ALLEN, Lorraine: Small Business Development Center 2008-2009 State - Rutgers University – Submitted 5/30/08, Requesting $33,003, AWARDED 11/24/08 - $33,003:
  The Small Business Development Center at the College of New Jersey provides assistance to small businesses in all industries to maneuver around the obstacles to success. The SBDC offers group as well as confidential one-on-one counseling at no charge, in addition to a variety of workshops, seminars, and a small business certificate program.

BENOIT, Margaret: Verification of transition zone discontinuity structure in hotspots – Research Corporation Cottrell College Science Award – Submitted 11/14/09, Requesting $45,000.00 – AWARDED $44,000.00:
  One the most controversial aspects of plate tectonic theory is whether the Earth’s mantle convects in stratified layers or as a whole. Furthermore, there is much debate regarding the existence of mantle plumes and their contribution to the plate tectonics. In order to further constrain these issues, the geophysical community needs to fully characterize the mantle between 400 and 700 km depth, where olivine mineral phase transformations exist that would be perturbed by temperature changes due to a mantle plume. Though receiver function stacking is often used to image these phase transformations, it often yields complicated results because full 3-D velocity models are not implemented. To further improve our ability to image the phase transformations, this project proposes to develop an improved receiver function stacking technique that implements full 3-D ray tracing to better image structure in the mantle. Additionally, the project will innovatively use the spectral-element method to produce synthetic receiver functions that will also be stacked to test the accuracy of the velocity model, examine noise from multiples, and investigate effects of anisotropy. This method will be tested on data from the Afar hotspot in Ethiopia to produce the most comprehensive receiver function study to date.

BIERBAUM, Martin: Princeton Junction Train Station Redevelopment – Township of West Windsor, Department of Community Development, Division of Land Use – Submitted 12/18/08, Requesting $31,997.00 – AWARDED $31,997.00:
  TCNJ’s Municipal Land Use Center is contracted to complete a number of duties related to the redevelopment of the Princeton Junction Train Station. These activities are designed to “make residents and stakeholders aware” of the town’s specific plans for the area. The project includes the production and distribution of newsletters to residences and businesses, online informational resources, and a “mini-documentary program” to be run on the Township’s local access channel.

BUNAGAN, Michelle: Spectroscopic Study of Hemoglobin Unfolding and Conformational Dynamics – The Camille and Henry Dreyfus Foundation – Submitted 5/6/08, $29,543.00 – AWARDED $29,543.00:
  Understanding the forces which control how polypeptides fold into unique, tightly packed three-dimensional structures remains a significant goal of biology, chemistry, and physics. The research in this project will use spectroscopic methods to investigate protein unfolding, specifically the correlation of protein solvation and structural changes as a result of denaturation.
The research will use Fourier-transform infrared (FT-IR) and fluorescence spectroscopy, as well as novel fluorescence correlation spectroscopy (FCS) in an attempt to observe and characterize such phenomena. The specific aims are to: (1) Study the protein unfolding transition of hemoproteins via multiple probes and (2) Study the dynamics of single protein molecules. As single-molecule techniques are well-suited to the study of ensemble heterogeneity and transient events, single molecule FCS will be used to elucidate the complex nature of the unfolding transition as well as the time-scales associated with conformational fluctuations of these hemoproteins.

CHAN, Benny: Building Block Approach to Chalcogenide Material Discovery (original grant and Summer Undergraduate Mentored Research supplemental) – Petroleum Research Fund Type G Starter Grant – Submitted 11/28/07 and 12/5/08 – AWARDED $50,000.00 + $5,000.00:

Materials design is the ultimate goal of the solid state chemist. This work attempts to study design principles of a building block approach to chalcogenide materials. A ternary compound with a desired building block, a chalcophosphate, will be reacted with a metal chloride to form a quaternary compound that still retains the initial moiety. Solvothermal synthetic methods will be used to solve the diffusion issues of traditional solid state synthesis and to allow the covalently bound building blocks to remain intact during the reaction. This work will initially target known compounds, KLaP$_2$Se$_6$, K$_2$La(PS$_4$)$_2$, and K$_2$La(P$_2$Se$_6$)$_{0.5}$P$_{1.5}$Se$_4$, in an attempt to compare solvothermal synthetic methods with well known molten flux methods. A novel building block that contains a polymer-like chalcophosphate, K$_2$P$_2$Se$_6$, has been found to have strong second harmonic generation. Using the building block approach we will attempt to synthesize a quaternary compound that retains the linear chain building block that could be similar to a high pressure polymorph of KTbP$_2$Se$_6$. The materials will be characterized by X-ray diffraction, Raman spectroscopy, and diffuse reflectance. The speciation of the building blocks in various solvents will be studied by MALDI mass spectrometry and electrospray mass spectrometry.

The majority of this grant will fund salaries and supplies for two years of an undergraduate research program in solid state chemistry.

CHAN, Benny: TCNJ SURF Application to NIST- NIST Submitted 2/16/09, $30,860, :

The National Institute of Standards and Technology has a 12-week Summer Undergraduate Research Fellowship (SURF) programs on its campuses in Gaithersburg, Maryland and Boulder Colorado. These programs provide hands-on research experience in seven laboratories: Building and Fire Research, Chemical Science and Technology, Electronics and Electrical Engineering, Information Technology, Manufacturing Engineering, Materials Science & Engineering, and Physics.

