Listings of the externally funded research awards and The College of New Jersey-funded faculty research awards(SOSA) made during the 2001-2002 academic year and conducted during the 2002-2003 academic year are provided in appendix B, part I & II.

PUBLIC SERVICE

Community

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

State of New Jersey

- Small Business Development Center (SBDC)
- New Jersey Global Business Initiative (GBI)
- Center for Civic and Community Engagement (CCCE)
- Center for Youth Relationship Development
- Center for Assistive Technology and Inclusive Education Studies (CATIES)
- Alternate Route Certification: New Jersey State Department of Education
- Governor's School of the Arts: School of Art, Media, & Music
- New Jersey Statewide Systemic Initiative
- Collegebound Program: School of Science
- Statewide Career Equity Assistance Center: School of Education
- Writer's Conference: Department of English
- Leadership Institute Programs (interdisciplinary)

National

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

Global

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

TCNJ School of Education Professional Development School Network

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

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

J. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JULY 15, 2003*)

I. 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. Design team selection will occur in the fall of 2003 to begin development of the construction documents and specifications necessary to obtain competitive contractor bids.

B. Electric Service Replacement

With the sustained expansion of The College's facilities the electrical services will need to be increased in support of this new electrical load. Additionally, with the expansion of the cogeneration plant and the deregulation of the electrical industry, 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.

The design documents are towards the end of the development stage. The first phase of the project public bidding process solicited Request for Proposals from contractors with relevant experience. These proposals are currently under review and contractors will be notified of the results once the review is complete. Subsequently, design documents will be issued to the selected contractors for the basis of the bid quotations to be received when the design documents are complete.

C. Event Center

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 accommodate approximately 3,000 spectators and will be an expansion to the existing Brower Student Center.

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 as being the most responsive to the project's Request for Proposal (RFP). Preliminary project planning is proceeding.

D. Lake Ceva Dam Restoration Project

Due to deterioration of the existing concrete dam structure and spillway elements, repairs have become necessary. Repairs and replacement to the concrete spillway, dam structure, and headwalls will be required as well as the removal of trees and vegetation along the heavily forested earthen embankment. 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.

E. Metzger Drive Parking Garage

This three level parking structure will accommodate over 1,000 cars and will be constructed adjacent to Lion's Stadium and the press box. The structure was originally planned to be located on several of the Student Center parking lots between Metzger Drive and P Road but was moved at the request of Ewing Township officials. The original drawings were revisions as the site location and original size of the garage had changed.

The revised design for the Metzger Garage has been completed and the RFP process is complete. After a thorough review of the submissions is complete, the College will award the construction contract. Construction is planned to commence upon award of the contract and be complete in Spring 2004.

F. Shabakunk Creek Pedestrian Bridge/Athletic Field Master Plan

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

The bridge project is now complete. The new footbridge, which allows for both pedestrian and small maintenance vehicle passage has been installed. The athletic field master plan is in the design development stage.

G. 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 is planned to commence in the summer of 2003 with a scheduled completion date of August 2004.

H. Travers-Wolfe Renovation and Addition

The College proposed to construct approximately 224 new student beds as an addition to this 1971 residence hall, while remediating the exterior façade of the structure, replacing the deteriorated windows and adding two new elevators to each of the two towers. The presently project program is being re-evaluated along with the College's overall housing master plan.

I. West Library Renovation and Addition

This project was originally intended to renovate the 1934 and 1968 library buildings, while adding approximately 40,000 gross square feet of new space to these buildings to accommodate The College's library needs. 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 public bidding process is complete and after a thorough review of the submissions is complete, the College will award the construction contract. Construction of the library will begin upon award of the contract with completion estimated for the fall of 2005.

II. PROJECTS UNDER CONSTRUCTION

A. Spiritual Center (Chapel)

A Request For Proposals (RFP) has been prepared for a new 4,000 square foot Spiritual Center to be located in the grass field across from Norsworthy Hall and the Power House. The existing Chapel will be demolished as part of the new Library Project. The project was awarded to the team of Kitchen Associates, Architects; Cambridge Construction Management, Construction Managers; and Torchio Brothers, General Contractors.

