Abstracts for Proposals Awarded in FY08
July 1, 2007 – June 30, 2008

ALLEN, Lorraine: Small Business Development Center 2007-2008 State- Rutgers University: 7/01/07 to 6/30/08 Awarded 11/15/07-$66,005.00, S9021:

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.

ALLEN, Lorraine: Small Business Development Center Federal 2008 Contract- Rutgers University: 7/01/07 to 6/30/08 Awarded 11/15/07-$159,454.00, F9021:

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.

BAKEWELL-SACHS, Susan: Regional Clinical Development Laboratory- Verizon Foundation: 7/1/07-12/31/08, Awarded 6/21/07- $20,000.00, N8020

The TCNJ School of Nursing’s current two-bed clinical simulation laboratory is being used to enhance 1) student learning and performance of skills and decision-making in the lab and on clinical units with progressively complex clinical scenarios, 2) clinical instruction through integration of science/theory and reality-based practice in the safety of the lab setting, 3) clinical practice opportunities for emergency and critical care management such as cardiac arrest and trauma, 4) opportunities for students to practice skills such as physical assessment, blood pressure monitoring, catheterizations, injections, irrigations, complex wound care, and IV insertion with the most realistic simulation possible, and 5) student confidence with regard to clinical abilities. A master's prepared nurse with clinical expertise and extensive education and curriculum experience directs the lab and collaborates with faculty to incorporate clinical simulation into courses.

BAKEWELL-SACHS, Susan: Chamber of Commerce RWJ Community Health Project – RWJ Foundation: 12/1/07 -11/30/12, Awarded 3/6/08-$324,462.00, N8022:

The New Jersey Chamber of Commerce Foundation, a 501(c) (3) organization, proposes that it be considered for the role of the statewide coordinating agency and home of the Program Office for the Robert Wood Johnson Foundation’s New Jersey Nursing Initiative (NJNI). The NJNI will assure that New Jersey has the diverse nursing faculty essential to meet the demands of care in the 21st century and will serve the nation as a model for other states dealing with similar issues. The Chamber Foundation can serve the NJNI as a neutral, trusted, and credible entity recognized by large numbers of individuals and organizations and brings the requisite leadership, infrastructure, and commitment necessary to successfully coordinate this effort. NJNI is also in alignment with key strategic objectives defined by three of the six planks of the Chamber’s Platform for Progress, a statewide effort to address critical issues defined by the business community. The Chamber Foundation has a proven history facilitating statewide collaboration efforts and a deep understanding of workforce issues. The NJNI will consist of several key components that will systemically address the chronic shortage of nurses in the state. In this proposal, the New Jersey Chamber of Commerce Foundation requests funding for the first of five years to support operations of the Program Office and costs related to meeting the goals of the NJNI.
Specifically, The School of Nursing is seeking funding for the purchase of six human patient simulators (4 adult and 2 pediatric) to expand its current two-bed facility in order to more fully equip our Regional Clinical Simulation laboratory. Such a laboratory supports student education, faculty development, and professional development for practicing nurses in the region.

**BATES, Diane: Renewal of NCUR/Lancy Project – NCUR/Lancy Foundation – 5/1/2008-5/1/2009, $22,500.00**

As part of its strong commitment to undergraduate research and community engagement, The College of New Jersey (TCNJ) proposes to a second eight-week interdisciplinary summer research program in 2008 involving ten undergraduates to conduct research on how Trenton has responded to social, cultural, economic, and environmental challenges. Our proposal enhances TCNJ’s existing summer research program with an interdisciplinary project that builds bridges across diverse scholarly areas of campus, and emphasizes community engaged research to foster ties with the city of Trenton. It expands on the original research program by incorporating additional disciplines, formally coordinating with other summer research opportunities on campus, and providing greater professional development for student researchers. Our project proposes to institutionalize research activities around transitions in metropolitan Trenton, NJ, which has faced an economic decline and demographic shift since the mid-1950s. The city is struggling to fight poverty and crime, to redevelop industrial sites, to meet the needs of a rising immigrant population, and to improve the local environment. Seven to ten teams of students led by faculty mentors will examine land-use policy, the impact of land-use transitions, and community action by activists, social entrepreneurs, service programs, education, artistic expression, and businesses. Integrated weekly meetings with all participants will build a scholarly community and stimulate the exchange of ideas around overarching questions about local transitions identified by the group at the beginning of the program. Our work will conclude with a mini-conference where students present findings to the community, and with presentations at NCUR 2009. The faculty team and TCNJ’s administration are committed to sustaining the project with internal and external funding.

**BIERBAUM, Martin: NJ State Development and Redevelopment Plan – NJ Dept of Community Affairs – 4/2/08-12/31/08, Awarded 4/2/08 - $199,986.00, S8029:**

This agreement is for the Consultant to provide to the Agency a revised State Development and Redevelopment Plan (New Jersey State Plan) as part of a statutory mandate to perform periodic updates of this plan. It will be necessary to make changes and/or additions to the previously approved and adopted New Jersey State Plan, to make necessary improvements to the former New Jersey State Plan and/or to make adjustments to changing circumstances and planning concerns that may have arisen since the approval and adoption of the second iteration of the approved and adopted New Jersey State Plan in March 2001. Any changes that may now seem necessary will need to be reconciled with the New Jersey State Plan’s cross-acceptance process completed in September 2007 rather than seeking to or resulting in a re-opening of that process. Due to this necessity and to meet the time constraints that the New Jersey Department of Affairs and OSG seek to impose, it is necessary to divide this Scope of Work into phases.