DELL, Amy: Adaptive Technology Center for NJ Colleges – Continuation – NJCHE – Submitted 5/2/08, $150,000, S9017:

The goal of the Adaptive Technology Center for New Jersey Colleges (ATCNJC) is to increase the opportunities for college students with disabilities to meet the academic demands of college through access to technology tools that will increase their independence, participation and productivity. During FY 2009 this goal includes the following objectives: (1) To research and disseminate up-to-date information on appropriate technology tools and exemplary practices in adaptive technology to disability support staff, faculty, and college students with disabilities at New Jersey’s colleges and universities, (2) To increase the availability of
adaptive technology on New Jersey’s college campuses through the operation of a lending program, (3) To increase the awareness and use of adaptive technology among students with disabilities, faculty, and disability support staff at IHE’s around the state through outreach, training, and technical assistance activities, (4) To publicize the center’s services to various constituents around the state, (5) To expand project staff expertise on the latest developments in adaptive technology through appropriate staff development activities, (6) To collaborate with the 7 other regional centers, New Jersey’s other IHE’s, and external agencies to meet the above objectives, and (7) To maintain accurate records and collect evaluation data on center activities and their impact.

DELL, Amy: Adaptive Technology Center for NJ Colleges FY10 – NJCHE – Submitted 4/22/09, $200,000, S9118:

The Adaptive Technology Center is designed to provide students with disabilities with the tools they need in order to meet the demands of college academics. These utilities include a service which can convert printed text into accessible formats for students who are blind or visually impaired. Additionally, the Adaptive Technology Center offers equipment loans and strives to collaborate with other similar institutions.

DEWEY, Keith: BPU 2009 Mini-Grant Program (CFL Bulbs) – NJ BPU (Subaward from NJIT) – Submitted 5/4/2009 – AWARDED $2,500.00 - S9084:

The funds from this award were used to purchase 500 compact fluorescent lamps (CFL’s) to be installed by TCNJ Building Services in the Lakeside dormitories. This project will allow The College to take further steps toward its goal of carbon neutrality while facilitating students’ increased awareness of climate change. Finally, it is estimated that TCNJ will save up to $37,500.00 in electricity costs.

DONOHUE, Pat: TCNJ Serve 2.0 – CNCS/Middlesex CC - $2000 - 3/30/2009

TCNJ will emphasize the Serve 2.0 initiative on these key areas: hunger, housing, developmental disabilities, urban education, and youth and family services. We will work with the following community partners: Habitat for Humanity, the Trenton Area Soup Kitchen, the Academic Sports Academy, Trenton Medical Arts, LifeTies, and Visitation Home.


This initiative is two-pronged:

1) Generate multiple opportunities or channels that produce CBRNI work-products (including policy briefs, issue blogs, issue forums, and other community based learning projects) that benefit our community partners and/or address a campus-based public interest issue (e.g. race relations).

2) Establish the foundation for the College to implement the Second Component of its Community Engaged Learning graduation requirement by the end of this grant period (Fall 2010); a foundation that provides additional leadership and development opportunities to Bonner Community Scholars and Fellows.

All Bonners are organized into 13 issue-based teams— and each member completes 300 hours of community service annually. They also help mobilize all 1300 first year students who are required to complete an 8 hour community-engaged learning experience. In exchange, Bonners receive a tuition scholarship that covers from 50-100% of their tuition bill.

DONOHUE, Patrick: 2008-2009 Innovation Fund Democracy Fellow Project – Bonner Foundation Democracy Fellow Project – Submitted 9/25/2008 – AWARDED $16,031.00:

The College of New Jersey (TCNJ) will expand the length of the development path for Bonner Community Scholars via the creation of two Democracy Project Fellow positions. (This proposal seeks support for one.) These positions will provide graduates of any Bonner Program in the nation with their first professional experience. At the same time, it will provide TCNJ with the capacity to add more depth to its Bonner Community Scholars Program and related initiatives, in particular as they relate to bridging the gap between politics and service as well as serving disadvantaged youth. It will also enhance the Foundation’s capacity to have recent student leaders talk about their experiences to delegations visiting Princeton—as well as go on the road from time to time.

DREWES, Donna: Sustainable Communities-Green Future Roadmap – GR Dodge Foundation Environment Docket – Submitted 7/1/08 - $170,000.00:

In 2007, a major new statewide initiative, branded the Green Future Roadmap, was started with the goal of addressing sustainability efforts at the local government level in New Jersey. With funding from the Geraldine R Dodge Foundation and the NJ Office of Smart Growth, this initiative sought to provide an initial menu of model strategies and best practices to local governments to help them implement programs and policies that support a sustainable future. This effort is led by the New Jersey Sustainable State Institute (NJSSI) and the Municipal Land Used Center at The College of New Jersey (MLUC@TCNJ) with support from the NJ Department of Environmental Protection, The Rutgers Center for Green Building, and the NJ League of Municipalities Mayors’ Committee for a Green Future.

