



THE
COLLEGE
OF NEW JERSEY

**INSTITUTIONAL
ACCOUNTABILITY
REPORT**

1999-2000

TABLE OF CONTENTS

Members of the College of New Jersey Board of Trustees	2
Introduction	3
Summary of Goals	4
Accreditation Status	5
Characteristics of Undergraduate Students:	6
-Mean Math and Verbal SAT Scores	6
-Freshman Remediation by Category	6
-Race/Ethnicity, Sex and Age	7
-State Funded Financial Aid Programs	8
-Percentage Increase in External Funds	8
-New Jersey Residents in the Student Body	9
Degrees Conferred	10
-Race/Ethnicity and sex	10
-General Field	11
Student Outcomes:	14
-Median time to Degree	14
-Overall Graduation Rate	16
-Graduation Rate for at-Risk Students	17
Profile of Transfer Students	19
- Transfer Student Admissions	19
- Transfer Students GPA at Senior Year	19
- Transfer Graduation Rates	20
Faculty Characteristics	21
-Faculty by Race/Ethnicity, Sex and Tenure	21
-Percent of Courses Taught by Full-time Faculty	22
Efficiency and Effectiveness	23
-Undergraduate Programs with 25 or Fewer Students	23
-Graduate Programs with 10 or Fewer Students	23
-Collaborative Programs	24
-Process for Assessing Outcomes for Graduates	27
Characteristics of the Board of Trustees	28
Profile of the Institution: Degree and Certificate Programs	29
Faculty Research and Public Service	31
Major Capital Projects	33
Appendix A	34

THE COLLEGE OF NEW JERSEY BOARD OF TRUSTEES

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Term: 6/30/02

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Residence: East Orange
Term: 6/30/03

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Lucent Technologies
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Term: 6/30/99

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The College of New Jersey
Residence: Haddon Heights
Term: 6/30/00

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President
The College of New Jersey
Residence: Pennington

* Continues in office until a successor is named and qualified.

THE COLLEGE OF NEW JERSEY EXCELLENCE AND ACCOUNTABILITY REPORT

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 to 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 for 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. The College serves approximately 5,900 undergraduate students, 95% of whom are New Jersey residents.

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's Vision Statement, which follows, articulates its commitment to service, excellence, diversity, and community.

Beginning last Fall, the 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 will be presented to the Board of Trustees in December. The vision statement currently in place served as the foundation for the discussion and is thus appropriate at this time for the Accountability Report.

THE COLLEGE OF NEW JERSEY VISION STATEMENT

A college is a place of learning, a community guided by both beliefs and actions. The College of New Jersey is a community of learners and scholars where beliefs are translated into action. We call this "living our ideals."

We believe that:

- Service to the people of New Jersey and the nation is the college's highest priority. We serve by preparing our students to be tomorrow's leaders.
- The college is committed to excellence, embracing those programs and activities that we can deliver at an exemplary level.
- The College of New Jersey is enriched by the diversity of its people. Diversity gives meaning to our sense of community. It enhances creativity, teaches flexibility, and builds strength from difference.
- A community of learners and scholars is built around high expectations. We expect all members to use their unique talents to make the college a better place.

We live our ideals within boundaries that heighten our commitment to service, excellence, diversity, and community. They define the college as primarily undergraduate, giving primacy to teaching, having an achievement-oriented and diverse student body, medium-sized, comprehensive, and primarily residential.

SUMMARY OF GOALS**I. The Diverse Community**

The College of New Jersey is known for its commitment to diversity, where diverse talents, heritage, and beliefs are recognized, honored, and celebrated. The college maintains an environment that accepts all people for what they are and what they can become. Members of The College of New Jersey community exemplify this commitment to diversity in their daily lives—in words and actions.

II. The Student Body

The college enrolls an achievement-oriented and culturally diverse student body, appropriately selected and supported to benefit from a comprehensive and challenging education offered in a residential setting.

III. Academic Programs

The College of New Jersey offers academic programs that challenge high achieving students and meet nationally established standards of quality. These programs are continuously reviewed to ensure the highest quality. Through these programs the college imparts to its students the knowledge, skills, and values necessary to meet the needs of the society they will serve as citizens and professionals.

IV. Support Systems

The college maintains services to support its academic and community development goals, and facilitates the work of its faculty and staff in pursuing these goals. Services are continually reviewed and improved to ensure that they remain supportive of the student body and the academic curriculum.

V. Facilities

The College of New Jersey has instructional, residential, and recreational facilities supportive of its commitment to high quality academic and community programs. The college renovates and modernizes existing facilities wherever necessary in order to provide a safe, energy efficient, accessible, and distinctive physical environment in which to learn and work.

VI. The External Community

The college must be an effective advocate for its needs to support the excellence and comprehensiveness of the college's programs and those of higher education in general. It maintains communication and relationships with other institutions of higher education and educational associations, with elected and appointed public officials, and with the business and general communities.

ACCREDITATION STATUS**Listing of Current Institutional and Professional Accreditation for Undergraduate Programs**

Program	Agency
Business	International Association for Management Education (AACSB)
Chemistry	American Chemical Society (ACS)
Computer Science	Computer Science Accreditation Board (CSAB)
Education of the Hearing Impaired	Council for Education of the Deaf (CED)
Engineering Science	Accrediting Board for Engineering and Technology (ABET)
Music	National Association of Schools of Music (NASM)
Nursing	National League for Nursing (NLN)
Nursing	New Jersey Board of Nursing
Teacher Certification (all fields)	National Council for Accreditation of Teacher Education (NCATE)
College-wide	Middle States Association of Colleges and Schools (MSA)

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

CHARACTERISTICS OF UNDERGRADUATE STUDENTS**MEAN MATH AND VERBAL SAT SCORES****Average SAT Scores and High School Rank of Fall 1999 Freshman Class
(Regular Admits, EOF Admits, Special Admits, and Total Class)**

	SAT Verbal	SAT Math	SAT Total	High School Rank
Regular Admits	614	628	1242	90
EOF Admits	472	491	963	77
Special Admits	532	528	1060	64
Total Freshman Class	595	610	1208	87