The first phase will result in a document – “The Draft Final State Plan” so as to produce a deliverable to meet the State imposed deadline of on or about July 1, 2008. The “Draft Final State Plan” will be comprised of the formerly adopted State Plan reviewed, revised and amended, through the State Planning Commission’s cross-acceptance process, so as to incorporate those comments and concerns that have been compiled and committed to writing by OSG as a result of that cross-acceptance process and any other comments of a limited nature that the OSG director may consider significant at this time.

The second phase will supplement “The Draft Final State Plan” with what may be viewed as essential modifications and additions to the previous iterations of the approved and adopted New Jersey State Plan necessary for the SPC to adopt a Final State Plan. Among these modifications and/or additions identified and provided here for illustrative purposes only are the following:

- Definitions of “Smart Growth” and “Sustainability,” and the ways that those concepts relate to and were in fact historically preceded by the New Jersey State Plan;
- An analysis and implications of significant social and land use changes that New Jersey has experienced since the adoption of the previous New Jersey State Plan;
- Governor Corzine’s Economic Growth Strategy and the way that it fits with the New Jersey State Plan’s Economic Development section;
- The importance and impacts of schools, educational finance and property taxes on the New Jersey State Plan and its ultimate implementation;
- The incorporation of an Implementation section, including but not necessarily limited to the State Plan Endorsement Process;
- The changing relationships that the New Jersey State Plan has to the State’s Regional Plans, i.e., the Pinelands, New Jersey Meadowlands, Highlands, and the Coastal Area Facilities Review Act (CAFRA);
- Infrastructure and Capital Facilities Needs Assessment as contemplated by the New Jersey State Planning Act (to be performed under separate contract with another external consultant);
- Planning Indicators, Milestones & Targets (to be performed under separate contract with another external consultant).

BIERBAUM, Martin: Mobility & Community Form: Linking Transportation & Land Use – NJ Department of Transportation – 11/1/07-10/31/09, Awarded 1/24/08 - $466,850.00, S8040:
The New Jersey Department of Transportation (NJDOT) desires to assist New Jersey municipalities to envision and achieve more well-rounded transportation systems that closely link, to and serve vibrant and sustainable communities. Transportation facilities when more carefully linked with land development enhance regional mobility through trip avoidance, trip chaining, multi-modal transportation use, and the development of more robust transportation networks. An effective way to achieve this goal is by linking transportation and land use through municipal master plans, which are then implemented through municipal land development and land use ordinances.

NJDOT has developed a concept called "Mobility and Community Form" (MCF) that uses a visioning (charrette) process to link transportation and land use; and then translate that visioning into master plan goals and eventually into form-based code and infrastructure design standards to affect the community development process.

NJDOT desires to contract with the Municipal Land Use Center @ The College of New Jersey (MLUC@TCNJ) to assist a nd support municipalities in their implementation of MCF strategies. Under the direction of NJDOT, MLUC @ TCNJ will provide administrative direction and perform the technical work as described in the Scope of Work below. Under the direction provided by NJDOT, MLUC@TCNJ, working with other consultants and not-for-profit organizations, herein referred to as the "project team," will select up to 10 municipalities to implement MCF strategies through visioning, master plan changes and modifications of municipal ordinances and codes.

BIERBAUM, Martin: Green Jobs for NJ: A Sustainable Career Track Initiative, NJDOE: 2/15/08-2/15/09, Awarded 3/1/08- $110,000.00, F8080
The Sustainability Career Track Initiative (SCTI) is a multi-year initiative in which the Municipal Land Use Center at The College of New Jersey (MLUC @ TCNJ) will coordinate the establishment of partnerships between county vocational school districts and New Jersey municipalities in order to provide opportunities for students to obtain hands-on career training and education in areas critical to sustainable community development.

BORLAND, Elizabeth: Supplement to Community & Environmental Transitions in Metropolitan Trenton – NCUR and the Lancy Foundation – 6/2/08 – 7/25/08, Awarded 2/22/08 - $22,500, N7011:
As part of its strong commitment to undergraduate research and community engagement, The College of New Jersey (TCNJ) proposes the creation of an eight-week interdisciplinary summer research program involving ten undergraduates to conduct research on how Trenton has responded to social, cultural, economic, and environmental challenges. Our proposal enhances TCNJ’s existing summer
research program with an interdisciplinary project that builds bridges across diverse scholarly areas of campus, and emphasizes community engaged research to foster ties with the city of Trenton. Once an industrial powerhouse, Trenton has faced an economic decline and demographic transition since the mid-1950s and the city is struggling to fight poverty and crime, to redevelop industrial sites, to meet the needs of a rising immigrant population, and to improve the local environment. Because social transitions are the driving force behind changes in the built and natural landscape, an interdisciplinary approach that fosters the exchange of ideas will help participants to recognize how demographic and economic transitions are driving the changes in Trenton’s environment, and in turn how these changes motivate people to mobilize the community and address social problems. Seven teams of students led by faculty mentors will examine land-use policy, the impact of land-use transitions, and community action by activists, social entrepreneurs, service programs, and businesses. Integrated weekly meetings with all participants will build a scholarly community and stimulate the exchange of ideas around six overarching questions about local transitions identified by the group at the beginning of the program. Our work will conclude with a mini-conference where students present findings to the community, and with presentations at NCUR 2008. The faculty team and TCNJ’s administration are committed to sustaining the project with internal and external funding.