The Green Future Roadmap was developed as a resource designed to facilitate local progress toward sustainable development and municipal greening. Set to officially launch in November of 2008, the Green Future Roadmap will be a comprehensive suite of tools, resources, and incentives to motivate and guide New Jersey municipalities toward a green future. In addition to “how-to” information, the Roadmap will have “criteria” that can be used to evaluate, track and monitor the sustainability efforts of New Jersey’s municipalities. The Roadmap will encompass issues such as global warming, pollution, local economies, biodiversity, and local food systems.

FOELL, Christen: NJ AmeriCorp Bonner Leadership Program- Continuation- NJ Dept. of State- $251,808, XXXX:

For the past nine years, the New Jersey AmeriCorps Bonner Leader Program has sought to address critical community needs throughout Mercer and Middlesex counties. Bonner
AmeriCorps members have primarily served at hunger relief organizations and mentoring programs for homeless, low-income and/or at-risk youth. In addition, members have engaged more than 2,500 individuals in volunteer activities. Given the current economic crisis, the compelling needs within these communities continue to mount. With AmeriCorps funding from the Recovery and Reinvestment Act of 2009, we seek to engage additional individuals as Bonner AmeriCorps members with our long-standing network of community partner agencies. Our partners are working diligently to expand critical services such as employment training, anti-hunger initiatives, and housing assistance. Bonner AmeriCorps member activities will include employment and skills training, financial literacy, housing assistance, hunger relief, tutoring and literacy, and volunteer generation.


For the past nine years, the New Jersey AmeriCorps Bonner Leader Program has sought to address critical community needs throughout Mercer and Middlesex counties. Bonner AmeriCorps members have primarily served at hunger relief organizations and mentoring programs for homeless, low-income and/or at-risk youth. In addition, members have engaged more than 2,500 individuals in volunteer activities. Given the current economic crisis, the compelling needs within these communities continue to mount. With AmeriCorps funding from the Recovery and Reinvestment Act of 2009, we seek to engage additional individuals as Bonner AmeriCorps members with our long-standing network of community partner agencies. Our partners are working diligently to expand critical services such as employment training, anti-hunger initiatives, and housing assistance. Bonner AmeriCorps member activities will include employment and skills training, financial literacy, housing assistance, hunger relief, tutoring and literacy, and volunteer generation.

GOEKE, Alison: TSA Expansion – Martison Family Foundation – Submitted 5/15/08 – AWARDED $99,999.00:

The Technology Student Association (TSA) is a non-profit, national, student organization with a mission of inspiring its student members to prepare for careers in a technology-driven economy and culture. The only student organization devoted exclusively to the needs of technology education students, TSA prepares members for the challenges of the dynamic world and greatly contributes to the personal growth and career opportunities of its members regardless of grade level, gender, economic status, ability or special needs.

The proposed plan will implement a collaborative network of experienced teachers, educators and representatives from business and industry to continue and build upon the success that NJ-TSA has achieved. Specifically, the NJ-TSA staff will focus on a plan that includes the following goals:

(A) the effective and efficient expansion of the NJ-TSA membership population and managing staff and;
(B) maximize student involvement with NJ-TSA by expanding the leadership activities, conferences, competitive events, field experiences and other opportunities afforded them.

GREGA, Lisa: Development of TCNJ Wind Energy Assessment Center (WEAC) – New Jersey Board of Public Anemometer Program Grant Solicitation: 8/1/2008 – 7/31/2009, Awarded, $14,000

The office of Clean Energy is proposing to fund a grant program titled “New Jersey Regional Anemometer Program” (NJRAP). The purpose of the NJRAP program is to enlist the assistance of NJ colleagues and universities in building New Jersey’s capacity for providing wind resource assessment services. Due to overall demand for small wind resource assessment services as exhibited by a waiting list for anemometers managed by our partners at Rutgers and Rowan, OCE staff is interested in expanding the existing anemometer program.


TCNJ will organize and hold a symposium for municipal and county officials, school board members, local business representatives, and planning board members to provide information on the possible implementation of wind energy technologies. The symposium will also advocate the use of wind energy for constituencies which have not yet considered this form of renewable energy.

GROSS, Jo-Ann: Iran and Beyond- U.S. Dept. of Education: 7/1/08-6/30/10, $85,173.00, F9030:

The College of New Jersey (TCNJ) proposes to strengthen three interrelated components of international studies – foreign language, curriculum development, and study abroad—through an interdisciplinary initiative uniquely centered on the greater Iranian world. By centering on Iran and broadening out to consider its Middle Eastern, Central Asian, and South Asian neighbors, the TCNJ plan focuses on two critical world regions in the international studies program: the Middle East and Central Eurasia, and on two critical languages, Arabic and Persian. The proposed program, coordinated by the International Studies faculty, represents the combined efforts of 13 full-time faculty and 1 instructor from 8 departments across multiple disciplines. Building on existing faculty expertise and course offerings, this design connects the School of Culture and Society, the School of Arts and Communication, and the School of Business. It enhances the breadth and quality of Modern Language and International Studies programs by expanding our two-year program in Arabic to include advanced courses and developing a minor in Arabic; developing a two-year language program in Persian through an innovative collaboration with Rutgers University Center for Middle Eastern Studies and the use of Internet2 technology; expanding the curriculum in Middle Eastern and Central Eurasian Studies; and offering a special seminar on Central Asia in spring 2010, linked to a student/faculty study-tour in Uzbekistan and Tajikistan.