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 1999**

	Reading/ Writing	Math Computation	Elementary Algebra
Number in Need of Remediation	64	25	38
Percent of Entering Freshman	5%	2%	3%

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

UNDERGRADUATE STUDENTS BY RACE/ETHNICITY AND GENDER: FALL 1999

	Black	Native American	Asian	Hispanic	White	Not Reported	Total
Female	242	5	167	192	2606	325	3537
Male	122	6	111	126	1798	230	2393
Total	364	11	278	318	4404	555	5930

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

UNDERGRADUATE STUDENTS BY GENDER AND AGE: FALL 1999

Age	Male	Female	Total
LT 18	9	7	16
18-19	879	1277	2156
20-21	966	1595	2561
22-24	382	399	781
25-29	74	76	150
30-34	30	50	80
35-39	24	46	70
40-49	23	69	92
50-64	4	15	19
65+	2	3	5
Total	2393	3537	5930

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

STATE FUNDED PROGRAMS AND REMEDIAL (EOF) STUDENTS**Financial Aid from State-Funded Programs: Academic Year 1999-2000**

Type of Financial Aid	Recipient	Awards	Total Dollars	Dollars/Recipient	Dollars/Award
State-Funded Programs					
TAG	1,106	2,069	3,404,292	3,087	1,645
EOF (Remedial)	344	651	354,725	1,031	545
Bloustein Scholars	180	337	168,500	936	500
Urban Scholar	46	90	45,000	978	500
NJCLASS Loans	-	809	4,724,113	-	5,840
OSRP	-	878	2,295,825	-	2,615
Total Awards and Dollars		1,687	10,952,455		

Source: NJ Commission on Higher Education

PERCENTAGE INCREASE IN 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, auxiliary enterprises and other sources. (Pell, Work Study, SEOG, TAG and EOF grants are excluded from the total external funds.) In FY 1998 the external funds for TCNJ were reported as \$7,192,901 and in FY 1999 the external funds were reported as 10,215,933. This is an increase of 42 percent in external funds between FY 1998 and FY 1999.

PERCENT OF NEW JERSEY RESIDENTS IN STUDENT BODYNew Jersey Residents

Ninety-five percent (**95%**) of the Fall 1999 undergraduate students are New Jersey residents.

Mercer County Residents**Fall 1999 Undergraduate Enrollment from Mercer County,
Other New Jersey Counties, and Out-of-State**

Percent of Undergraduates	
New Jersey Residents	95%
Mercer County	13%
Other Counties	87%
Out-of-State Residents	5%

*Percent of Mercer and Other NJ Counties are expressed as percent of NJ Residents
Source: NJ Commission on Higher Education, Fall 1999 SURE Tape*

DEGREES CONFERRED1998/99 Graduation Headcount**Number and Percent of 1998/99 Baccalaureate Degree Graduates by Ethnicity**

Racial/Ethnic Group	Male	Female	Total	Percent
American Indian	0	1	1	<1%
Asian	30	31	61	5%
Black	9	40	49	4%
Hispanic	18	39	57	5%
White	370	598	968	81%
Non-Resident Alien	1	5	6	1%
Not Reported	18	40	58	5%
Total	446	754	1,200	100%

Note that percents may not add to 100% due to rounding.

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

Degrees Conferred by Academic Discipline**Number of Undergraduate Degrees Conferred by Academic Discipline**

School/Department	1995	1996	1997	1998	1999
<i>School of Arts & Sciences</i>					
Art	92	81	74	62	53
Biology	81	101	81	67	78
Chemistry	16	24	16	22	18
Communications Studies	51	56	41	52	49
Computer Science	24	16	24	27	24
English	93	102	103	94	95
History	38	49	27	39	29
Law & Justice	108	130	80	88	83
Mathematics & Statistics	34	48	28	42	43
Music	25	16	21	26	29
Philosophy & Religion	1	3	4	5	3
Physics	4	4	6	5	6
Political Science	54	41	37	32	20
Psychology	69	77	68	105	89
Sociology	28	28	19	12	24
Spanish	NA	1	3	6	7
School of Arts & Sciences Total	718	777	632	684	650

Table continued on next page.

Number of Undergraduate Degrees Conferred by Academic Discipline

School/Department	1995	1996	1997	1998	1999
<u><i>School of Business</i></u>					
School of Business Total	167	193	235	236	234
<u><i>School of Education</i></u>					
Elementary/Early Childhood Ed	151	136	145	132	146
Health & Physical Education	40	54	51	57	50
Special Education	30	45	58	42	29
Speech Pathology, Audiology, & Education of the Hard of Hearing	33	30	28	29	16
Vocational Education	8	0	0	0	0
School of Education Total	262	265	282	260	241
<u><i>School of Engineering</i></u>					
Engineering	37	31	21	36	26
Technological Studies	9	9	8	9	13
School of Engineering Total	46	40	29	45	39
<u><i>School of Nursing</i></u>					
School of Nursing Total	47	56	41	47	36
The College of New Jersey Total	1,240	1,331	1,219	1,272	1,200

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

Total Number of Undergraduate Degrees Conferred and Percent by School

School/Department	1995	1996	1997	1998	1999
Total Degrees Conferred	1,240	1,331	1,219	1,272	1,200
School of Arts & Sciences	58%	58%	52%	54%	54%
School of Business	13%	15%	19%	19%	20%
School of Education	21%	20%	23%	20%	20%
School of Engineering	4%	3%	2%	4%	3%
School of Nursing	4%	4%	3%	4%	3%

Note that percents may not add to 100% due to rounding.