CUNNINGHAM, Sarah: FY2008 Exhibitions – Mercer County Cultural & Heritage Commission: 1/1/08-12/31/08, Awarded 12/10/07 - $4,000.00, S8080

The College Art Gallery offers exhibitions with a strong pedagogical approach based on the curriculum of The College and the disciplines taught in the Department of Art. It also promotes and provides a venue for exhibiting works of local, regional, state, and national artists. The aim is to offer aesthetically and pedagogically sound, culturally diverse and inclusive art exhibitions with a schedule of coordinating lectures, slide programs, demonstrations, and discussions.

DELL, Amy: Adaptive Technology Center for NJ Colleges – NJ CHE: 7/1/07-6/30/08, Awarded 7/18/07 - $150,000.00, S8018:

The Adaptive Technology Center for New Jersey Colleges seeks to increase the opportunities for college students with disabilities to meet the academic demands of college through access to technology tools which will increase their independence, participation, and productivity. This grant will go towards further research, disseminating up-to-date information, increasing the availability and awareness of adaptive technology on New Jersey college campuses, expanding project staff expertise, and maintain accurate records and collect evaluation data on center activities.

DELL, Amy: Adaptive Technology Service Enhancement- NJCHE: 1/1/08-12/31/08, Awarded 12/16/07 - $25,000.00, S8033:

The goal of this grant is to explore the possibility of providing a scanning and editing operation at the Adaptive Technology Center to provide accessible textbooks in a timely manner for New Jersey's college students with blindness/visual impairments or learning disabilities. Objective 1: To research the details of using a high-speed scanner to scan printed texts to provide students with timely access to texts in alternate formats. Objective 2: To set up a pilot project of scanning printed text into electronic files to determine the feasibility of providing this service to New Jersey's college students with disabilities. Objective 3: To prepare for sustainability beyond end of funding period by determining the details of offering text scanning as a fee-for-service to New Jersey's IHE's.

DELL, Amy: Adaptive Technology Special Initiative- NJCHE: 1/1/08-12/31/08, Awarded 12/16/07- $78,091.00, S8031:

This one-time supplemental funding provides an opportunity for the Adaptive Tech Center to enhance its effectiveness by expanding three services it already provides: 1) Supplementing its existing technical assistance by developing and disseminating Trouble Shooting Guides for
frequently-borrowed software programs; 2) Expanding the inventory of the Equipment Loan program to include expensive new products such as digital assistive listening screen reading software and portable video magnifiers; and 3) Disseminating the NJ Higher Education Disability Support Directory to a wider audience --i.e., all high schools in the state as well as all colleges -in order to publicize the regional centers and disability support services available at all colleges in the state.

DONOHUE, Patrick: Artists Raising Awareness Program 2008- NJ Dept. of State: 12/1/07-6/30/08, Awarded 5/5/08- $2,987.00, S8045

DONOHUE, Patrick: Bonner Matching for 2007-1008- Bonner Foundation, $30,000.00: Located just outside the capital city of Trenton, the Bonner Center cultivates the common ground that exists between the educational mission of the College and the interests and needs of the local community. It does so by creating teaching and learning opportunities that simultaneously build the capacity of TCNJ students and community organizations in Trenton and the region. In so doing, the Center puts the College's main values into action and strives to foster a more enlightened, participatory and egalitarian society.

DREWES, Donna: NJIT Rural Sustainability Planning - NJIT: 7/1/08-6/30/09, Awarded 4/9/08-$20,000.00, S8024: The College of New Jersey (TCNJ), through the Municipal Land Use Center (MLUC), will partner with the NJIT "roll out" of the materials and resources developed by NJIT through the Rural Regenerative Planning Studio with six Rural Sustainability Grant Communities (Mansfield Township and Southampton Township, Burlington County, Lower Township, and Woodbine Borough Cape May County, and Delaware Township and West Amwell Township, Hunterdon County) selected by NJ Department of Community Affairs, Office of Smart Growth. The program will include three phases: identifying, meeting with, and providing planning initiatives for key focus areas.

DREWES, Donna: Asbury Park: Moving Toward A Sustainable Future – Asbury Park & G.R. Dodge Foundation: 11/20/07 – 7/1/08, Awarded 11/27/07 - $30,000.00, N8025: A community sustainability strategy should incorporate a systems approach in its planning process that recognizes the synergistic benefits of planning for connected community objectives vs planning by topic silos. Successful sustainability plans move all of the community’s policies and actions in the same direction by utilizing a bottom-up, community-based process. Because the resulting sustainability plan reflects the wishes and desires of the community citizens, leaders, businesspeople and property owners, the probability of successful adoption and implementation by all community members is high. This type of action orientated, community supportive sustainability process is the planning approach which Asbury Park is working to create.