To strengthen interdisciplinary links and support curriculum development, faculty will participate in a series of 8 workshops (4 per year) led by recognized scholars in the field of Iranian and Central Eurasian studies. Two of these scholars each year will be invited to present
public lectures sponsored by International Studies, which will stimulate interest in Iran and Central Eurasia.

HADGE, Joe: LollaNoBooza 2009 – Dept. of Public Law ABC – Submitted 1/16/09 – AWARDED $5,000.00:

In the past, LollaNObooza has taken place on the first Tuesday of the first week of classes in the fall semester, which is traditionally one of the “heaviest drinking” nights of the year. By placing the program in the first week of school, we seek to support and reinforce positive messages given to the 1,225 plus first year students during their orientation week, along with the returning student body. This event serves as a healthy “alternate” social activity during the first year students’ early transition from home to college. The event, now one of the largest student body events held at TCNJ, strives to reinforce the notion that one can have “fun” without the use of alcohol and that the college is being proactive and taking a stance on alcohol use, misuse and abuse. These students are a key component of the total population to be addressed, as they are now without parental supervision. For most of them this is their first time away from home for an extended period of time. This event will be open to the entire campus community including other students, faculty, and staff. Students who reside home, at private off-campus housing, and off-campus school housing will also be welcome. Student athletes, members of Fraternity and Sorority organizations, and the leaders of student organizations will be integral in planning the event. Through obtaining student input and support, we will significantly enhance the probability of positive outcomes associated with the event. We intentionally strive to create a welcoming and engaging atmosphere including staff and leaders from TCNJ.

HADGE, Joe: Peer Institute and Harm Reduction 08 09 – NJ Division of Highway Traffic Safety – Submitted 1/18/08 – AWARDED $77,980.00:

This year, the College of New Jersey’s ADEP program will focus its efforts on several projects: (1) the continuation of the Peer Institute; (2) the continuation of interpreting and learning how to use data to assist in planning. (3) Continued integration of the nationally recognized, empirically supported and indicated prevention program for high risk drinkers, entitled BASICS. This will include an outcome evaluation component and trainings for interns/counselors. The other related part of this strategy is CHOICES that is group psychoeducational program. Please note the Pre/Post test of choices from spring 2007 is very positive and has been requested to be published. We will continue to work with our colleagues to evaluate and monitor this program. (4) Developing programs with the TCNJ campus police force and Ewing Township Police Department to address alcohol and other drug related issues. This could include workshops and alcohol training for local establishments; (4) continued development of an educational and interactive learning program (The “Clickers” and or Game Show Pro™) for TCNJ as sponsored by ADEP; and (5) bringing a dynamic and entertaining speaker(s) to the campus to speak with students about alcohol and other drugs.

HADGE, Joe: LollaNobooza 2008 (EDUL) – Department of Public Law and Safety: 3/1/08 – 12/1/08, Awarded 3/24/08 - $5,000, ____:

The event would and has taken place during the first week of classes in the fall semester, ideally on the most traditional “heavy drinking party” night. By placing the program in the first week of school, we seek to support and reinforce other positive messages given to the 1,200 plus first year students during their orientation week. This event serves as a healthy “alternate” social
activity during the first year students’ early transition from home to college. These students are a key component of the total population to be addressed, as they are now without parental supervision. For most of them this is their first time away from home for an extended period of time. This event will be open to the entire campus community including other students, faculty, and staff. Students who reside home, at private off-campus housing, and off-campus school housing will also be welcome. Student athletes, members of Greek organizations, and the leaders of student organizations will be integral in planning the event. Through obtaining student input and support, we will significantly enhance the probability of positive outcomes associated with the event. We intentionally strive to create a welcoming and engaging atmosphere including staff and leaders from TCNJ.

The specific goals of this event are to provide a non-alcoholic outlet to students, to prevent underage drinking and to promote responsible decision making and interaction with all members of the community. The event will be planned to take place on a known “drinking” night. The event will last approximately 4 hours and will begin at approximately 9 p.m. The locations may take place in the Student Center, Lions Stadium (Football Field), outdoor tennis courts and volleyball courts as well as additional facilities. In the event of inclement weather, we will utilize past years rain plans if inclement weather comes to fruition.

This event spurs dialogue at all level pertaining to various aspects of alcohol, recreation and healthy outlets. This is not seen as an answer all to the challenges faced in addressing alcohol issues on a college campus, but it is purposeful in making a positive clear first impression. It is understood that this is a piece of the puzzle focused of making a statement on one the first nights of college and as community builder. We work with the local Ewing Police Department and community agencies in planning this event. The purpose of the event is shared with the aforementioned to assist in planning a successful event. This event models and embodies the concept of creating a caring, friendly and respectful community as well as providing facilities, programs, services and amenities that enhance interaction in living and learning. Thus fostering the mission and core beliefs of the college.

