

**BOARD OF TRUSTEES
MEETING**

December 10, 2003

The next meeting of the Board will be on
Wednesday, February 18, 2004
in the Townsend Residential Life Center



REVISED

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
BOARD OF TRUSTEES**

**WEDNESDAY, DECEMBER 10, 2003
SCHEDULE AND AGENDA**

NOTE: Immediately following action on the Resolution to Meet in Closed Session, members of the public will be asked to leave the room. The Board will return at 3:45 p.m. to the Multipurpose Room of the Townsend Residential Life Center for the Committee of the Whole Open/Public Session.

1. Call to Order and Roll Call.

On June 23, 2003, notice of this meeting as required by the Open Public Meetings Act was (a) posted in the Business Services Office of the College, (b) sent to the editors of *The Press* and the *Vineland Times Journal*, and (c) filed with the Secretary of State.

2. Approval of the Minutes of the Regular Meeting of October 22, 2003.

3. The Resolution to Meet in Closed Session is found on page 4.

4. Committee of the Whole Open/Public Session:

- A. Adoption of new Corporate Seal
President Saatkamp
The Revised Resolution will be distributed.
The Information is found on page 27.
- B. Interim Appointment by President
Chairman Jacobson
The Revised Resolution will be distributed.
- C. Report of the Audit/Finance Committee
Trustee Carole Applegate Hedinger, Chair

- D. Approval of Program Announcement
Master of Arts in Education
Vice President David Carr
The Revised Resolution will be distributed.
- E. Sabbatical Leaves, 2004-2005
Vice President David Carr
The Information will be distributed.
- F. R&PD Committee Recommendations for Mini Round
Vice President David Carr
The Information will be distributed.
- G. Investment Policy
Vice President Richard Hale
The Revised Resolution will be distributed.
- H. Facilities Usage Fees for Calendar Year 2004
Vice President Richard Hale
The Revised Resolution will be distributed.
- I. Managerial Compensation
Vice President Richard Hale
The Resolution is found on page 47.
The Revised Information will be distributed.
- J. Approval of a Capital Construction Project: Housing I Exterior and
Restoration Project 2004 (Phase IV)
Vice President Richard Hale
The Resolution is found on page 50.
The Information is found on page 51.
- K. Approval of a Capital Construction Project: Housing II Shower
Improvements
Vice President Richard Hale
The Resolution is found on pages 52.
The Information is found on pages 53.
- L. FY05 State Budget Request
Vice President Richard Hale
The Resolution is found on page 55.
- M. Confirming FY04 Bid Waiver
Vice President Richard Hale
The Resolution will be distributed.

- N. SRI Lease Agreement
Vice President Richard Hale
The Resolution will be distributed.
 - O. SRI Lease Agreement Update
Vice President Harvey Kesselman
 - P. Recognition of G. Larry James - Inducted into
The USA Track and Field Hall of Fame
President Saatkamp
The Revised Resolution will be distributed.
 - Q. Spring 2004 Pre-Registration Figures
Interim Vice Joseph Marchetti
 - R. Stockton Board of Trustees Distinguished Fellowship for Students
Interim Vice President Joseph Marchetti
The Information is found on page 58.
 - S. The Personnel Resolution is found on pages 59-60.
The Addendum to the Personnel Resolution will be distributed.
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- 5. President's Report
President Saatkamp's report is found on pages 5-25.
 - 6. Other Business
 - 7. Comments from the Public
 - 8. The next regularly scheduled meeting of the Board will be held on
Wednesday, **February 18, 2004** at 3:45 p.m. in the Multipurpose Room of the
Townsend Residential Life Center.
 - 9. Adjournment.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION TO MEET IN CLOSED SESSION

WHEREAS, The Open Public Meeting Act (P.L. 1975, Ch. 231) permits public bodies to exclude the public from discussion of any matter as described in Subsection 7(b) of the Act, providing that the public body adopts a resolution at a public meeting indicating its intent to hold a closed session, and

WHEREAS, Subsection 7(b) of the Act contains exclusions for personnel matters; terms and conditions of employment; collective bargaining agreements including negotiated positions; anticipated or pending legislation; and any matters involving the purchase, lease, or acquisition of real property; therefore, be it

RESOLVED, that the Board of Trustees shall meet in closed session to discuss personnel, collective bargaining, and litigation matters including recommendations of the President contained in the attached Personnel Resolution, and be it further

RESOLVED, that the discussion of personnel, collective bargaining, and litigation matters will be disclosed to the public during that portion of the meeting which convenes no earlier than 3:45 p.m.