Construction has begun on the Spiritual Center sitework, footings, and foundation systems. The structural steel is presently in fabrication. During the summer of 2003 construction activities will center on foundation completion, structural steel erection and masonry wall construction. The project is expected to be complete by the end of December 2003.

B. Metzger Drive Road Realignment (at the Administrative Services Building)

To accommodate the relocation of the Metzger Parking Garage, the Lion's softball field has been demolished. The College plans to replace this field in the playfields project which is currently in the preliminary stages of design development. These fields will be situated on parking lots 7 and 8 between Metzger Drive and the track. To accommodate the size of the playfields project, Metzger Drive, at the ASB building, required realigning.

The RFP process is complete and the construction contract was awarded to the team of Cambridge Construction Management and LN Rothberg. Construction has begun and activities will continue through the end of the summer.

C. Science Complex

The scope of this project involved a renovation and addition to the Nursing Building for the Departments of Mathematics and Physics, and a renovation and addition to the Crowell Annex for the Department of Chemistry. Additionally, a design development document was presented and accepted for a new Biology Building and the Science Complex. The Biology Building project has been completed and occupancy occurred throughout the summer of 2000. The Chemistry, Mathematics and Physics Building designs were finished by early August 1998; bids were opened on September 15, 1998; the construction started on November 2, 1998 and construction was to be complete by August 2001. Following months of noticing the contractor for failure to perform, The College terminated Paphian Enterprises, Inc. as the general contractor in February 2001. An agreement was executed July 27, 2001 and the firm of Daniel J. Keating of Philadelphia, PA was retained by Travelers, the surety, to complete the general construction prime contract work. The work has progressed well in Phases 1-4, which are the new Chemistry and Physics buildings as well as Crowell Hall Annex.

The College has utilized the Crowell Annex area of the new Chemistry Building during the winter of 2003. The Link between the Biology Building and Science Complex is under construction. The balance of the work is planned to begin during the summer of 2003.

D. Underground Electric Extension Project

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

The work associated with this contract is complete. The fencing and natural screening work will be completed along with the site electrical activities associated with the Student Apartments and Fuel Cell installation in the fall of 2003.

E. Underground Steam and Chilled Water Expansion Project

Design is complete on the distribution system for the steam and chilled water system from the Old West Library to Travers/Wolfe Residence Facilities.

The chilled water system modifications are complete. The final areas of work associated with the steam system are now underway. The buildings affected during the present work will now only require steam for domestic hot water, which will be provided by temporary electric hot water heaters during the construction period. Construction will be completed by August 2003.

APPENDIX A: ACTUAL AND ANTICIPATED CHANGES

SIGNIFICANT INSTITUTIONAL CHANGES (2002-2003)

- Appointed Dr. Terence O'Connor as Dean of the School of Education (July 2002), Dr. Susan Albertine as Dean of the School of Culture & Society (July 2002).
- Undertook a broad Campus-wide review of the nature of student and faculty work - - Proposal in governance to move from current credit system with a 120 credit hour graduation requirement to a course-based graduation requirement of 32-34 courses was approved.
- Reviewed & Revised General Education Curriculum and requirements (Spring/Summer 2003).
- The President formed five Task Force Groups at the onset of the Fall term to help The College set the agenda and denote action items in areas that have been identified as a priority from prior strategic planning activity and the Lipman Hearne Marketing Report. The Groups follow: (1) Interactive Communications; (2) Cross-Cultural Experience; (3) Developmental Advisement; (4) First Year Experience; (5) Positioning The College of New Jersey.
- Re-designation of Engineering Science Degrees complete (Computer, Electrical, Mechanical, and General)
- PeopleSoft Finance System went live April 2002.
- The College secured a contract and purchased the PeopleSoft Student System (Fall 2002).
- Opened a science complex that will house Chemistry, Math, and Physics (August 2002).
- New minors in Middle East Studies, Comparative Literature, and Public Policy (Fall 2002).
- Computer Science Department received a renewal of its ABET accreditation status.
- New academic programs include: Digital Arts (BFA), Art History (BA), Interactive Media (BA), Applied Spanish Studies (MA), Biomedical Engineering (BABME).
- A new logo was adopted by The College. The recommendation that the College adopt a new visual identity came out of a process which included input (in the way of focus groups, forums, and meetings) with current students, faculty, staff, prospective students, alumni, and outside influencers such as legislators. The recommendation was included in the Integrated Marketing Report which was completed by the marketing firm, Lipman Hearne.
- Academic Services reorganized and now includes EOF, Minority Mentoring, Undergraduate Global and Summer Programs (Jan. 2003).
- Institutional Research now directly reports to the Provost (Jan 2003).