HOFFMAN, Jay: Effects of Betaine Supplementation on Power Performance and Fatigue - Danisco, 10.30.08-6.01.09, Awarded $13,200, N9019:

The objective is to examine the efficacy of 14 days of Betaine supplementation on power performance and fatigue in active active college-aged men. It will measure body composition, strength, upper and lower body resistance exercise, and anaerobic power. A three day dietary record will be completed during the week prior to the onset of the study. Subjects will be instructed to record as accurately as possible everything consumed during the day between meal and late evening snacks. Data will be analyzed using a 2x3 analysis of variance. In the event of a significant F-ratio, post hoc comparisons using the LSD method will be applied to determine statistical pairwise differences.

HOFFMAN, Jay: Examination of the Efficacy of Acute L-Alanyl-L-Glutamine Ingestion During Hydration, Kyowa, $60,000.00:

The objectives of this project are as follows: to examine the efficacy of the dipeptide L-Alanyl-L-Glutamine on performance and recovery from an exhaustive endurance exercise protocol following a 2.5% dehydration stress, to examine the efficacy of the dipeptide L-Alanyl-L-Glutamine on performance and recovery from a high intensity anaerobic exercise protocol
following a 2.5% dehydration stress, compare two different doses (0.2 g·kg⁻¹ and 0.2 g·kg⁻¹) of the dipeptide L-Alanyl-L-Glutamine on performance and recovery from exhaustive endurance and high intensity anaerobic exercise following a 2.5% dehydration stress. A cohort of 10 healthy, active male subjects will be recruited for each of two separate studies (total number of subjects will be 20).

Hunt, David : The Application of the Parham Cyclization to the Enatioselective Construction of - American Chemical Society-Petroleum Research Fund-ACS PRF
UNDERGRADUATE RESEARCH (UR) GRANT PROGRAM: 9/1/2009-8/31/2012

Nature and Scope of the Research: ACS PRF Research Grants are made to non-profit institutions for regularly appointed scientists whose research may be sponsored in accordance with the PRF Transfer Agreement:

“The recipient (ACS) shall use all funds exclusively for advanced scientific education and fundamental research in the ‘petroleum field,’ which may include any field of pure science which in the judgment of (ACS) may afford a basis for subsequent research directly connected with the petroleum field.”

The emphasis of Undergraduate Research (UR) grants is to provide funding for scientists and engineers with established programs of research in non-doctoral departments. Additionally, the program is intended to provide financial support for students at those institutions to become involved in research activities leading to employment or continued study in graduate school. Demonstration of the applicant’s prior research productivity is important, but a UR grant may also be used for a project with limited or no preliminary results in a new research area the applicant wishes to pursue, with the intention of using the preliminary results obtained to seek continuation funding from other agencies.

KONKLE, Lincoln: Wilder in the 21st Century- NJCH: 7/1/08-6/30/09, Awarded 7/14/08, S9025:

“Wilder in the Twenty-first Century” will be the first international conference on Thornton Wilder (1897-1975), the only writer to win Pulitzer Prizes in both drama (Our Town and The Skin of Our Teeth) and fiction (The Bridge of San Luis Rey)... In addition to such critical recognition, he enjoyed great popularity with the public: most of his novels were bestsellers; Our Town is said to be the most-produced American play; the musical Hello, Dolly!, adapted from his farce The Matchmaker, was a blockbuster on Broadway and adapted for film; The Bridge of San Luis Rey was an immediate international bestseller (his novels and plays have been translated into many languages), has never been out of print since its publication in 1927, and continues to be cited in lists of the greatest novels of the twentieth century. Wilder is also one of the most versatile writers in American letters, having written plays, novels, screenplays, librettos, adaptations, translations, essays, and scholarly articles; even his journals and his letters have been published. Although there have been scores of conference papers and articles, and a dozen or more books written about Wilder and his works, much remains to be said, especially from contemporary critical perspectives. This conference will provide a forum for the conversation to continue.

This three-day event will be sponsored by The College of New Jersey and the Thornton Wilder Society, which is headquartered at TCNJ, and will take place on the TCNJ campus. Although it will obviously be attended by TCNJ students, faculty, and staff, the conference is
designed to encourage New Jersey teachers and members of the public to interact with a group of playwrights, an actress, directors, writers, and national and international scholars who will speak on Wilder’s works and to an extent on theatre and literature in general. In addition to the presentation of papers by scholars from all over the United States and abroad, there will be panel discussions by American theatre artists, a reading of selections from Wilder’s works, and a campus production of The Skin of Our Teeth, produced by the local repertory company Shakespeare ’70. Finally, the first Thornton Wilder Prize will be presented to a distinguished novelist at a banquet, which will be the culminating event of the conference.

KRIMMEL, John: Promoting Responsible Fatherhood Yr. 3 – NJ Dept. of Corrections – Submitted 9/15/08 – AWARDED $55,212.00:

The New Jersey Department of Corrections (NJDOC) is proposing to engage the spouse and/or children of offenders under its jurisdiction as allies in the end of the criminal and addictive lifestyle of their loved ones. It is the mission of the NJDOC to ensure public safety through appropriate confinement and offender rehabilitation programming. It is the family; however, that has the greatest personal stake in the success of this mission. The family can offer support under the stresses of reintegration and can provide external motivation for behavior change. The focus of the program will be an underserved population, those who max-out (complete their sentence) while behind bars. Following the evidence based La Bodega approach, the goal is relapse prevention and stable and healthy familial relationships. Through family case managers, contact with the participating offender and his/her family prior to release will occur to establish the treatment plan and goals for the individual. The case managers will arrange for family counseling during correctional visitation and will begin to establish specific links to social and drug treatment services in preparation for release. The case managers will continue to work with and be a resource to the ex-offender and his/her family post release. Components include a link to licensed outpatient drug treatment opportunities, family counseling, strengthening marital relationships, parenting skills and domestic violence (batterers) education. An evaluation component is included from the program’s inception to determine the value of the investment in this approach.