December 10, 2002

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

PRESIDENT'S REPORT

December 10, 2003

An illustrative glimpse of the wide-ranging, professional activities of the College's faculty and staff is provided through a number of recent snapshots.

ACADEMIC AFFAIRS

ARTS AND HUMANITIES

JOANNE BIRDWHISTELL, Professor of Philosophy and Asian Civilization, has accepted an invitation from Professor Roger T. Ames, Editor of "Philosophy East and West," to become a member of the Editorial Board of this journal, the premier journal in the field of comparative philosophy.

CHRISTINE FARINA, Assistant Professor of Communication Studies, recently completed a Philanthropy Announcement on film for Gilda's Club of South Jersey, a National Cancer Funding Society originated by Gilda Radner.

Professor Farina's completed a documentary film entitled "Broken Silence." The film was shown at Richard Stockton College. Nov 2003.

WILLIAM LUBENOW, Professor of History, presented a paper entitled "From Landed Aristocracy to Intellectual Aristocracy." North American Conference on British Studies. **Dr. Lubenow** was also installed as Vice President. Portland, OR 22-26 Oct 2003

Professor Lubenow delivered a paper: "Imagination, Intimacy, and the Inner Dynamics of Knowledge Communities in the 19th and 20th Centuries." Western Conference on British Studies. Tucson, AZ. 30 Oct to 2 Nov 2003.

JEANNE ANDREE NELSON, Associate Professor of French, performed in the role of Senora Alma Corazon y Madariaga Carilla in The Travails of the Republic or A Stylish Stolen Steamer, by John Pekich. Victorian Week Murder Mystery Dinner. Cape May, NJ. 12-15 Oct 2003.

GENERAL STUDIES

FRANK CERRETO, Professor of Mathematics, and **JUNG LEE**, Assistant Professor of Instructional Technology, gave a presentation titled, "Infusing Technology into a Mathematics Course: Lessons Learned." Technology, Learning, and Intellectual Development Conference." Association of American Colleges and Universities. Cambridge, MA. 30 Oct – 1 Nov 2003.

G. T. LENARD, Associate Professor of Writing, presented a paper, "Laughter Over Silence in Tristram Shandy." Silence and Laughter Conference. State University of West Georgia. Atlanta, GA, October 24-26.

LEO LIEBERMAN, Associate Professor of Holocaust Studies, gave a presentation, "Not Being a Bystander." Jewish War Veterans. Margate, NJ. 21, October 2003.

MARYANN MCLOUGHLIN, Assistant Supervisor of the Holocaust Resource Center, presented, "Dining in the Empire: Cannibalism, Communion, and Conservation." Central New York Conference on Language and Literature. State University of New York (SUNY) at Cortland. Cortland NY. 24 October 2003.

JOHN QUINN, Mathematics Center Coordinator, has received confirmation from The New Jersey Department of Education of Funding for the grant, "The Bridges Project: A Model for Teaching Children Who Are Homeless." **Mr. Quinn**, who will act as Faculty Mentor for the program, wrote the grant on behalf of the Atlantic City School District and The Atlantic City Rescue Mission. The current funding of \$118,800 provides for the first year of a three-year grant, totaling \$368, 800. The Bridges Project will provide an after school program for at least 125 children (pre-kindergarten through high school) at a facility operated by the Atlantic City School District. These students will receive instruction from certified and experienced teachers along with student interns with a typical student to staff ratio of 2:1.

CAROL RITTNER, **RSM**, Distinguished Professor of Holocaust Studies, was the keynote speaker at The New Jersey Association of Holocaust Organizations held at Kean University. Dr. Rittner's topic was "The Significance of Other Genocides to the Work of New Jersey Holocaust Centers." **GAIL ROSENTHAL**, Supervisor of the Holocaust Resource Center, acted as moderator for the plenary session, "Holocaust Survivor Memoirs: An Opportunity to Meet with Holocaust Survivor Authors of New Jersey." Union, NJ. 26 Oct 2003.