EXPECTED INSTITUTIONAL CHANGES, CURRENT/ NEXT ACADEMIC YEAR (2003-04)

- The PeopleSoft Human Resource system will go live June 2003.
- The PeopleSoft Student Administration system conversion will begin in summer 2004.
- The College's Portal project will start spring 2003 and will be ongoing through 2004 as systems are phased into the portal.
- The Comprehensive Planning Framework for Middle States Accreditation and internal institutional planning needs will undergo significant development over the next 6 months.
- James Lentini, DMA, will be named Dean of the School of Art, Media and Music at The College of New Jersey in September 2003.

APPENDIX B: PLANNING PRIORITIES 2003/2004

For academic year 2003-2004, two college-wide *ad hoc* cross functional task forces will address broad institutional issues:

1. the first will focus on internal communication and community building to recommend strategies in developing a cross cultural environment;
2. the second grows out of a recommendation from last year's positioning task force and will focus on "honors" at the College. The charge will include a review of the honors program, departmental honors, nationally competitive scholarships, and a Phi Beta Kappa application.

This next year, in addition to implementing the recommendations from governance committees pertinent to The College of New Jersey's Liberal Learning academic transformation and faculty and student work, there will be two design teams led by administrative offices, one on *enrollment management* and another on *diversifying revenue streams for the College*:

1. The design team on enrollment management will consider enrollment management from a programmatic perspective as well as a diversity perspective. Through an "inclusive selectivity" rather than a narrow notion of selectivity, The College of New Jersey should aim to become a "cross cultural" place.
2. The design team for increasing non-state resources will consider means to increase total private and federal dollars, effective expansion of the number of stakeholders in fundraising, and the enhancement of current, and creation of new, partnerships and relationships with businesses, other non-profits and governmental agencies. The charge to this team will include the development of specific strategies to reverse the decline in grant dollars in FY03 over FY02 and to increase private giving, particularly from alumni.

Also, The College's Committee on Planning and Priorities will be asked to provide leadership in two very important roles this year. The committee will be responsible for reviewing the current policies for academic program closure and for developing criteria and methodology for decisions on non-academic program closure, and it will serve as the college-wide steering committee for the Middle States Association review, which is scheduled for fall 2004.

In addition to these more global plans, the College is committed to accomplishments in the following seven categories:

1. Continuing our commitment to diversifying our faculty and student body.
2. Nurturing the five new centers established last year, scheduling activities that help promote and support our mission and the guiding principles for student learning and faculty work and development.
3. Continuing our dedication to better communication and relationships with external community and communication and community building with the internal community.
4. Maintain the work accomplished through a 2002/2003 *ad hoc* facilities planning group and its review of processes and procedures regarding construction, maintenance, and remediation projects.
5. Advocating for state resources for public higher education in general and TCNJ in particular, resisting any simplistic dependence on "formula" funding or governance restructuring that would undermine mission differentiation. In other words, advocacy with the state will be equally focused on governance issues as on financial resources.
6. Diversifying revenue streams and building additional resources stemming from a wide range of partnerships with local, state, and federal agencies; foundations; and corporations.
7. Positioning The College nationally by developing relationships with the national press as well as involvement and engagement of college faculty and administrative leadership in national and regional professional organizations.