This process will begin by creating a shared understanding and language of sustainability in the community that will accelerate consensus building amongst participants. An expanded visioning process to define what a sustainable Asbury Park “looks like” will then be followed by technique that looks back to the present and performs a baseline assessment of where the community is as of today. This assessment will identify major opportunities for improvement with respect to sustainability. The baseline sustainability analysis will also take stock of existing programs, practices and assets that are already contributing to a transition towards sustainability. This baseline assessment process can be structured to work through Taskforce committees organized around community themes that derive from the visioning session. It is likely that taskforce focus areas will include transportation, economic vitality/economic development, community safety, security and mobility. This analysis then informs and guides the development of strategic, step-wise solutions that will move the community toward their sustainable future and serve as the basis for a Community Sustainability Action Plan. As an overarching
consideration, the process will strive for clarity of purpose, facilitate a community wide participatory process, support broad cross-sector participation, foster creativity and accelerate consensus-building among participants. Concurrently the project will fast track the implementation of any sustainable action strategy- or best practice that has broad support. The goal is to not wait until a plan is done to get things implemented.

Project management will be coordinated through the Asbury Park Sustainability Committee with the Municipal Land Use Center at The College of New Jersey providing the sustainability planning process leadership support. Association of NJ Environmental Commissions will assist with the community engagement and outreach components of the project. Community engagement and community outreach methods will strive to incorporate and coordinate with existing community groups, conventional media sources and governmental avenues for outreach. Additionally a project website will be developed to serve as the official source of information on the Sustainable Asbury Park program. Grant funding resources will also be used to support the development of community outreach materials and interim community progress reports and sustainability plan components.

FOELL, Christen: NJ Bonner Americorp FY08- State of New Jersey, Department of State: 9/1/07-8/31/08, Awarded 10/3/07- $251,999.00, S8050:
The Bonner Program seeks to mobilize more college student volunteers to address compelling community needs related to persistent poverty and the impact of natural disasters. We will accomplish this goal by recruiting and training the Bonner AmeriCorps members as key student leaders who will recruit, train, and place more college student volunteers in meaningful service experiences.

The Bonner Program leverages the talents and interests of college students, the resources of 49 institutions of higher learning throughout 28 states and those of community- and faith-based organizations to fully engage in community-building partnerships. The primary focus of Bonner AmeriCorps member service is on addressing issues of hunger, mentoring, and disaster relief.

The program has three mutually reinforcing activities:
- Recruit, train, and support Bonner AmeriCorps members as they develop their skills and knowledge to serve as student volunteer coordinators on their campuses. Because of the specialized training and sustained, intensive time commitment afforded by the financial structure of the program, Bonner AmeriCorps members are at the forefront of the campus-wide efforts to engage other students, staff, and faculty in meaningful community service.
- Support teams of Bonner AmeriCorps members and other student volunteers to deliver basic services, build organizational capacity, and generate enrichment activities that these agencies would otherwise not be able to provide. These activities will primarily be in the areas of mentoring, hunger alleviation and mentoring, and disaster relief.
- Connect Bonner AmeriCorps members to other Bonner-supported initiatives that help develop a culture of service at participating campuses, with a focus on National Community-Based Research Networking Initiative (led by Princeton University in partnership with the Bonner Foundation), which recently received three-year grant from the Learn & Serve America program.

FOELL, Christen: AmeriCorps National Education Awards Program 2007, Corporation for National and Community Service: 9/1/07-8/31/10, Awarded 9/1/07- $180,000.00, F8031:
The proposed activities engage students in service learning to address regional issues surrounding hunger, mentoring, and adult education in a manner consistent with the focus area outlined in the CNCS strategic plan.

Eight years ago, campus administrators and nonprofit leaders came together to discuss and
strategize on how they could work together to address the most compelling needs of their local communities. Together, they created the New Jersey Bonner Leader Program (NJBLP). The early gatherings have developed into a strong network with a united vision that seeks to strengthen the capacity of and services provided by our community partners by recruiting AmeriCorps members from colleges and universities. The New Jersey Bonner Leader program is designed as a unique way to integrate the goal of meeting community needs and equipping college students to become committed and engaged citizens.

**FREDE, Ellen: Efficacy Studies in State-Funded Preschool Programs, Rutgers University: 9/1/07-6/30/08, Awarded 12/6/07- $66,768.00, S8060:**

This program is aimed towards providing expertise and administrative oversight on preschool efficacy studies. This will be done through co-author relevant research reports and policy briefs; reviewing and editing selected research reports and policy briefs; advising on future publications; attending national policy meetings and conferences as needed; and making presentations at national policy meetings and conferences as needed. [15 national trips, 15 trips to DC and 5 trips to Philadelphia are estimated.]

**GOEKE, Allison: Trenton’s Future Engineers- Martinson Family Foundation: 1/1/08- 1/31/10, Awarded 12/6/07- $296,335.00, N8024:**

It is well documented that the United States needs more engineers, especially from underrepresented groups. The proposed initiative addresses this problem while building upon the success and interest generated by the three-year, Children Designing & Engineering™ (CD&E™) program at the Boys & Girls Club of Trenton & Mercer County (BGCTM). The focus will now be shifted from elementary engineering to middle and high school engineering, with a major effort placed on professional development for Trenton School District teachers. The proposed program will consist of the following four components:

1. Engineering after-school and summer program for middle school students.
2. Future Engineers of America Clubs (FEAC’s) at all BGCTM’s sites for middle school students.
3. Professional development for Trenton School District and other Mercer County middle school teachers in delivering math, science and engineering content in their classrooms and at the Club’s after school and summer programs.
4. FEAC’s will lay the groundwork for Technology Student Association (TSA) Clubs at Trenton middle schools and Trenton Central High School.