NATURAL SCIENCES AND MATHEMATICS

RUDY ARNDT, Professor of Marine Science, presented a lecture entitled, "Fishes of the Pine Barrens." Pinelands Alliance Celebration Day. Whites Bog Nature Center. Whites Bog, NJ. 4 Oct 2003.

CLAUDE EPSTEIN, Professor of Environmental Studies, presented a lecture entitled, "Is the Pine Barrens Water Table Declining? What Does the Record Show?" Geological Association of New Jersey Meeting. The Richard Stockton College of New Jersey. Pomona, NJ. 10 Oct 2003.

Professor Epstein also presented a lecture entitled, "Historical Example of Stream Channel Restoration: 18th Century Creation and 19th Century Destruction of the Dam at Martha, NJ on the Oswego River." United States Environmental Protection Agency's 6th Wetlands Workshop. Holiday Inn. Atlantic City, NJ. 28 Oct 2003.

RICHARD COLBY, Professor Emeritus was appointed to the Atlantic County 2010 Study Section on Environmental Quality to prioritize "action projects" by Atlantic County Executive, Dennis Levinson.

WILLIAM CROMARTIE, Associate Professor of Environmental Studies was appointed to The Atlantic County Groundwater Advisory Committee by Atlantic County Executive, Dennis Levinson. **Professor Cromartie** will advise and consult with the Atlantic County Executive in all groundwater resource development, management, planning and conservation matters. 12 Sep 2003.

STEWART FARRELL, Professor of Marine Science and Director of the Coastal Research Center is the primary facilitator of a contract from the New Jersey Division of Engineering and Construction, Bureau of Coastal Engineering. The Richard Stockton College and the Coastal Research Center has been awarded \$379,344 for additional survey work with the U.S. Army Corps of Engineers' project in Cape May Point, Cape May County, NJ. Also, the NJ Department of Environmental Protection has contracted the Coastal Research Center (\$478,126) to monitor 100 sites on the New Jersey Shoreline since 1986. This two-year contract began 1 Oct 2002.

EDWARD PAUL, Professor of Chemistry, presented a lecture entitled, "Modeling Chemical Mechanical Polishing Rates." Microelectronic Connection: Very Large Scale and Ultra Large Scale Interconnections (VMIC: VLSI/ULSI) Multilevel Interconnection Conference. Los Angeles, CA. 24 Sep 2003.

Professor Paul is also the co-author of a paper entitled, "A Model of Chemical Mechanical Polishing: The Role of Inhibitors." Proceedings of the Spring Meeting of the Materials Research Society. Vol. 767 (Apr 2003). Paper F1.2.

YITZHAK SHARON, Professor of Physics is the co-author of a paper entitled, "Competing Core and Single Particle Excitations in the $^{21}\text{Ne} + ^{44}\text{Ca}$." Physics Letters B Vol. 559 (2003): 187.

LYNN STILES, Professor of Physics and Geothermal Coordinator, and **ALICE GITCHELL**, of Facilities Planning, and **DIANE HULSE-HILLER**, Geothermal Staff member, co-authored a paper entitled, "Underground Thermal Energy Storage in the U.S." International Energy Agency Conference, FUTURESTOCK. Warsaw, Poland. **Professor Stiles** also chaired a session on Aquifer Thermal Energy Storage at this conference. Sep 2003.

Professor Stiles presented a lecture entitled, "The Stockton College Fuel Cell." New Jersey Technology Council Meeting. Rutgers University, New Brunswick, NJ. 16 Oct 2003.

DENNIS WEISS, Dean of Natural Sciences and Mathematics and **KRISTEN HALLOCK-WATERS**, Assistant Professor of Chemistry, participated as panelists on the topic "Ensuring Vital Faculty & Vital Departments." Project Kaleidoscope Assembly. "Ensuring the Success of Under-Represented Groups in STEM Learning Environments." Rowan University. Glassboro, NJ. 3-5 Oct 2003.

PROFESSIONAL STUDIES

SAMUEL BULMASH, Professor of Business Studies, presented, "A Behavioral Multi-period Model of the Link Between Investors' Stock Wealth and Their Spending." Annual Conference of the Financial Management Association. Denver, Colorado. Oct 2003

RICHARD P. COE, Assistant Professor of Business Studies and Patricia Lake of Louisiana Pacific Corporation, co-authored, "Effectively Managing Nuclear Risk Through Human Performance Improvement." The Nuclear Plant Journal. 21.5 (Sep-Oct 2003): 40-45.