APPENDIX C

Part I: Support of Scholarly Activity (SOSA): FISCAL YEAR 2002

Title	First	Last	Department	Title
Dr.	Helene	Anthony	Special Education	Identifying Causes and Remedies for High Rates of Special Education Referrals and Removing Barriers to Inclusive Teaching
Dr.	Martin	Becker	Physics	Research in Marine Fossils
Dr.	Charles	Bennett	English	A Novel: Caught in the Diamond State
Dr.	David	Blake	English	A Book: Writing the Republic
Dr.	Susan	Boughn	Nursing	The Human Perspective of Trichotillomania
Dr.	Lynn	Bradley	Chemistry	Synthetic & Mechanistic Studies of Organic Reactions
Dr.	Jo	Carney	English	Female Friendship in Renaissance Literature
Dr.	Bea	Chiang	Business	Costing Systems in the Healthcare Industries
Dr.	Andrew	Clifford	Mathematics and Statistics	Applying Geometric Arguments to the Question of Equations Over Groups
Dr.	Timothy	Clydesdale	Sociology and Anthropology	Minorities and Legal Education/Careers Project – Post High School Transition Project
Dr.	Snezana	Dalafave	Physics	Transport Properties of Doped Transition Metal Chalcogenides of the Type $T_xM_yZ_z$
Dr.	Alan	Dawley	History	The Impact of the US on 20 th Century World History and Vice-Versa
Ms.	Cathy	Day	English	A Book: Circus People
Dr.	Lois	Fichner-Rathus	Art	The Essential History of Art
Dr.	Ellen	Friedman	Women's and Gender Studies	The New Universalism: Gender & Literature
Dr.	Luis	Gabriel-Stheeman	Modern Languages	The Battle over Spanish between 1800 and 2000
Dr.	James	Graham	Psychology	Longitudinal Studies on Inner City Children's Understanding of Relational Schemas in Peer Relationships
Dr.	Jean	Graham	English	'Women, Sex, & Power: Circe and Lilith in Narnia' and 'A Whore 'notwithstanding his fine tounge' Transgressive Male Discourse in <i>The Pilgrim's Progress</i> '
Dr.	Janet	Gray	Women's and Gender Studies	A Book: Race and Time: American Women's Poetics from Antislavery to Racial Modernity
Dr.	Nicholas	Greenbaun	Mathematics and Statistics	An Exploration into Mathematical Problems Arising from Brain Activity and a Companion book to Gilbert Strang's <u>Introduction to Linear Algebra</u>
Dr.	Nancy	Hingston	Mathematics and Statistics	Closed Geodesics, Simple Geodesics, and Conley's Conjecture/Symplectic Geometry
Dr.	Blythe	Hinitz	Elementary and Early Childhood Education	Continue & Expand on Peace Education Research and a book on Walden School
Dr.	Jay	Hoffman	Health and Exercise Science	Anaerobic Athletic Performance During Competition and the Use of Near-Infrared Spectroscopy in Examining Anaerobic Exercise Performance

Title	First	Last	Department	Title
Dr.	Jinmo	Huang	Chemistry	Developing an Analytical Technique for Total Plasma Homocysteine Determination
Dr.	Harriet	Hustis	English	Rules of Engagement; The Reader in and of Gothic Fiction
Dr.	Richard	Kamber	Philosophy and Religion	The Nature & Limits of Philosophy
Dr.	Jie	Kang	Health and Exercise Science	Physiological and Perpetual Responses During Exercise: Effect of Exercise Order
Dr.	Stuart	Koch	Political Science	Megan's Law Project
Dr.	Lincoln	Konkle	English	The Puritan's Progress: Thorton Wilder and the American Literary Tradition
Dr.	Jean	Konzal	Elementary and Early Childhood Education	Making Visible the Voices of Parents in the Struggle to Reform our Schools
Dr.	Pierre	Le Morvan	Philosophy and Religion	Philosophy of Perception, Philosophy of Mind and Language, Epistemology, and Philosophical Theology
Dr.	Rebecca	Li	Sociology and Anthropology	The Factors that Bring about State Breakdown Where the State Experiences Crisis of Authority, Elite Revolt, and Popular Uprising
Dr.	Claire	Lindberg	Nursing	Psychometric Testing of "Development and Testing of Scale to Measure Symptom Distress Among Urban Women", Adolescent Male Health Project, Community-Based Nursing Education: A School of Nursing-Parish Nursing Model
Ms.	Elizabeth	Mackie	Art	Rapunzel, Rapunzel, Let Down Your Golden Hair; Hair as Ornamentation; Cut and Sheered, and Under Her Skirt
Dr.	Stuart	McCook	History	The Environmental Consequences of Latin America's Insertion into the Global Economy During the Mid-Nineteenth Century
Ms.	Ruane	Miller	Art	The Combination of Digital and Traditional Media
Dr.	Gerald	Miller	Business	Government Accounting and Auditing
Dr.	Janet	Morrison	Biology	Interactions Between Populations of Plants & Their Enemies
Dr.	Michele	Naples	Economics	Childhood Abuse and its Consequences, Pay Equity for Municipal Librarians, and Business Failures
Dr.	Ann Marie	Nicolosi	Women's and Gender Studies	A Book: Beauty, Body, and Politics: Comparisons of Female Imagery in the First and Second Waves
Dr.	Hossein	Nouri	Business	Budget Processes, Issues Facing Accounting Practitioners, and the Effect of a Changing Profession on Accounting Education
Dr.	Marcia	O'Connell	Biology	Genetic Regulation of Embryogenesis Invertebrates
Dr.	Lisa	Ortiz	English	Braided Lives and Usable Pasts: Autoethnographic Modes in the Fiction of Late Twentieth-Century Ethnic American Women
Dr.	Agustin	Otero	Modern Languages	The Writings of the Spanish Novelist Julio Llamazares
Dr.	Cynthia	Paces	History	Prague's Monumental Crusades; Religious Imagery and the Creation of Czech Identity 1890-1938
Dr.	Aigli	Papantonopoulou	Mathematics and Statistics	Algebraic Projective Geometry