All four project components, as they relate to the curricula used in this initiative, will provide an understanding of careers in the field of engineering such as: electrical engineer, mechanical engineer, civil engineer, theme park designer, and water distribution systems engineer, waste water manager, packaging engineer, chemical engineer, environmental engineer, urban planner, solar designer, fluids engineer, fabricator and display designer. Some of the science and technology concepts taught will include: physics, simple machines, chemistry, scientific method and inquiry, water cycle, environment, fluids, material properties and processing, power & energy, design process, mechanisms, structures, control systems, hydraulic systems, adhesives, production systems and electrical systems.

**HADGE, Joe: REBEL U 2007-2008- The Lindsay Meyer Teen Institute: 07/15/07-8/31/07-3/1/08, Awarded 10/03/07- $3,200, S8027:**

The Lindsey Meyer Teen Institute was awarded a grant from the NJ Department of Health and Senior Services Comprehensive Tobacco Control Program to coordinate the statewide REBEL U program. REBEL stands for Reaching Everyone By Exposing Lies and is New Jersey’s statewide youth program.
empowerment movement that works to expose the truth about tobacco companies while promoting tobacco prevention and control programs throughout New Jersey. REBEL U represents the college-age portion of the program. LMTI works with twelve college campuses on New Jersey (TCNJ being one of them), assisting with the implementation of tobacco prevention and cessation programming.

HADGE, Joe: NJHTS 2008 Peer Institute- NJHTS: 10/1/07-9/30/08, Awarded 10/01/07-$61,879.00, F8050:

In order to address dangerous drinking, or what was often called binge drinking, and the cultural expectations, habits, and behaviors, we must seek strategies that will impact a long time challenge. This grant will utilize several techniques such as peer education conference, environmental workshops, harm reduction, technology based interactive learning and speakers to assist in creating an arsenal of best practices to try and reduce the negative impact of alcohol.

HADGE, Joe: LollaNoBoozza 2007, NJ Alcoholic Beverage Control, 7/1/07-5/31/08, Awarded 3/26/07- $10,000.00, S8059:

The event would take 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 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. 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. It will 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 last years planning, as we had inclement weather.

HADGE, Joe: Alcohol Project 07-08- Rowan University: 7/1/07-6/30/08, Awarded 7/3/07-$12,728.00, F8039:

In addition to providing primary prevention services for all students, the Alcohol Project Subgrant would support a pilot project that would focus on providing relapse prevention services for recovering students in the TCNJ community. The goal of the pilot project would be to identify students in need of support in the TCNJ community and to provide services that would facilitate their continued journey as college students in recovery from alcohol and other drug abuse. For example, if students who have received primary care for substance abuse and addiction issues are identified, then the Alcohol Project funds would support recovering mentors who could help students to understand that the College supports their recovery efforts and sees them as assets to the community. The ATOD mentors would support 12-step (and other recovery programs) and provide services that would be strength-based and extend the continuum of recovery by emphasizing lifestyle changes that are conducive to recovery and academic success.
HARMS, Henry: Vocational Student Organization (TSA) – NJ DOE: 7/1/07-6/30/08, Awarded 6/27/07- $127,190.00, S8028:
Since 2001, TSA has become the fastest growing Vocational Student Organization in New Jersey, and we have more than doubled our membership. Beginning with 21 chapters and a total of 1,464 members in 2001, we have grown to 36 high school and middle school chapters with over 6,000 student members in 2006. Approximately 800 high school students attended the TSA State Conference at TCNJ on April 4, 2006 and close to 100 middle school students participated in the NJ-TSA Middle School Conference on April 25, 2006 at TCNJ. Our affiliates come from all areas of NJ and continue to increase the educational, economic and geographical diversity of our members.
In May 2003, NJ passed legislation making Technology Education a mandatory part of the NJ Core Curriculum Standards. Nationally, TSA continues to be one of the fastest growing VSO’s. This progress is due, in part, to the ever increasing impact technology is having on our society as well as the emergence of technology as a new and unique subject in the school curriculum. NJ-TSA will continue the trend of growth, affording its members innovative and exciting opportunities to enhance their participation in, and contribution to, our technological world.

HERNANDEZ, Orlando: Precision Stabilization of a Ball Joint Gimbaled Mirror- US Navy STTR: Submitted 08/21/07, Awarded 8/31/07- $24,850.00, N8010:
As new algorithms are developed using a paradigm of off-line non real-time implementation, many times there is a need to adapt and advance the state of the art of hardware architectures to implement such algorithms in a real-time manner if they are to truly serve a useful purpose in industry and defense, and beyond an academic setting. Such is the case with many underlying algorithms used in computer vision paradigms. Specifically of interest in this proposed research is the architecture of high speed hardware architectures for the implementation of real time unsupervised data clustering.
This research will address the mapping of the unsupervised histogram peak-climbing clustering algorithm to novel high speed architectures suitable for Very Large Scale Integrated Circuits (VLSI) implementations and real-time performance. Specifically, architectures that exploit paradigms of massive connectivity like those inspired by neural networks, and parallelism and functionality integration that can be afforded by emerging nanometer semiconductor technologies will be investigated in this research. Special attention will be paid to the clustering of high dimensionality sparse data sets like those found in the clustering of information rich features used for color image segmentation and computer vision, “orders of magnitude” performance increase from current implementation on a generic compute platform, and the prototyping of the resulting architectures in a Field Programmable Gate Array (FPGA) environment to demonstrate the technology and the feasibility of transfer to real world embedded applications. In addition, there will be a phased two prong approach to the project, where the trade offs involved in generating fixed point versus floating point architectures will be addressed.