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

STUDENT OUTCOMES**GRADUATION RATE****Median Time to Degree Completion**

For those students who graduated in FY 1998/99, the median time to degree completion was 4.2 years. (*Source: NJ Commission on Higher Education*)

1998/99 Median Time to Baccalaureate Degree**Median Graduation Time for AY 1998/99 Baccalaureate Degree Graduates Who Began as First-time Freshmen**

Total Bachelor Degrees AY 1998/99	Number Enrolled as Full-time First-time Freshman	Median Years to Baccalaureate Degree
1,200	878	4.23

Source: NJ Commission on Higher Education

1998/99 Graduates as a Percent of Matriculated Population**Baccalaureate Degree Graduates Expressed as a Percent of the Matriculated Population**

Academic Year	Number of Degrees Conferred (i.e., AY 1994/95)	Number of Matriculated Students (i.e., Fall 1994)	Percent of Matriculated Students Who Graduated
1994/95	1,240	5,767	22%
1995/96	1,331	5,760	23%
1996/97	1,219	5,528	22%
1997/98	1,272	5,741	22%
1998/99	1,200	5,820	21%

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

Student Retention

Student retention is affected by several factors that include the academic abilities of the students admitted, the high quality of academic instruction, the commitment of the faculty to academic advising, and the 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, 95% of all first-year students choose to live on campus in college housing. This allows these 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). The FYE, implemented in 1995, provides students with social, developmental, and academic programs 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 are involved with students through a Faculty Fellows program which links a volunteer faculty member to a small student group for regular programs and activities throughout the year. Since the inception of the FYE, the retention rate from first to second year has reached 93%.

Summary of Retention and Graduation Rates for 1991–1998 Freshman Cohorts (All Admit Types)

	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98
<i>Number in cohort</i>	860	1,068	1,064	1,061	1,087	1,014	1,394	1,207
Retention Rates for Cohorts								
<i>Retained for</i>								
2nd Year	91%	92%	93%	91%	93%	94%	93%	93%
3rd Year	83%	87%	88%	85%	87%	90%	89%	
4th Year	80%	83%	83%	81%	83%	87%		
5th Year	28%	25%	29%	26%	25%			
6th Year	6%	4%	7%	7%				
7th Year	3%	2%	2%					
8th Year	2%	2%						
Graduation Rates for Cohorts								
	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95			
<i>Graduated in</i>								
4 years	48%	55%	49%	55%	58%			
5 years	71%	75%	74%	74%				
6 years	75%	80%	78%					
7 years	76%	81%						
8 years	76%							
Cumulative Information								
<i>Graduated in 4 years/ Retained for 5th year</i>	76%	80%	78%	81%	83%			
<i>Graduated in 5 years/ Retained for 6th year</i>	77%	79%	81%	81%				
<i>Graduated in 6 years/ Retained for 7th year</i>	78%	82%	80%					
<i>Graduated in 7 years/ Retained for 8th year</i>	78%	83%						

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

Summary of Retention and Graduation Rates for 1991–1998 Freshman Cohorts (At-Risk (EOF) Admits)

	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98
<i>Number in cohort</i>	70	95	87	94	101	102	94	90
<i>Retention Rates for Cohorts</i>								
<i>Retained for</i>								
2nd Year	83%	80%	74%	77%	89%	95%	86%	86%
3rd Year	56%	62%	62%	53%	75%	82%	80%	
4th Year	50%	48%	51%	43%	70%	76%		
5th Year	39%	38%	36%	26%	41%			
6th Year	13%	9%	7%	7%				
7th Year	1%	3%	3%					
8th Year	1%	1%						
<i>Graduation Rates for Cohorts</i>								
<i>Graduated in</i>								
4 years	3%	5%	12%	10%	21%			
5 years	24%	21%	40%	22%				
6 years	30%	32%	46%					
7 years	34%	34%						
8 years	34%							
<i>Cumulative Information</i>								
<i>Graduated in 4 years/ Retained for 5th year</i>	42%	43%	48%	36%	62%			
<i>Graduated in 5 years/ Retained for 6th year</i>	37%	30%	47%	29%				
<i>Graduated in 6 years/ Retained for 7th year</i>	31%	35%	49%					
<i>Graduated in 7 years/ Retained for 8th year</i>	35%	35%						

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

**Summary of Retention and Graduation Rates for 1991–1998 Freshman Cohorts
(Regular Admits: All Non–EOF Admits)**

	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98
<i>Number in cohort</i>	790	973	977	967	986	912	1,300	1,117
Retention Rates for Cohorts								
<i>Retained for</i>								
2nd Year	91%	93%	95%	92%	94%	94%	93%	94%
3rd Year	86%	89%	90%	88%	87%	91%	90%	
4th Year	83%	86%	86%	81%	85%	87%		
5th Year	27%	24%	29%	26%	23%			
6th Year	6%	4%	7%	7%				
7th Year	3%	2%	2%					
8th Year	3%	2%						
Graduation Rates for Cohorts								
	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95			
<i>Graduated in</i>								
4 years	52%	60%	53%	59%	66%			
5 years	75%	81%	77%	75%				
6 years	78%	84%	78%					
7 years	80%	83%						
8 years	80%							
Cumulative Information								
<i>Graduated in 4 years/ Retained for 5th year</i>	79%	84%	82%	85%	89%			
<i>Graduated in 5 years/ Retained for 6th year</i>	81%	85%	84%	82%				
<i>Graduated in 6 years/ Retained for 7th year</i>	81%	86%	80%					
<i>Graduated in 7 years/ Retained for 8th year</i>	83%	85%						

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

TRANSFER STUDENT CHARACTERISTICS**Percentage of Entering Students who are Transfers**

	Number of Entering Fall Freshman	Number of Entering Fall Transfer		Number of Entering Fall NJ Community College Transfers	
		Number	Percent	Number	Percent
Fall 1995	1,405	317	23%	187	13%
Fall 1996	1,267	253	20%	147	12%
Fall 1997	1,640	246	15%	136	8%
Fall 1998	1,449	242	17%	137	9%
Fall 1999	1,461	252	17%	144	10%

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

**Community College Transfers versus TCNJ Entering Freshman:
GPA at the Beginning-the-Senior Year: Fall 1999**

GPA	Seniors who are Community College Transfers		Seniors who are TCNJ Entering Freshman	
	Number	Percent	Number	Percent
0.00-0.90	0	0.0	0	0.0
1.00-1.90	0	0.0	1	0.1
2.00-2.90	37	40.2	326	32.5
3.00-4.00	55	59.8	675	67.4
Total	92	100.0	1002	100.0