NANCY I. FIEDLER, Assistant to the Director of Teacher Education, presented informational workshops sponsored by Richard Stockton College Teacher Education at the following New Jersey Community Colleges: Burlington Community College at Pemberton. 25 Sep 2003. Burlington Community College at Mt. Laurel. 30 Sep 2003.

Camden Community College. 1 Oct 2003. Brookdale Community College. 9 Oct 2003. Ocean Community College. 16 Oct 2003. Atlantic-Cape Community College at Rio Grande. 20 Oct 2003.

LEWIS LEITNER, Professor of Management and Psychology gave a presentation entitled, "Career Opportunities in Management and Marketing" for students at the Egg Harbor Township High School. 29 Oct 2003.

M. ALYSIA MASTRANGELO, Assistant Professor of Physical Therapy, with co-presenters M. Burns, M. Lacey, J. Kaufman, L. Fuller, C. Flores, D. Stark, graduates of the 2003 Master of Physical Therapy class and E. C. Chaloupka of Rowan University, presented, "Effect of Strength Training on Menopause Symptoms." 26th Annual Meeting of the MidAtlantic Regional Conference. American College of Sports Medicine. Fernwood, PA. 31 Oct – 1 Nov 2003.

MOHAMAD NEILFOROSHAN, Professor of Computer Science and Information Systems, was selected to serve on the accreditation visiting team for the Accreditation Board for Engineering and Technology, Inc. (ABET'S) Computing Accreditation Commission. Iowa State University. 12-14 Oct 2003-2004.

MICHAEL OLAN, Associate Professor of Computer Science and Information Systems, presented, "Unit Testing: Test Early, Test Often." Consortium for Computing Sciences. Colleges Eastern Division 2003 Conference. Montclair State University, NJ. 17-18 Oct 2003.

WHITON S. PAINE, Associate Professor of Business Studies, presented, "Ethical Considerations in Marketing Psychotropic Medications for Minors." Dr. Paine chaired the meeting's session on "Issues in Non-Profit Marketing," and served as the Track Chair, on "Care Marketing, Social Marketing, Nonprofit Marketing and Cause-related Marketing Tracks." 2003 Annual Meeting of the Atlantic Marketing Association. Portland, Maine. 3-4 Oct 2003.

VICTORIA SCHINDLER, Assistant Professor of Occupational Therapy, presented, "Evidenced-based Practice." New Jersey Mental Health Partnerships Conference. Freehold, NJ 2 Oct 2003.

Professor Schindler presented, "A Model for Developing Roles and Skills in Adults Diagnosed with Schizophrenia." Creedmoor Psychiatric Institute. Queens Village, NY. 15 Oct 2003.

Dr. Schindler also presented, "Occupational Therapy for Individuals Diagnosed with Mental Illness." Atlantic County Chapter of New Jersey National Alliance for the Mentally Ill. Pleasantville, NJ. 16 Sep 2003.

KAREN STEWART, Associate Professor of Business Studies, with co-presenters **DIANE HOLTZMAN**, Adjunct Business Studies Faculty, and **CHARLES SROCK**, Instructor in Business Studies, presented, "A Framework for the Incorporation of Assessment into the Evaluation of Marketing and Management Students." Association of Pennsylvania University Business and Economics Faculty. State College, PA. 9-10 Oct 2003.

MARILYN E. VITO, Associate Professor of Business Studies, presented "Indicators of Financial Statements Errors and Omissions—Tools for Effective Audits and Reviews." Capaldi, Reynolds & Pelosi, PA, CPA. Northfield, NJ. Nov 2003.

Professor Vito presented, "Quantitative Literacy: A Contextual Approach to Teaching Introductory Business Courses," and was the Session Chair for WWW/E-Commerce presentations. Academy of Business Disciplines Annual Meeting. Diamond Head Resort. Ft. Myers Beach, Fl. Nov 2003.

Professor Vito with co-authors **BETSY MCSHEA**, Assistant Professor of Developmental Mathematics and Josette Katz, Atlantic Cape Community College, published, "Quantitative Literacy: A Contextual Approach To Teaching Introductory Business Courses." Proceedings of the Academy of Business Disciplines Annual Meeting. 2003.