LEAKE, Donald: Capacity Building Model – NJ Dept. of Ed. – Submitted 5/23/08 – AWARDED $112,903.00:

When the No Child Left Behind Act (NCLB) was signed into law, our collective attention was focused on the centerpiece issues of testing and accountability. While the law precisely outlines a series of interventions and consequences for persistently failing schools, disturbingly little is offered (or known) about intervention strategies to turnaround failing schools. Arguably, the most conventional “strategy” is to observe the effective schools and essentially just do what they do. The biggest problem with this approach is, being a highly effective school and becoming a highly effective school require very different skill sets. Becoming a high performing effective school requires developing and sustaining an institutionalized capacity to establish a critical core of stakeholders committed to moving a school from failure to success. Fullen (2006) defines capacity-building as “any policy, strategy, or other action undertaken that enhances the collective efficacy of a group to raise the bar and close the gap of student learning for all children” (p.28). To build capacity, Fullen goes on to suggest that we need to develop three components collectively: new knowledge and competencies, new and enhanced resources, and new and deeper motivation and commitment to
improve. When implemented, this proposal will facilitate opportunities for the school leaders to acquire the skill sets necessary to address all three of the capacity building components.

The goal of this project is to create teams of stakeholders in individual sites who will collectively assume leadership roles in implementing the needed strategies to turning schools around. This goal will be accomplished by identifying one team of 8-10 stakeholders from one school from each of the five counties in Cluster 2. The five teams will convene for a four day residential retreat at The College of New Jersey (TCNJ). Since sessions will be provided throughout the day and evening, the teams and the project consultants working with the teams will be required to reside on campus for the duration of the retreat.

As designed, the proposed project will develop a new structure for school leadership that distributes, among a critical core of stakeholders, the responsibility and accountability for school turnaround. The work of the project is intended to inform efforts of New Jersey schools in need of improvement, corrective action, or restructuring about the leadership capacity to implement the substantial challenges presented by the No Child Left Behind Act of 2001.

LOVETT, Donald: PERSIST in Biology and Chemistry – NSF – Submitted 11/13/07 – AWARDED $599,960.00:

This proposed S-STEM program has been designed to address the disparity in success among students on the basis of financial need and to focus on students in the departments of Biology and Chemistry. These students already form a naturally-associating group through their shared enrollment in STEM foundation courses and many upper-division classes, through shared participation in STEM student organizations, and through their shared experiences from their participation in the either the interdisciplinary TCNJ Summer Undergraduate Research Program or the Merck-AAAS-funded Biology and Chemistry Interdisciplinary Connections Research Program.

**Intellectual merit.** The overall goals of the proposed program are to increase the retention of academically high-achieving and financially-needy students in the STEM majors within the departments of Biology and Chemistry at TCNJ and to improve the preparation of these students to enter the workforce in STEM careers, or to continue on with post-baccalaureate programs. The proposed program will award annually-renewable scholarships equal to 75% of unmet need (not including loans and work study income) for 21 students. These scholarships would serve to reduce the financial need of the target student populations and free these students of the need to seek employment during either the academic year or the summer, with the understanding that the students could then take greater advantage of the existing support services and enrichment experiences that already have been demonstrated to improve the success of most of the students in Biology and Chemistry. Each scholarship recipient will be assigned a faculty mentor to engage the student in the academic community, to ensure that the student receives the necessary support to succeed in and complete their degree program, and (most importantly) to coordinate the introduction of the student to collaborative research (these research opportunities are funded outside of the current S-STEM proposal). Scholarship recipients will also receive coordinated peer mentoring, peer tutoring, and career development programs, which will be enhanced to improve the success of the scholarship recipients. Program initiatives and outcomes will be rigorously evaluated through a comprehensive assessment plan that will include measuring student participation in support services and enrichment activities, as well as through evaluation of an array of student performance measures.

**Broader Impacts.** This program will serve as a major component of a broader initiative by the
College to increase retention and graduation rates among targeted groups. Through the support services and enrichment experiences provided by the proposed program, a larger number of academically-talented, financially-needy students will join the STEM workforce. Many of the students who will be eligible for the scholarship program will have come from economically disadvantaged school districts in the state. By recruiting heavily for the program from this pool of applicants, the number of underrepresented minority students who successfully complete degrees and enter the workforce will also increase. In this respect, students other than scholarship recipients will benefit from the expanded participation of a more diverse student population in the community of the School of Science and the state and nation will benefit from a more diverse workforce. Inclusion of financially-needy transfer students from community colleges also meets another initiative by the College to improve access and retention to this critically important group.