Source: NJ Commission on Higher Education

TRANSFER GRADUATION RATE**Six-Year Graduation Rates: Entering Freshman and NJ Community College Transfer Cohorts: Fall 1993**

	Number	Six-Year Graduation Rate
Community College Transfers		
Freshman Level	30	67%
Sophomore Level	120	84%
Junior Level	24	88%
Total	174	82%
Entering Freshman		
Freshman to Graduation	1,064	78%
Sophomore to Graduation	927	87%
Junior to Graduation	812	91%

Source: NJ Commission on Higher Education

PROFILE OF FACULTY AND RATIO OF FULL TIME TO PART TIME TEACHING**Faculty Characteristics**Faculty Profile**Profile of Fall 1999 Full-time Faculty: Ethnicity, Gender, Tenure Status, and Terminal Degree in Academic Discipline**

	Black	Native American	Asian	Hispanic	White	TOTAL
Male						
Headcount	8	1	17	5	165	196
Tenured	6	1	12	3	126	148
Untenured	2	0	5	2	39	48
Female						
Headcount	11	—	9	5	114	139
Tenure	7	—	8	1	65	74
Untenured	4	—	1	4	49	65
Totals by Ethnicity	19	1	26	10	279	335

Source: NJ IPEDS Form #32, Fall 1999 Office of Academic Affairs, The College of New Jersey

In Fall 1999, The College of New Jersey employed two part-time faculty. The gender and ethnicity was: one white male and one white female. There were 307 adjunct faculty on staff in Fall 1999; 152 males and 155 females. Ethnicity information is not available for the adjunct faculty.

Instruction by Full-time and Adjunct Faculty

When calculating the percent of instruction delivered by adjunct faculty, there are several methodologies that can be used. One method is to use the number of course sections taught by adjunct faculty as compared with full-time faculty. When this is done, careful instructions as to how to count sections must be given. For example, how are labs, discussions, independent study, internship, non-credit courses, and student teaching sections counted? In order for data from more than one college to be useful in making summary statements, all colleges must use the same method of counting.

Another method of calculating percent of adjunct instruction is to simply take the proportion of student credit hours delivered by adjuncts versus the total number of student credit hours taken by the undergraduate population. This method, however, can become complicated depending on how students register for certain types of courses. For example, do all students who register for student teaching do so in one section? If so, can the faculty load for that activity be broken down between adjunct and full-time faculty who supervise those students?

The third method is to use full-time equivalent (FTE) data and calculate the percent of adjunct FTE to total FTE. When these figures are used, decisions about including such things as released time, faculty overload, and FTE for faculty on medical leave must be considered.

There will always be factors that affect the number of adjuncts needed to deliver the instruction of the college. There is a fluctuation in the number of “replacement” adjunct needed as sabbaticals, medical leave, unpaid leaves, and alternate assignment time changes from one semester to the next. An important question to be answered is what is the trend in the number of sections (student credit hours, FTE adjunct) that are not replacement sections (hours, FTEs) for full-time faculty?

All three methods of calculating the percent of instruction delivered at The College of New Jersey have been calculated. Depending on the methods, the percent of instruction delivered by adjunct faculty ranges from 20% to 25%, therefore, the percent of instruction delivered by full-time faculty ranges from 80% to 75%

EFFICIENCY AND EFFECTIVENESS

UNDERGRADUATE PROGRAMS WITH TWENTY-FIVE OR FEWER MAJORS

The percent of undergraduate programs with fewer than twenty-five upper division majors was 9.6 in Fall 1999 and this was a 3.3 percent decline compared to the year before. There were four baccalaureate-degree programs that had lower than 25 upper-division majors in Fall 1998 and/or Fall 1999. Following is a brief description of the important role of these programs at the college's general education curriculum.

Philosophy: This program had fewer than twenty-five upper-division majors; however, the program offers general education courses and approximately 700 students enroll in the courses offered by the Philosophy Department every semester.

Physics: This program also has fewer than twenty-five juniors and seniors; however, the courses offered by the program are required for biology and chemistry majors and are also required for general education program. Approximately 500 students enroll in the courses offered by the Physics Department every semester.

Economics: This program also has fewer than twenty-five juniors and seniors. This program also offers courses for general education and School of Business requirements. Approximately 700 students enroll to the courses offered by the Economics Program at The College every semester.

Sociology: The number of juniors and seniors majoring in sociology was fewer than twenty-five in the Fall of 1999. However, students majoring in elementary and early childhood education programs are required to have a subject matter major as well, and sociology is one of the programs eligible to serve as a subject matter major for these students. There are an additional thirty-three upper-division students majoring in sociology at the School of Education. In addition, the sociology program offers general education courses. Approximately, 500 students enroll in the courses offered by the Sociology Department every semester.

GRADUATE PROGRAMS WITH TEN OR FEWER MAJORS

All the graduate programs had more than ten majors in the Fall of 1998 and 1999.

COLLABORATIVE PROGRAMS AND BEST PRACTICES**Academic Collaborative programs**

- Alternate Route Certification
- New Jersey Statewide Systemic Initiative
- Mid-Atlantic Regional Laboratory for Student Success
- *Tech-NJ*, a publication on innovative instructional uses of technology by students and faculty
- *TIES Magazine*, a national journal that supports the teaching of design and technology in middle and high schools: Department of Technological Studies
- International Consortial Arrangements and Partnerships
- International and Overseas Teaching and Administration Programs (sites include: Spain, Republic of South Africa, Israel, India, Ivory Coast, Kuwait, Thailand, Venezuela)
- International Student Teaching Programs (sites: England, Germany, Puerto Rico, Republic of South Africa, Venezuela)
- Marine Consortium
- Articulation Agreements (programs include: Biology, Business, Criminal Justice, Education)
- Internship Programs (programs include: Business, Communication Studies, Nursing, Psychology)

Administrative/Student Service Collaborations

- Governor's School of the Arts
- International Partnerships to Enhance Academic Programs
- Trenton In-Service Program
- Educational Information and Resource Center (ERIC)
- Project Update