Title	First	Last	Department	Title
Dr.	Alfred	Pelham	Business	Measuring the Impact of the Consultive Sale Management Constructs on Performance
Dr.	Derek	Peterson	History	The Intellectual and Social History of Colonized People in East Africa
Dr.	John	Pollock	Communication Studies	How Are Media Linked to Policy Efforts to Reduce Tobacco Use (Tobacco Control)?
Dr.	Consuelo	Preti	Philosophy	The Concept of Analytic Truth in Modern & Contemporary Philosophy
Dr.	Shridevi	Rao	Special Education	The transition process of a East-Indian and African-American student with a disability and their Families' Understanding
Dr.	Lee Ann	Riccardi	Art	Roman Imperial Portaiture
Dr.	Melinda	Roberts	Philosophy	Equality Theory
Dr.	Susan	Ryan	Communication Studies	Preparation of manuscript for publication of "Archival Footage and the Problem of Historical Representation," and grant proposal for initiating a community video project at TCNJ.
Dr.	Subarna	Samanta	Business	Asymmetric Adjustment and Co-integration In Foreign Exchange markets: An Emperical Analysis.
Dr.	Teresa	San Pedro	Modern Languages	An Anthology of 20 th Century American Theater
Dr.	Bijan	Sepahpour	Engineering	An Affordable model Laboratory for Undergraduate Mechanical and Civil Engineering Program
Dr.	Glenn	Steinberg	English	The Reception of Dante & Chaucer Within the Work of Their Literary Successors
Dr.	Barbara	Strassman	Special Education	The Ability of Deaf Adolescents to Make Inferences
Dr.	Michele	Tarter	English	"Woman is the Word" Teaching Women's Autobiographies in a maximum-Security Prison
Dr.	Patrick	Tebbe	Engineering	Application of Task Analysis Techniques in Engineering Education
Dr.	Deborah	Thompson	Elementary and Early Childhood Education	Issues of Literacy and Teaching Elementary Students of Color
Dr.	Donald	Vandegrift	Business	Theoretical research in economics of law; experiments in economic decision making; and empirical research on microeconomic public policy issues.
Dr.	Joyce	Vincelette	Business	Strategic Management, Human Resource management, and Organizational behavior
Dr.	Jeanine	Vivona	Psychology	Negotiating Between Autonomy and Dependency in Adolescents
Dr.	Lynn	Waterhouse	English	The Behavioral and Brain Defects of Autism
Dr.	Robert	Weber	Technological Studies	TCNJ – Mathematics and Science Urban Initiative Project
Dr.	Jean	Wong	Language and Communication Sciences	Repair in Everyday, native/ nonnative speaker, English conversation
Dr.	Simona	Wright	Modern Languages	Italian Women Writers
Dr.	Qifu	Zheng	Mathematics and Statistics	Determinants of Period Matrices and their Application to Selberg's Multidimensional Beta Integral