PEARSON, Kim: Distributed Expertise in Enhancing Computing Education with Connection to the Arts – NSF CPATH – Submitted 3/11/08 – AWARDED $28,976.00:
As a subcontractor to this project, Professor Pearson will have some involvement in each of its three planned phases. During the Phase 1 (September, 2008-August, 2009) she will assist in the following preparatory work:

- Recruiting participating educators from computing and humanities-related disciplines
- Organizing and conducting the planning workshops, as well as workshop participation
- Contributing to discussions about the courses that will be taught
- Developing syllabi for courses linking computer science and the arts and humanities, assisting in plans for course implementation

During the Phase 2 (September 2009-August, 2010, Professor Pearson will assist with course implementation as a co-instructor, and as a resource person.

During Phase 3 (September 2010-August, 2011) she will participate in assessment activities and contribute to the handbook that will be created to help educators replicate the distributed learning models that will have developed and refined. It is also anticipated that Professor Pearson will participate in the dissemination of the results of the work, through publications and participation in professional and academic conferences particularly focused on the intersections between journalism, civic media and interactive multimedia.

PETROFF, Jerry: NJ Consortium of Deafblindness- USDOE- Submitted 4/24/08, $1,340,433, F9049:

The goal of this project is to assure the provision of high quality education programs within natural environments/supported inclusive settings and appropriate services for infants, toddlers, children and youth who are deafblind. This goal will be accomplished through a menu of discrete initiatives within a responsive statewide approach for families, educators and community service providers under the following objectives: 1) To facilitate the development and ongoing implementation of a Statewide Community of Practice on the Education of Students with Deafblindness that includes family members; deafblind adult consumers; early intervention, special and general education personnel; and State and Local Educational Agencies; 2) To develop and implement a well coordinated and responsive centralized system for professional
development (including on-site coaching support) specific to the needs of students who are deafblind; and 3) To develop a statewide initiative for the early and ongoing identification of infants, students and youth with deafblindness.

PETROFF, Jerry: New Jersey Council on Developmental Disabilities – Submitted 5/15/08, $80,080

The College of New Jersey’s School of Education, proposes a project of state significance titled: College Programs for Youth with Developmental Disabilities. It aims to further establish college as a viable option for New Jersey youth (18-25) with developmental and intellectual disabilities (ID) and enable them to further their education for intellectual, social, and career development. We will address ways that students with ID are prepared for post-secondary options during high school and establish mechanisms for encouraging and supporting NJ colleges and universities who wish to establish similar programs.

PETROFF, Jerry: Preparing Youth with Developmental Disabilities for Post Secondary Education – NJCDD – Submitted 7/23/08 – AWARDED $149,404.00:

This project strives to make significant gains in raising the awareness of youth with DD/ID, their families and schools regarding college as a transition/post school option. Through on-campus workshops, conducted by college students both with and without DD/ID over 40 students from 6 schools will learn about skills needed for success in postsecondary education, such as the abilities to use computers and assistive technology, make presentations, and advocate for one's needs in a college setting.

PETROFF, Jerry: Teacher of the Blind and Visually Impaired – NJ CBVI – Submitted 4/24/08 – AWARDED $166,714.00:

In order to continue to provide an adequate level of service to the state, it has become evident that there is a need for pre-service training of teachers within New Jersey. The CBVI has recognized their dependence on out-of-state teacher preparation programs to employ trained and certified teachers. In concert with their mission to respond to the state needs of people who are blind and visually impaired, CBVI is providing support to establish an in-state teacher preparation program at The College of New Jersey.

PETROFF, Jerry: Professional Services to Students with Deafblindness and CBVI Staff (continuation) – NJ CBVI – Submitted 4/24/08 – AWARDED $53,501.04:

This grant provides continued support for TCNJ’s subcontracted work in providing a “level of direct educational services to supplement the local school district mandated special education program.”

RICE, Leslie: New Jersey Nursing Education Collaborative – Robert Wood Johnson Foundation – Submitted 2/27/09 – AWARDED $58,114.00:

The purpose of the NJNEC is to cultivate a cadre of masters-prepared nurses who are prepared to teach in New Jersey based nursing programs and are committed to pursue a career in New Jersey nursing education. Specific project objectives include:
1. Develop, implement and evaluate an education curriculum that integrates education and faculty preparation into the nursing clinical masters-level program to prepare nurses with advanced clinical expertise as faculty/educators.

2. Recruit, select, enroll and support 14 full-time graduate students as RWJF New Jersey Nursing Scholars during the program's four-year duration.

3. Administer and manage the student scholarship and stipend funding.

4. Facilitate Scholar's progress through the curriculum.

5. Provide the Scholars with mentoring and acculturation activities to help them prepare for the faculty role.

6. Participate in RWJF program evaluation.

7. Create a sustainability plan for integrating the new faculty preparation components into the permanent graduate curricula.

8. Create a collaborative/consortium to increase access to a new education curriculum. Disseminate the pilot results through publications and presentations.

SALGIAN, Andrea: Giving the Robotic Maestro a Human Heart - National Science Foundation- Submitted 9/26/08:

In May 2008, Honda’s ASIMO robot walked onstage at the Max M. Fisher Music Centre, waved to the audience, and raised its hands to conduct the Detroit Symphony Orchestra. For the next three minutes, ASIMO gestured in an approximation of conducting technique, while the orchestra performed “The Impossible Dream.” [ASIMO08] The event made national and international headlines in the following weeks, as word of the robotic conductor hit the arts world and blogosphere. While the event was clearly a success, some commentary afterwards focused on the fact that the robot’s movements were pre-programmed and therefore strikingly un-musical. ASIMO, it turns out, could play back a recorded version of a conductor’s movements, but lacked the ability to interact with the musicians.