Community Service Collaborations

- Adult Learning Center
- Diagnostic Reading Clinic
- Friendship Day
- Learn to Swim Programs
- Speech-Language-Hearing Center
- Summer Seminar in Supervised Teaching: The Summer Enrichment Program
- Collegebound Program
- Summer Enrichment Program
- Service Learning Program
- Professional Development School Network
- Internships (including School of Business, Political Science, Law and Justice, Communication Studies, Biology)

Best Practices

- The School of Business Director of Internships and the Office of Career Services have identified a number of potential areas of elimination of duplication and increase in efficiency of services provided to students.
- Special Interest On-Campus Housing
- School of Nursing established collaborative relationships with St. Francis Medical Center and Capital Health Systems to do joint clinical research programs, continuing education for faculty and staff, faculty practice, and student mentoring.
- First-Year Experience / Service Learning Program has received national recognition within higher education.
- Faculty Fellow Mentor Program

ADDITIONAL COLLABORATIONS /BEST PRACTICES ACADEMIC YEAR 1999-2000

Administrative/Student Service Collaborations

- **Relationship between the National Board for Professional Teaching Standards, the Educational Testing Service, and the TCNJ School of Education**

In the summer of 1999, TCNJ established a graduate course, EDFN597/Teacher Assessment Training: National Board of Professional Teaching Standards, in partnership with Educational Testing Services and The National Board for Professional Teaching Standards. Teachers may earn up to six graduate credits through TCNJ for an intensive 120 hour session in which they are prepared as assessors, asked to analyze the NBPTS standards for their content area and development level in detail, and required to think about ways in which these standards articulate the essential elements of accomplished practice in the field.

- **Certification for Peer Education on College Campuses**

In collaboration with other New Jersey colleges, TCNJ School of Nursing and Wellness Services conduct training programs for peer educators, especially in alcohol and drug education.

- **'Family Right to Know' Training Programs**

TCNJ School of Nursing and Wellness Services conduct training programs concerning the Family Right to Know law at various New Jersey campuses.

Community Service Collaborations

- **Task Force for Campus Police Officers**

TCNJ School of Nursing and Wellness Services provide various training programs for New Jersey police officers.

- **Children Designing and Engineering**

TCNJ School of Engineering, in collaboration with the New Jersey Chamber of Commerce, several major New Jersey industrial organizations, and several New Jersey school districts, create exciting new curricula to integrate math, science and technology.

- **Community Agency, Mercer County Community College, and TCNJ School of Education Collaborative Response to Addressing Early Childhood Needs under the Abbott Legislation**

Leaders of community agencies in Trenton and neighboring areas involved in the care and education of young children and their faculty and staff are working together with The College of New Jersey and Mercer County Community College to address needs related to the preparation of personnel to attain new credential levels under the Abbott legislation and to identify means of addressing needs at various levels of preparation, ranging from no college through graduate education.

Academic Collaborations

- **Articulation Agreement for a Collaborative Education Degree Program between The College of New Jersey and Mercer County Community College**

Collaboration with Mercer County Community (MCCC) has been strengthened through a 1999 student transfer agreement. This articulation agreement facilitates the transfer of associate degree recipients and also provides services including pre-admission and financial aid counseling, waiver of transfer application fee, and early registration privileges. In addition to the broad transfer agreement, 1999 also saw a specific agreement with MCCC for a collaborative degree program in urban education whose goal is to address the need for a more diverse teacher corps by recruiting students of color to urban teaching.

- **New Jersey Adaptive Technology Center**

This center serves the entire State of New Jersey as its only center designed to model best practice in the use of adaptive technology to meet special learning needs. Funded by the State, the center maintains and demonstrates the use of state-of-the-art hardware and software, disseminates information about adaptive technology statewide, and conducts workshops and classes to assist teachers, community agencies, and others in the use of adaptive technology.

- **The Tinnitus and Hyperacusis Management Center**

This center is sponsored by Speech and Hearing Associates in association with the Department of Language and Communication Sciences in the School of Education. The center offers testing and treatment programs to the community. Letters are sent to Ear, Nose and Throat physicians within 25 miles of TCNJ explaining the services of the center. A tinnitus support group meets on campus monthly. Members are sent a monthly newsletter; announcements are placed in local newspapers. All senior citizens groups within a 30 mile area have been visited to explain the center as well as other clinical services offered by the department.

Best Practices**• Elementary Education Math, Science, Technology Academic Major**

Integrated academic major designed for elementary/early childhood education students to prepare future teachers to educate K-12 students in math, science and technology.

THE PROCESS FOR ASSESSING OUTCOMES FOR GRADUATES

The College collects information to assess graduates at three different levels:

1. All the academic departments were surveyed by the Office of Academic Affairs to gain a full range of information on their assessment practices including capstone requirements, student surveys and alumni surveys. The Office of Academic Affairs to gain a comparative view of the departmental assessment practices tabulated the results of the departmental surveys.
2. Each year the Office of Career Services mails a short survey in December to the previous May's graduating class. The survey collects information on post-graduation activity including employment and graduate/professional school attendance.
3. The Office of Institutional Research has designed an instrument to survey the outcomes of the classes of 1995, 1996, 1997 and 1998. The survey focuses on the employment record, graduate school attendance, and the outcomes of the general education program at TCNJ. The survey instrument was mailed to 4,800 alumni and the response rate for the first and second mailing is about 40 percent. The survey results will be distributed to the academic departments to help assess their effectiveness in meeting the educational mission of the college. As a follow-up, the classes of 1995, 1996, 1997 and 1998 will be surveyed every three years.