HOFFMAN, Jay: Effect of Protein Timing on Strength, Power, and Body Composition Changes- IDS Sports: 1/1/08-6/1/08, Awarded 11/5/07- $17,500.00, N8017:
The objective of this proposal is to examine the effect of whey protein supplementation on recovery from an acute resistance training performance session. A cohort of 20 - 24 subjects will be recruited for two separate groups. Following approval of the research protocol from the Institutional Review Board of the College, all volunteers will be provided an explanation of all procedures, risks and benefits of the study. Each subject will then provide his informed consent to participate in this study. All subjects will not be permitted to use any additional nutritional supplementation (i.e. creatine, β-alanine, amino acids, etc.). Screening for steroid use and additional supplementation will be accomplished via a health questionnaire filled out during subject recruitment.
HUTTON, Deborah: The Creation and Contestation of Sacred Space - NJ Council for the Humanities: 11/1/07-2/9/08, Awarded 11/30/07-$10,000.00, S8016:

The Religious Studies Committee of The College of New Jersey requests a NJCH major grant of $10000 to help fund two intertwined events, a one-day symposium and a week-long Tibetan Buddhist sand mandala ritual, that together explore the importance of sacred spaces within a variety of global traditions. These events form the climax of a larger series of events exploring the theme of religion, culture, and identity that are taking place at TCNJ over 2007-2008. The symposium, scheduled for February 9 2008, features six speakers of scholarly renumeration from institutions across the United States. The symposium’s morning session explores the creation of sacred spaces, while the afternoon session studies current conflicts involving such spaces. The symposium will occur on the same day that marks the beginning of a week long ritual in which two visiting Tibetan Buddhist monks from the Namgyal Monastery construct a sand mandala in front of the college’s art gallery. A forum on Buddhist traditions by TCNJ professor, Xinru Liu, which will contextualize the monks’ activities, will accompany the day’s activities. She will hold a second forum on February 15, the day before the conclusion of the ritual, when she and the monks will answer visitors’ questions. All the events will be free and open to the public.

JEAN-MICHELET, Jean-Michel: CURM Mini-Grant, Center for Undergraduate Research in Math: 9/1/07-5/31/08, Awarded 11/30/07-$5,300.00, N8035:

This proposal’s purpose is to investigate in the area of Mathematical Biology. Broomsedge (Andropogan Virginicus) is a warm-season grass native to New Jersey and the East Coast of the United States, where its growth seems to have been pretty much under control. But in other regions like California and Hawaii, it wreaks havoc on the local ecosystem by displacing key native species. The grass has proven able to destroy entire tracts of forested land. The dried stems are easily kindled by lightning. So the plan invariably ends up causing trees in its vicinity to burn down, thereby making room for itself to spread further.

It has been observed in the laboratory that infection with a certain smut fungus renders the grass sterile; infection by the pathogen causes mature plants to sprout fungus spores in their buds, where under normal conditions seeds are produced. The fungus spores are subsequently released into the wind on their way to infecting the plant’s healthy neighbors, providing a mechanism for this fungus replication process to continue indefinitely. This pathogen has so far been detected in the well-behaved broomsedge populations from New Jersey to South Carolina. Could the invasive character of California or Hawaiian Adropogan Virginicus be due to their having escaped the pathogen that plagues it on the East Coast? If so, can we use the fungus to restrict the grass’ footprint?

KONKLE, Lincoln: Thorton Wilder Conference/Playwrights Panel- Mercer County Culture & Heritage Commission: 1/1/08-1/1/09, Awarded 12/10/08-$1,000.00, S8037:

The international Wilder conference will fulfill aspects of all three mission statements by providing educational and entertaining programs over a three-day period on the campus of TCNJ to appeal to Wilder scholars from around the country and overseas; TCNJ students, faculty, and staff; New Jersey school teachers of English and Theatre; the general public in central New Jersey; and members of the Wilder Society who represent a wide variety of demographic groups: men and women, Caucasian, African American, Asian, Gay and Lesbian, etc. Comprising the conference are panels of scholars presenting papers on Wilder’s works with time for discussion with the audience, roundtables on teaching Wilder for New Jersey high school teachers, a discussion of Wilder as dramatist by four distinguished playwrights with a Q&A session to follow, a reading of excerpts of Wilder’s drama and fiction by one or more accomplished actors, a campus production of Wilder’s other Pulitzer Prize-winning play The Skin of Our Teeth with an after-show discussion for one performance, and other possible activities. All of these events are open to the public and the campus community, most of them free of charge. (Tickets must be purchased for The Skin of Our Teeth, and if the actor we have invited—James Earl Jones—accepts, we will charge admission to his reading.) The quality of the program is already assured as we have tentative
acceptances from scholars Christopher Bigsby (the top American drama scholar in the world coming from University of East Anglia, Norwich, United Kingdom), Brenda Murphy, Christopher Wheatley, Jackson Bryer, Tappan Wilder, John McIntyre, Penelope Niven, Lincoln Konkle, George Monteiro, and Jeffrey Jenkins; and writers J. D. McClatchy, Donald Margulies, and Edmund White (with invitations out to Edward Albee, John Guare, and A.R. Gurney).