SOCIAL & BEHAVIORAL SCIENCES

NANCY ASHTON, Associate Professor of Psychology, served as panel moderator for the community program, "Forum on Islam for Adult Education." Unitarian Universalist Church. Cherry Hill, NJ. 15 & 29 Oct 2003.

THOMAS J. GRITES, Interim Dean of Social and Behavioral Sciences, conducted a pre-conference workshop entitled, "The Economics of Advising: Assessing Your Worth to Your Institution." 27th National Conference on Academic Advising. Dallas, TX. 2-5 Oct 2003.

Dr. Grites and Peter Hagen, Director of Center for Academic Advising, co-presented programs entitled, "Academic Advising: A) Philosophy B) Theory C) Definition D) None of the Above" and "Program Assessment: How We Learn About Ourselves." He also participated in the Past Presidents' Forum. Oct 2003.

Dr. Grites conducted a faculty development workshop on academic advising at St. Thomas Aquinas College. Sparkill, NY. 24 Oct 2003.

DAVID LESTER, Professor of Psychology, has editor of Katie's Diary: Unlocking the Mystery of a Suicide. Death, Dying, and Bereavement Series. Routledge (2003).

PAUL LYONS, Professor of Social Work, presented a book talk titled, "The People of This Generation: The Rise and Fall of the New Left in Philadelphia." Mount Airy Learning Tree. Philadelphia. 24 Sep 2003, and the Penn Twentieth Century History Seminar at University of Pennsylvania. Philadelphia. 31 Oct 2003.

Professor Lyons delivered a class lecture, "The Early Peace Movement." Frostburg State University. **Dr. Lyons** also gave a public lecture entitled, "Dissent and Patriotism: What Do We Mean by Love of Country?" Frostburg State University Faculty Development and Sabbatical Committee. Frostburg State University. 13 Oct 2003.

Professor Lyons delivered a lecture, "Penn Activism in the 60's." Meet the Author series at Mark's Café, Van Pelt-Dietrich Library Center, University of Pennsylvania Library. Philadelphia. Oct 2003.

Professor Lyons, and **DAVID EMMONS**, Associate Professor of Criminal Justice, delivered a lecture entitled, "Reflections on September 11: Two Years Later" at Temple Beth Judah. Ventnor. 25 Oct 2003.

JEAN MERCER, Professor of Psychology, presented a paper entitled, "Attachment Therapy: Science Adversaries Appeal to Scientific Evidence." Science: Its Advocates and Adversaries Conference. Institute for Contemporary British History. London. 8 July 2003.

Professor Mercer, L. Sarner, L. Rosa. Attachment Therapy on Trial. Westport, CT: Praeger (2003).

Dr. Mercer was invited to become a fellow of the Council for Scientific Medicine and Mental Health. May 2003.

Professor Mercer, also presented a paper, "Analyzing Attachment Therapy." Right from the Start Conference. Youth Consultation Services. Newark. 24 Sep 2003.

CYNTHIA SOSNOWSKI, Assistant to the Dean of SOBL, conducted a Training of Trainers for a visiting group of casino industry professionals from Macau, China. The 16 hour course was entitled, "Adult Learning Theory and Strategies for Training." Atlantic Cape Community College Casino Career Institute. Mays Landing. Oct 2003.

CHRISTINE TARTARO, Assistant Professor of Criminal Justice has had a paper published entitled, "Suicide and the Jail Environment: An Evaluation Of Three Types Of Institutions." Environment and Behavior. 35.5 (2003): 605-620.

Christine Tartaro has had a paper, "Suicide and New Generation Jails: A National Study" published. American Jails. 17.4 (2003): 37-42.

Christine Tartaro presented, "Preliminary Outcomes of a Gang Intervention Program for Juveniles in Secure Care." American Society of Criminology Meeting. Denver, CO. Nov 2003.

STAFF

Peter Hagen, Director of Center for Academic Advising, and **Dr. Thomas Grites**, Interim Dean of Social and Behavioral Sciences, co-presented programs entitled, "Academic Advising: A) Philosophy B) Theory C) Definition D) None of the Above" and "Program Assessment: How We Learn About Ourselves." Oct 2003.