CHARACTERISTICS OF THE BOARD OF TRUSTEESBoard of Trustees Profile**Profile of Fall 1999 Board of Trustees: Gender and Race/ethnicity**

	Black	Native American	Asian	Hispanic	White	TOTAL
Male	1		1	1	9	12
Female	1			1	3	5
Totals by Ethnicity	2		1	2	10	17

Source: TCNJ President's Office

PROFILE OF THE INSTITUTION

Programs–Degree and Program Offerings

Degree Programs

Undergraduate Degree Programs

Bachelor of Arts

- Art *
- Communication Studies
- Economics
- English *
- History *
- 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.*

Career Programs and Nonmatriculated Students**Five Year Undergraduate Enrollment in Certification Programs and Non-matriculated Students**

	1995	1996	1997	1998	1999
Certification	45	62	30	2	0
Non-matriculated	150	139	107	112	110

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

Faculty Research and Public Service

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 1999-00 academic year, internal grants were awarded to 84 faculty members. Thirty-seven faculty projects were funded by external sources in 1999-00. A listing of The College of New Jersey funded faculty research awards (FIRSL) and the externally funded academic research awards is found in Appendix A. These awards were made during the 1998-99 academic year and the research conducted during the 1999-00 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

State of New Jersey

Alternate Route Certification: New Jersey State Department of Education
 Governor's School of the Arts
 New Jersey Statewide Systemic Initiative
 Trenton Council for Regional Extension Services of the Mid-Atlantic Regional Laboratory

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: India, Israel, Ivory Coast, Kuwait, Thailand,
 and Venezuela

Global Student Teaching Programs

Sites: England, Germany, Puerto Rico, Republic of South Africa, Venezuela, Ireland,
 Santa Fe, New Mexico

Public Service

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.

**The College of New Jersey
School of Education
Professional Development School Network**

Bordentown Regional School District

Burlington County Special Services School District

City of Burlington Public Schools

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

The Mid-Atlantic Regional Laboratory for Student Success. The School of Education is in a consortium headed by Temple University that forms one of the ten national laboratories to bridge research and practice in schools. The Mid-Atlantic Lab serves schools throughout the region consisting of New Jersey, Pennsylvania, Delaware, Maryland, and Washington, D.C. As part of this extensive grant effort, funded by the U.S. Department of Education, the School of Education at The College of New Jersey provides services to schools in New Jersey through its Trenton Council for Regional Extension Services.

The Status of Major Capital Projects

Projects in Planning

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.

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 will continue over the calendar year 2000 with construction to begin in summer 2001.

Projects Under Construction

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 is currently underway.

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 and will be complete by December 2001.

Social Sciences Building

This building will stand on the site of the former Bray Hall and house the Departments of History, Law and Justice, Political Science, Psychology and Sociology. Construction commenced in the summer of 2000 and will be complete by June 2001.

Projects Completed

Bliss Hall Annex

This project includes renovation of the former five classrooms used by the School of Business into seven classrooms for the Departments of English, Modern Languages and Philosophy. Construction started in May 2000 and was complete by September 1, 2000.

Biology Building

Construction was completed on a new 76,000 GSF Biology Building. Faculty and staff occupied the building in August 2000.

Centennial Hall, New Residence Hall and Norworthy Hall Sprinkler Projects

This project, which was completed in August 2000, included the installation of a comprehensive sprinkler system in each of these three residential buildings and connected them to the campus fire detection and alarm systems.

APPENDIX A**TCNJ RESEARCH AWARDS
(FIRSL AWARDS)
1999-2000**

Thomas Allsen History	A History of the Royal Hunt
Penny Anderson Computer Science	Safe Execution of Student Web Services
Georgia Arvanitis Chemistry	Models for Structural Interactions of Platinum Triamines with DNA
Barrie Bailey Finance	Real Estate Investment Performance: REITs vs Real Estate Mutual Funds
Susan Bakewell-Sachs School of Nursing	Functional Status as a Predictive Model of Discharge Management for EEB Infants, Phase 1
Martin Becker Physics	Using Fossil Coprolites to Reconstruct Predatory and Dietary Behaviors in New Jersey's Fossil Sharks
Charles Bennett English	Visualizing the Incredible and Other Stories
Mary Biggs English	"Wear a Dress": Poets and Poetry of the Second Wave Feminists Movement
Paola Belloch Modern Languages	An Analysis of Women's Perspectives in History
Janice Bossart Biology	Microsatellites in Space
Susan Boughn School of Nursing	Living and Coping with Trichotillomania; The Patient's Perspective
Lynn Bradley Chemistry	Mechanistic Studies of an Insecticide Precursor: The Metalation Reactions of 3, 5-Dichloro-N, N-diethylbenzamide
Jo Carney English	"Unsung Heroines of the Middle Ages and the Renaissance" Co-Author
Celia Chazelle History	The Carolingian Renaissance

Karen Clark Mathematics and Statistics	A Continued Fraction Expansion for the Effective Conductivity of a Three Dimensional Polycrystal
Andrew Clifford Mathematics and Statistics	Equations Over Groups
Roy Clouser Philosophy and Religion	The Nature of God and Strategies for Theories
Timothy Clydesdale Sociology and Anthropology	Investigating the Role of Higher Educational, Religio-Cultural, and Ascriptive Factors in the World Views and Life Transitions of American College Freshmen
Robert Cunningham Mathematics and Statistics	Exploration of Visual and Symbolic Representations: A Study of Students' Understanding of the Group S3
Cynthia Curtis Mathematics and Statistics	Low-dimensional Topology
Albert Eble Biology	Chemokines, Cell Biology and Apoptosis of Hemocytes in Organs of the Excretory System, Heart, and Adductor Muscle of Three Bivalve Molluscs.
George Facas Engineering	Natural Convection Heat Transfer From an Elliptic Heat Source Buried in a Porous Rectangular Channel
Jan Fleischer Chemistry	A Computational Study of Calixarenes as Host Compounds for Steroids
Ellen Friedman English	The New Universalism: Literature and Gender
Joy Galentine Language and Communication Sciences	Families' perspective of integrated intervention for their children with special needs
Allan Gotthelf Philosophy and Religion	The Philosophical Significance of Aristotle's Biological Works
James Graham Psychology	Relational Schemas and Friendship Quality Among a Sample of Innercity African American and Latino Children: Phase II of a Longitudinal Project
Jean Graham English	Literature and Gender (three journal articles)
Nicholas Greenbaum Mathematics and Statistics	A Model of Dynamic Instability in an Oscillatory System