PART II: EXTERNAL FACULTY RESEARCH & PROGRAM GRANTS - 7/1/02 - 6/30/03

	Project Director		Project Title	Funding Agency	Total Amount Awarded
1	Lorraine	Allen	Mercer/Middlesex Small Business Development Center	NJ Cmrc & Econ Grth Comm	\$72,280
2	Lorraine	Allen	Small Business Development	US SBA & NJ CEGC	\$154,454
3	William	Ball	Bonner Foundation	Bonner Foundation	\$5,486
3	Robert	Bartoletti	Global Learning Center: Saving Energy in New Jersey Schools	NJ BPU/ US Dept of Energy	\$110,000
4	William	Behre	Teaching College Faculty to Use Adaptive Technology	US Dept. of Education	\$814,314
5	James	Boatwright	Educational Opportunity Fund FY03	NJCHE	\$818,204
6	Amy	Dell	Adaptive Technology Center	NJCHE	\$150,000
7	Anthony	Evangelisto	Provisional Teacher Program (Alternate Route)	NJ Dept of Education	\$187,010
8	Candice	Feiring	Adaption to Sexual Abuse from Childhood to Adulthood	DHHS/NIH/NIMH	\$239,713
9	Lisa	Grega	Acquisition of a digital particle image velocimetry system for the study of turbulent flows	NSF(MRI)RUI	\$93,290
10	Joseph	Hadge	Social Norms Approach to Binge Drinking	Rowan	\$10,000
11	Joseph	Hadge	NJ Peer Institute	NJ Div Hwy Traffic Safety	\$49,101
12	Joseph	Hadge	Lollanoboosa	NJ Dpt of Law & Pub Safety	\$10,000
13	Thomas	Hagedorn	Introducing Software Tools into Linear Algebra and Principles of Mathematics	NSF-CCLI EMD	\$99,864
14	Keld	Hansen	International Business Center	NJ Chamber of Commerce	\$33,600
15	Henry	Harms	Vocational Student Organizations/Technology Student Association	NJ Dept of Education	\$90,373
16	Jay	Hoffman	Nutricia Research Grant	Natl Strngth & Cond Assoc	\$2,500
17	John	Hutchinson	PTC Software Training Program	Parametric Tech Corp	\$20,000
18	Richard	Kamber	Early Judaism	Chautauqua Society	\$1,000
19	Allan	Katz	Hybrid Fiberoptic/Wireless System for High Capacity Military Communications	Mid Atlantic Rsrch Consort	\$30,000
20	John	Krimmel	Subcontract: Pennsylvania Police Accreditation Evaluation	Delaware Valley College	\$90,825
21	Donald	Leake	Leadership for Education Achievement in Districts	Trenton Board of Ed	\$10,000
22	Donald	Lovett	Studies of Methyl Farnesoate (resubmission)	Illinois State/NSF	\$126,396
23	Judy	Masterson	Printing Invitations for Gallery Exhibition	Mrcr Cnty Cult & Herit Comm	\$2,000
24	Judy	Masterson	Awards, Honorarium, acquisitions for MC Photography Exhibition	Mrcr Cnty Cult & Herit Comm	\$2,500
25	Ruth	Palmer	Trenton Public Schools	Trenton Board of Ed	\$75,000
26	Elizabeth	Paul	Trenton Youth Community Research	Bonner Foundation	\$23,316
27	Gail	Simmons	SENCER Summer Institute 2003	NSF	\$3,500
28	Mary	Switzer	NJ Statewide Nontraditional Career Assistance Center	NJ Dept of Education	\$425,000
29	Marcia	Taylor	Governor's School of the Arts	NJ Dept of Education	\$318,000
30	Elaine	Tryjankowski	Governor's School Exec.	NJ Dept of Education	\$110,000
31	Robert	Weber	NJSSI-Partnership	RU/ NJ Dept of Ed/ NSF	\$30,000
32	Robert	Weber	TCNJSSI Regional Center Grant-FTT Specialty Site	RU/ NJ Dept of Ed/ NSF	\$25,000
33	Robert	Weber	Regional Center Grant: Phase II, Year 5	RU/ NJ Dept of Ed/ NSF	\$75,000
34	Robert	Weber	Math, Science Urban Initiative (MSUI)	RU/ Rsch for Better Schools	\$50,000
35	Yiqiang	Wu	Meeting the Challenge of Adult ESL Learners	NJCHE	\$58,727