KRSTIC, Vedranna: Schoor DePalma Scholarship- CMX Foundation, 1/1/08-12/31/12, $5,000.00:
This grant is for educational support for civil engineering students.

LINDBERG, Claire: Perinatal Neonatal Education Consortium- Amendment No. 1: 7/1/07-12/31/07, Awarded 12/5/07- $4,630.00, F5030:
This subproposal proposes participation by The College of New Jersey (TCNJ), School of Nursing (SON) in the above continuation project proposed by Dr. Mary Bowen of Thomas Jefferson University, College of Health Professions, Department of Nursing. As a participant in the proposed Perinatal Neonatal Education Consortium, TCNJ, SON will participate in the continued development of a consortium-based educational endeavor to prepare specialized Advanced Practice Nurses. These APNs will be educated as healthcare providers who can provide care to high risk mothers and their newborns.

OSBORN, Jeffrey: 2008 Collegebound Program – State of New Jersey Commission on Higher Education: 7/1/07-6/30/08, Awarded 9/10/2007 - $270,000, S8066:
College Bound, the pre-college program at The College of New Jersey, prepares underachieving students, in grades nine through twelve, from Abbott schools and highly distressed municipalities in New Jersey, to gain college enrollment and complete academic programs which lead to career fields in science, mathematics and technology. Established in 1986, the structure of this program enables students to interact with college faculty and staff, and to use the facilities of a major college.

PAVLOVSKY, Taras: Open-source Library System Planning- Institute of Museum and Library Services: 10/1/07-12/31/07, Awarded 9/07/07- $24,417.00, F8025:
The VALEnj OLS planning project will produce a report that will describe what is required to move forward with a share open source ILS in an academic environment. It will also lead to a better understanding about how academic libraries in New Jersey use their ILS. By working together, VALEnj libraries will better understand how others use the ILS and how other academic libraries in the state function from a technology standpoint. This understanding may set the framework for future collaboration on other projects outside of the VALEnj OLS. These projects may include universal borrowing and shared collection development efforts.

PETROFF, Jerry: Career and Community Studies FY08- NDSS: 10/1/07-12/31/07, Awarded 8/15/07- $60,000.00, N8007
The proposed project will be a collaborative effort between families, local secondary schools, community/government agencies, and other institutions of higher education. These partners will assist in the planning and evaluation of the project. These are some examples of how these partners will collaborate in development of the program:
- Parents may provide information about family goals and values, curriculum content, student support needs, and may assist with quality assurance.
- Local school districts may assist with curriculum development, identification and referral of students. Local districts may fund student participation through IDEA funds.
- The New Jersey Division of Vocational Rehabilitation Services (DVRS) and Division of Developmental Disabilities may assist with program design, fund student participation, and assist with post college planning and outcomes.
• Community agencies such as Allies, Inc., may assist with program design, provide community residential services, and assist with post college outcomes.

The basic goals of the TCNJ program are to:
• Provide age appropriate community based and functional academic skills curricula for young adults with disabilities (18-21) in a college setting
• Provide students with opportunities to sample a variety of employment experiences within an integrated college setting
• Provide opportunities for students to participate in academic, recreational and social college activities
• Provide access to college supports that are typically offered to all college students (tutoring, career counseling, assistive technology, etc.)
• Collaborate with community based adult service agencies to provide appropriate living arrangements and other supports
• Assist students and families to identify and access post graduation employment, living and social outcomes

PETROFF, Jerry: Teacher of the Blind and Visually Impaired Program, NJCBVI, 7/1/07-6/30/08, S8061:
The purpose of this project is to design and implement undergraduate and graduate programs in the education of the blind and visually impaired. These tracks will fall under the department of Special Education, Language, and Literacy (SELL). Additionally, the project will provide interim courses designed to help NJCBVI instructors achieve the necessary certifications.

PETROFF, Jerry: Professional Services to Students with Deafblindness and CBVI Staff- NJ Commission of the Blind: 8/15/07-8/15/08, Awarded 10/31/07- $28,084.32, S8063:
The New Jersey Department of Human Services, NJ Commission for the Blind & Visually Impaired (CBVI) is the primary provider of education, habilitation and rehabilitation for infants, children and adults who are blind and visually impaired in New Jersey. For over ninety-six years, this State agency has been responsive to the needs of students who are blind and visually impaired, their families and the local school districts. In order to continue to provide an adequate level of service to the state, it has become evident that there is a need for preservice 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.