Jo-Ann Gross History	Believers and Unbelievers in the Letters of Khwaja Ahrar
Ruth Hall Psychology	The Roles of Ethnic Identity, Body Image, and Exercise for African American Women
Gerald Hoffman Chemistry	Is Agon Difluoride a Stable Molecule?
David Holmes Mathematics and Statistics	Stylometry and the Civil War: The Case of the "Pickett Letters"
Jinmo Huang Chemistry	Method Development for the Determination of Amino Acids
Richard Kamber Philosophy and Religion	Storytellers, Poets, and Philosophers: Research and Writing for a Book
Allen Katz Engineering	EHF (Extremely High Frequency) Linearization
Snezana Kilibarda-Dalafave Physics	Seebeck Coefficient and Electrical Resistivity of Doped Transition Metal Chalcogenides
Mark Kiselica Counseling and Personnel Services	When Boys Become Parents: Understanding and Helping Adolescent Fathers
Diane Kobrynowicz Psychology	Black Threat: How Whites Respond to Superior Performance by Blacks
Stuart Koch Political Science	Megan's Law Project: Fifty State Comparison
Lincoln Konkle English	Edward Albee
John Krimmel Law and Justice	Social Contagions of Homicide in the City of Philadelphia
Charles Kumnick Art	The Magical Mix
John Landreau Modern Languages	Translating Culture: Jose Maria Arguedas and Peru, 1933-1969

Bozena Leven Economics	Polish Politics Addressing Gender Bias and the Economic Well-being of Women
P. Andrew Leynes Psychology	Investigation of Brain Activity During Source Memory Retrieval
Donald Lovett Biology	The relationship among methyl farnesoate levels, blood salinity, and ATPase activity.
Miriam Lowi Political Science	Petroleum-Dependent Development and the Challenges of Diversification: The Role of Institutions
Lawrence McCauley English	Native Tongues: Linguistic Construction of the Imperial Subject in Victorian Fiction
Stuart McCook History	The Rainforest and Beyond: AN Environmental History of MODern Latin America
Ruane Miller Art	The Art and Imagery of Icon and Myth for a Feminist Perspective: A Personal Journey
Regina Morin Modern Languages	Productive and Nonproductive Derivational Morphology in Spanish: a Positron Emission Tomographic Study
Janet Morrison Biology	Ecological Invasion of Native Woodlands by Non-native Garlic Mustard: Mechanisms and Effects
Michele Naples Economics	The Links Between Micro Debates and Macro Debates
Sharon Navard Mathematics and Statistics	The Effect of Drifting Standards on Instrument Calibration
Marcia O'Connell Biology	Maternal Regulation in Zebrafish: An Analysis of Cytoplasmic Polyadenylation
Priscilla O'Connor School of Nursing	The Development of Hardiness in Children
Agustin Otero Modern Languages	Tras-Os-Montes: Postmodern Realism and the Travel Novel
Cynthia Paces History	Christian Communism? The Use of Religious Symbols by the Czechoslovak Communist Government, 1952-1958
Aigli Papantonopoulou Mathematics and Statistics	Abstract Algebra and Geometry

Elizabeth Paul Psychology	"Hookups": The phenomenology of youths' spontaneous and anonymous sexual experiences
Ariane Pfenninger Modern Languages	At the Table with Roland Barthes, or the Pleasures of the Essay
John Pollock Communication Studies	Media Alignment with Political and Social Change; Next Book: Conversations with Journalists: Media Alignment with Public Perspectives on Change
David Prensky School of Business	An Exploratory Study of the Correlates of Retail Brand Image During Store Format Diversification
Consuelo Preti Philosophy and Religion	Analyticity
David Reimer Mathmatics and Statistics	Extensions and Generalizations of Reimer's Theorem
Lee Ann Riccardi Art	Adorning the Imperial Head: Style in Roman Wreaths and Crowns
Melinda Roberts Philosophy and Religion	The Child's Dilemma: Liberty, Ethics and the Constitution
Adriana Rosmon-Askot Modern Languages	Blurring the Boundaries of Genre--Four Latin American Women Writers--Clarice Lispector, Rosario Ferre, Sylvia Molloy, and Elena Poniatowska
Margaret Ruddy Psychology	Attention Defecits in Laboratory, Home, and School at Age Four: Risk Detection in Infancy and Parental Intervention
Philip Sanders Art	RYO: Creating an Online Artists' Space
Ed Sarafino Psychology	Dimensions of Stress: The Roles od Frequency of, Unpleasantness of, and Dwelling on Stressful Events in Health and Health-Related Behavior
Marguerite Schneider Management	U.S. Public Pension Plans as Institutional Owners
Abdus Shahid Accountancy	The Effect on Stock Prices of the Disclosures Mandated by Statement of Financial Accounting Standards
Qin Shao History	Social Networking and the Making of a Model County: Natong, 1900-1930

David Smits History	The High Command's Willingness to Exterminate the 'Vanishing American': A Military Strategy to Win the West
Glenn Steinberg English	Toward a Politics of Literary Influence: Dante, Cultural Capital and The House of Fame" AND "Microcosm and Reception: The Uses of Chaucer in Spenser's Shepheardes Calendar
David Venturo English	Fallen on Evil Days: Alienation and Protest in the Later Works of Milton, Dryden, and Swift
Jeanine Vivona Psychology	A Theoretical Model of Student Adjustment to College; The Interrelated Contributions of Attachment and Parent Expectations
Melanie Wahlberg Mathematics and Statistics	Preservice High School Mathematics Teachers' Ability to Identify Valid Mathematical Proof
Alan Waterman Psychology	1. Research on Intrinsic Motivation/Personally Expressive Activities; 2. Book Series: Studies in Service Learning; 3. Journal of Adolescence
Thulsi Wickramasinghe Physics	To Observe Young, Blue Stars in the Galaxy, NGC 253
Ursula Wolz Computer Science	Web Host Access Tools (What?) Continued
Qifu Zheng Mathematics and Statistics	Hankel Transforms on Symmetric Cones and Bessel Functions