Taking inspiration from ASIMO and other similar projects, we propose to collaboratively design and build artificial systems that can not only conduct an orchestra, but also react and respond to the musicians. Our proposed systems will communicate through both overt gestures as well as more subtle, back-channel affective cues. TCNJ faculty members from Computer Science, Music, Mechanical Engineering and Interactive Multimedia will use the conducting system as the subject of a multi-disciplinary course that fosters creativity, scientific methods, and computational thinking, by encouraging novel problem-solving approaches.

SEN, Stephanie: Prenylcysteine Metabolism and Phytohormone in Arabidopsis – NSF (Subaward from Idaho State University) – Submitted 3/12/09 - $5,625.00:

The subaward from ISU will be used as a stipend for a TCNJ undergraduate student to conduct research with Dr. Sen from May 2009 through August 2009.

SHAO, Qin: Demolition: Housing Reform and Conflict in Urban China, 1980-2005- Ching Ching-Kuo Foundation: 7/1/08-6/30/09, Awarded 1/4/08- $40,000.00, _____:
This is a book-length study on the impact of China’s massive building boom and housing reform on the lives of ordinary residents and on the political course of the post-Mao transition to a market economy. It focuses on the various dislocations caused by the reform and the interaction among the residents, the government, developers, the media, and other agencies in dealing with the tensions and conflicts generated in the process. The study thus examines not only the human consequence of a rapid, globalizing economic change at the local level in a developing country, but also the broad political, social, and cultural implications in terms of public policy, legal reform, property rights, economic and social justice, grass-roots activism, and civil society that will shed light on the nature of China’s post-Mao transition and its likely political future.

THORNTON, Leeann: Determining the Structure and Function of CYP72A Family of Plant P450s – Research Corporation Cottrell College Science Award – Submitted 11/14/08 – AWARDED

WILSON, Rich: Academic Sports Academy Project – PSE&G Bonner Community Scholars – 7/1/08-6/30/09, P8027:

In an effort to improve the prospects of successful futures for Trenton’s youth, the Academic Sports Academy Project (ASAP) will consist of both educational and athletic pieces. That is, with the guidance of TCNJ’s Bonner Scholars, students will have consistent help with schoolwork as well as the chance to participate in sports with their peers. ASAP will serve nearly 200 students and will include weekly sessions as well as at least 4 enrichment programs to take place over the course of the year. These clinics will include both basketball and life-skills portions.


Computer scientists, a journalist and a gender/equity specialist are collaborating on a demonstration project to broaden participation in computing through students’ exposure to the emerging field of interactive journalism. Research on the computing pipeline and mathematics education inform the position that women and minorities self-select out because they (1) do not see themselves as “computer types”, (2) do not successfully navigate the culture of a traditional computing classroom, and (3) are ill-prepared academically for entry into existing undergraduate programs. The profound shift in journalism due to the Internet provides a venue through which to engage these students in computing via writing, information gathering and analysis, as well as a range of digital media from graphics to still images to animation, 3-D graphics and video.

To attract young people into the computing pipeline, this project focuses on the critical point of 8th grade. Students make career-dependent decisions on high school course selection based on preconceptions and misconceptions about computing careers and requisite preparedness for those careers. By the time they reach college, students have segregated themselves into “good writers” or “good mathematicians.” Women traditionally will gravitate toward the former. Minority students, especially boys, lack skills in navigating the culture of IT/CS settings. Teachers and parents play an integral role in career path choice. Their perceptions also need to be changed.
In this project, a cohort of 18 demographically appropriate rising 8th graders participate in a weeklong summer Interactive Journalism Institute. Selected teachers from their middle school partner with college undergraduates as Writer/Programmer mentors trained prior to the institute. The mentors extend the institute as an after-school program during the following academic year. The middle school students and teachers are tracked quantitatively and qualitatively and are compared to an identified control group. Predicted outcomes include (1) increased skill in core computing concepts, (2) increased awareness of requisite skills for computing careers and (3) increased enrollment in high school courses that lead to careers in computing.

WOLZ, Ursula: RET Supplement Broadening Participation in Computing (BPC-DP): via Community Journalism for Eight Grade Students - NSF: Submitted 4/28/09, Awarded 6/19/09 - $10,000.00:

As a part of the larger BPC program, this Research Experience for Teachers (RET) grant will allow Laura Beth Fay, a teacher at Fisher Middle School, to further develop a cross-disciplinary curriculum utilizing Scratch programming. The project is designed to help students in the following ways:

1) Increase their level of understanding of the instructional topics,
2) Learn skills that are realistically translatable to various work fields
3) Be prepared for and confidently comfortable in a technological era not just as users but as creators


This Research Experience for Undergraduates (REU) grant serves as a supplement to the main BPC project. Specifically, the students selected for the program will conduct background research in order to develop curriculum for the Interactive Journalism Institute. Additionally, the undergraduates will assist with the summer Institute and analyze the results of the program.