PULIMOOD, Sarah Monisha: Request for REU Supplement to existing grant: NSF BPC via Community Journal- NSF: 6/2/08-7/25/08, $12,000.00, F8024:
The principal investigators on the BPC grant, Wolz, Pearson, and Pulimood, have been collaborating for two years on questions of Content Management Systems and Multithreaded Storytelling as they apply to online magazines. In this supplemental summer project, we intend to investigate problems related to writing, database management, and content generation in a collaboration that has the potential to articulate solutions for both areas of study. A content management system allows journalists to solicit, edit, and assemble the components of a magazine via a shared computer resource. Such a system for unbound, the student-run magazine at TCNJ, initiated by Pearson 12 years ago, was significantly enhanced through incorporation of a database by computer science students under Pulimood’s supervision two years ago. Through the BPC grant, we are abstracting the design principles developed for unbound to support the “CAFÉ” (Collaboration And Facilitation Environment) for middle school students and their teachers for the Interactive Journalism Institute to be held in the summer. Multithreaded storytelling is an emerging discipline that melds theory from natural language generation,
hypermedia design, journalism, and creative writing. A multithreaded story is an abstraction of a branching story (linear storyline expanded at decision points to allow alternative pathways through a single narrative arc) that presents multiple narrative arcs within a common framework. It presents problems both of exposition, i.e. how to tell the stories in a coherent way, and management, i.e. how the writer understands the relationship between the constituent parts. Pearson began building a proof of concept system via the “Nancybelle” project, that led to a design for a general architecture through a summer research collaboration with Wolz.

SHERMAN, Sharon: Teacher Quality Enhancement Recruitment, NJDOE, 10/1/07-9/30/08, Awarded $2,792,828 ($2,728,028 original plus $64,800 additional amount), F6032:
The New Jersey Teacher Quality Enhancement Recruitment (TQE-R) grant project addresses the need to recruit and retain highly qualified teachers in high poverty, low achieving schools, particularly in the hard to staff areas of math and science. Research indicates that to deal with teacher shortages in at risk schools, strategies are needed across the continuum of professional practice -from pre-service through ongoing professional learning in order to retain teachers once recruited into high risk schools. New Jersey’s TQR-R grant proposal outlines strategies across this continuum in its three strands: Recruitment for High-need Districts; Preparation for High-need District Teaching; and Induction and Professional Learning in High-need Districts. Working in partnership with The College of New Jersey and three high poverty, low performing school districts (Trenton Public Schools, Pemberton Public Schools and Vineland Public Schools), the New Jersey Department of Education will build on its strong teacher quality reform platform and the positive historical relationships of all partners involved in the project. In Strand One, the project will implement targeted, high-impact recruitment strategies for high-need districts including web based recruitment services for urban districts; incentives for high-need district placement; and new technology based practices to reverse slow-moving hiring and credentialing processes. Strand Two will tailor pre-service program offerings in traditional and alternate routes to the needs of candidates who will teach in high-need districts. In the third strand, strategies will promote strong induction and professional learning in all three high-need districts. This grant project will help New Jersey to integrate powerful new recruitment and retention strategies for high-need districts into its overall educational reform effort to improve education of all of New Jersey’s students.

SHERMAN, Sharon: NJSSI 2008- Rutgers University and NJ DOE- NJSSI: 7/1/07-6/30/08, Awarded 11/29/07-$75,000.00, S8026:
The College of New Jersey NJ SSI Regional Center continues strengthening its partnerships and commitments with the school districts in Burlington, Hunterdon, Mercer, and Somerset counties, to help foster systemic reform in mathematics, science, and technology education. During the reporting period of July 1, 2006 through June 30, 2007, the TCNJ Regional Center has successfully coordinated the activities for the cohort 6 Partnership Program participants. The Rutgers Regional Center joined the summer Partnership Program at TCNJ with their Franklin Township group for days 5-9. Unfortunately, there were an insufficient number of applicants to our Regional Center to run the Partnership Program for cohort 7.

SMITH, Crystal: College Planning 101 – TCNJ – College Bound Activity Proposal: 11/16/07-6/30/08, Awarded 11/21/07 - $9,450.00, S8067:
The Collegebound program proposes to conduct 20 College Planning 101 workshops within Trenton Schools and Community Centers. Collegebound Students and TCNJ Students will be trained and utilized to facilitate College Planning workshops for area junior high and high school students. College Bound students will learn and practice public speaking skills as they identify and share their keys to success. They will assist area students in identifying their own skills, talents and resources available to them that can turn college dreams into college plans and college plans into college acceptance. Collegebound students will begin to see themselves as leaders as they position themselves as peer role models.
During the planning period, we will refine our main goals and objectives as well as consider the most effective strategies for the Janssen/BTE Team to work with the high school participants. Among other responsibilities, the Bonner student members of the BTE Team might help develop job readiness and professional “survival skills” of the youth participants (how to propose ideas in writing, participate in interviews, receive constructive criticism etc…) as well as facilitate their participation in other “field” experiences (job shadowing, internships etc…). The Bonner students might also lead small groups within high school academic classes, develop and deliver workshops to the high school participants at the MAA or at TCNJ, provide individualized tutoring and homework assistance, and serve as mentors and positive role models for the youth. In addition, the Bonners would act as organizers who facilitate the involvement of other Bonner Scholars (there will be a total of 60 next year) and additional TCNJ student volunteers in various capacities. This could lead to a powerful mentorship component—with each Academy participant having at least one College student mentor in each academic year to help counsel him or her (in health-care careers options and other areas). As indicated earlier, the existence of incoming first-year students in these programs on an annual basis raises the possibility of establishing relatively long-term (2-to-4 year) ongoing relationships between the Bonner Scholars and the high school participants, depending on the model the Janssen/BTE Team adopts and develops. Any number of creative partnerships and strategies may result in strengthening the retention “pipeline” from freshmen high school students clear through College graduation and beyond, to professional employment in the health and health care-related professions.

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 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.