External Faculty Research and Program Grants 1999-2000

NAME/DEPARTMENT	TITLE	FUNDING SOURCE
<u>Susan Bakewell-Sachs</u> Nursing	Nurse Traineeships	US Dept. of Health & Human Services
<u>William Ball</u> Political Science	<ul style="list-style-type: none"> • Multimedia Resources for American Political History • Proceedings: Political Research Online 	<ul style="list-style-type: none"> • The Dirksen Congressional Center • Mellon Foundation/APSA
<u>Robert Bittner</u> School of Engineering	New Jersey Consortium for Advanced Technological Education	Middlesex County College/ National Science Foundation
<u>Ronald Todd</u> Technology Studies		
<u>James Boatwright</u> Educational Opportunities Fund	The Academic and Career Enhancement Program	U.S. Dept. of Education
<u>Janice Bossart</u> Biology	Potential of Sacred Groves of Butterfly Conservation in Ghana	Philadelphia Zoo Science Conservancy
<u>James Chambers</u> Collegebound	Collegebound Program 1999-2000	NJ Commission on Higher Education
<u>Ann DeGennaro</u> <u>Joe Hadge</u> Alcohol/Drug Education Program	<ul style="list-style-type: none"> • Changing Attitudes by Correcting Misconceptions • Improving Campus Climates by Collaborating Efforts with Surrounding Institutions 	<ul style="list-style-type: none"> • Rowan University/NJ Dept. of Health • NJ Div of Highway Traffic Safety
<u>Amy Dell</u> Special Education	Teacher Education for Inclusion Project at TCNJ	NJ Developmental Disabilities Council
<u>Ellen Frede</u> Elem./ Early Child		
<u>Amy Dell</u> Special Education	Adaptive Technology Center for NJ Colleges	NJ Commission on Higher Education

<u>Anthony Evangelisto</u> EASE	Provisional Teacher Program	NJ Dept. of Education
<u>Keith Finkral</u> <u>Ronald Todd</u> Technological Studies	Professional LINKS Project	National Science Foundation
<u>Debra Garrett</u> Language and Communication	Family Genetic Studies of Language Impairment in African American Children	Rutgers/National Institute on Deafness & Other Communication Disorders
<u>Daphne Hobson</u> International Studies	<ul style="list-style-type: none"> • Overseas Schools Consolidated Assistance Program (South America) Overseas Schools • Consolidated Assistance Program (Sub-Sahara Africa) 	<ul style="list-style-type: none"> • US Dept. of State • US Dept. of State
<u>Jean Hollander</u> English	<ul style="list-style-type: none"> • The Writer's Conference 	NJ State Council of the Arts
<u>Patricia Hutchinson</u> Technological Studies	<ul style="list-style-type: none"> • Conference Grant for Children Designing and Engineering • Children Designing and Engineering Project 	<ul style="list-style-type: none"> • National Science Foundation • National Science Foundation/CCD
<u>Deborah Knox</u> Computer Science	<ul style="list-style-type: none"> • Digital Computer Science Teaching Center • Establishing a Model for Review of Computer Science Teaching Materials 	<ul style="list-style-type: none"> • National Science Foundation • Georgia State University/NSF-KDI
<u>Matthew Lawson</u> Anthropology and Sociology	Anchor House: Changing Characteristics of Runaway Adolescents at a Trenton, NJ Shelter	American Sociological Association, Spivak Program
<u>Matthew Lawson</u> Anthropology and Sociology	Support for Student Research: Sociology 401	Trenton Center for Campus- Community Partnerships

<u>Christopher McAuliffe</u> Special Education	Deaf Education Research Program	Leslie Foundation
<u>Cecelia O'Callaghan</u> Career Services	Hispanic Interns in Community	NJ Dept. of Community Services
<u>Mario Papanozzi</u> <u>Robert McCormak</u> Law and Justice	<ul style="list-style-type: none"> • Outcome Evaluation of NJ Dept. of Correction Residential Substance Abuse Treatment Prisoners (RSAT) • Local Evaluation of the Residential Substance Abuse Treatment for State Prisoners (RSAT) 	<ul style="list-style-type: none"> • NJ Dept. of Corrections /National Institute of Justice • NJ Dept. of Corrections /National Institute of Justice
<u>Suzanne Pasch</u> <u>Sharon Sherman</u> <u>Ruth Palmer</u> Education	Mid-Atlantic Laboratory for Student Success (LSS): Professional Development Schools (PDS)	Temple University/ US Dept. of Education
<u>Robert Pennock</u> Philosophy and Religion	God and the Scientist	John Templeton Foundation
<u>Harris Rawicz</u> Engineering	Engineering Support for Systems Dept. at ITT A/CD	ITT A/CD
<u>David Rech</u> <u>Richard Kamber</u> Philosophy and Religion	Introduction to Judaism (Preparation of a course)	Jewish Chautauqua Society
<u>Howard Reinert</u> Biology	Preliminary Study of Spatial Biology and Habitat Preference of Timber Rattlesnakes at the Indian Gap Military Reservation	PA Nature Conservancy
<u>Edward Sarafino</u> Psychology	Health Psychology Biopsychosocial Interactions (4 th Ed)	John Wiley & Sons

<u>Barbara Strassman</u> Special Education	Instructional Effectiveness Through Collaboration and Technological Innovation for the Field of Deaf Education	Kent State University/ Association for College Educators Deaf and Hard of Hearing/ US Dept. of Education
<u>Mary Switzer</u> EASE/Equity Tech Crt.	Statewide Non-Traditional Career Assistance Center	NJ Dept. of Education
<u>Ronald Todd</u> Technological Studies	Project UPDATE/TEI	National Science Foundation
<u>Robert Weber</u> Technology Education	TCNJ/SSI Regional Center Grant-Phase II	Rutgers University/NJ Dept. of Education/National Science Foundation
<u>Yiqiang Wu</u> <u>Nylda Huslin</u> Language and Communication	NJ Education of Language Minority Students	NJ Commission on Higher Education