OLSEN, BETH, Director of Grants Development, presented a paper on, "Constructing a Grants Office Review." Building Bridges of Knowledge: The Professional Research Administrator. 2003 Annual Meeting for the Society of Research Administrators International. Pittsburgh, PA. 18-22 Oct 2003.

ADMINISTRATION, FINANCE & INSTITUTIONAL ADVANCEMENT

COMPUTER AND TELECOMMUNICATIONS SERVICES

Administrative Systems Upgrade (Banner)

The Banner administrative software and Oracle database software have been installed. Test and training systems were configured, which will be used for converting data, configuring and tailoring Banner to meet the operational and management needs of the College, and conducting system testing. Additionally, the training environment will be used for technical and user training.

Various staff members from Academic Affairs, Administration and Finance, and Student Affairs conducted an analysis of the College's existing business practices relating to budgeting, procurement, fixed asset management, grants management, and receivables accounting. The analysis served as a diagnostic tool for examining and modifying, as needed, our current business processes to ensure that they are as effective and efficient as possible.

FACILITIES PLANNING AND CONSTRUCTION

Fuel Cell Update

The College was awarded a \$200,000 grant through the Federal Department of Energy Program for the fuel cell. This brings the total funding granted to the College from outside sources for this \$1,300,000 fuel cell to \$995,000. Previously, the College received a \$710,000 rebate from the New Smart Program and an \$85,000 discount from the United Technologies Corporation/New Jersey Higher Education Partnership for Sustainability.

Academic Exterior Repair and Replacement Update

This multifaceted Higher Education Capital Improvement Fund (HECIF) project continues to be under construction. The following aspects have been completed: the removal of the 15,000 square foot F-Wing concrete deck and the installation of a temporary roof, the repair of the gymnasium/pool deck concrete and seating, the addition of the Performing Arts Center delivery entrance, the realignment of the entranceway between A-Wing gallery and the Arts and Sciences Building, and flood lights to accent

the Performing Arts Center. The repair and re-landscaping of the J/K courtyard is complete except for the installation of two trees and illumination poles. The refinishing and replacement of exterior panels and exterior aluminum will continue, weather permitting, through next summer. The temporary egress stairs have been constructed to allow the upgrade of the exterior balconies and the replacement of exterior stairs throughout the facilities and the C/D connector bridge. The upper E/G-Wing bridge construction, which will provide offices for 16 faculty members, is scheduled for completion during the summer of 2004.

Higher Education Capital Improvement Fund (HECIF) Application

The Commission of Higher Education approved the College's second HECIF application for the Housing I Exterior Repairs and the Replacement of Housing I Heating, Ventilation and Air Condition (HVAC) System. However, the New Jersey Educational Facilities Authority (NJEFA) must sell bonds before this funding is available to the College. Also, the Commission of Higher Education approved the reallocation of Fall 2002 HECIF bond funding for an increase in funding for the academic heating, ventilation and air conditioning (HVAC) improvement, the retrofit of Building 32 gallery rails to meet current codes, the renovation associated with an F-Wing addition and the Housing II re-roofing which was completed during the summer of 2003.

Carnegie Library Update

The completion of the renovation and expansion of the Carnegie Library by the Casino Reinvestment Development Authority (CRDA) is currently scheduled for completion in April 2004.

Lake Fred Spillway Replacement Update

This project continues to be under review for approval by the New Jersey Pinelands Commission and the New Jersey Department of Environmental Protection's Dam Safety Division Commission. Following approval, construction documents may be completed for a public bid through the New Jersey Department of Treasury's Division of Property Management and Construction (NJDPMC).

Academic Fire Suppression Update

This project funded by the New Jersey Higher Education Capital Improvement Fund (HECIF) for installation of a fire suppression system in Buildings 30, 31 and 32 (A through M-Wings) has received final code review approval by the New Jersey Department of Community Affairs (NJCA). The New Jersey Division of Property

Management and Construction (NJDPMC) has scheduled to release this project for bid in December 2003.

N-Wing Re-roofing Update

Except for the installation of scuppers and the nighttime installation of the 110-foot skylight, the N-Wing roof was completed in August 2003.

Housing I HVAC Replacement Update

The College has requested the New Jersey Department of Property Management and Construction (NJDPMC) contract an engineer for the replacement of the 32-year-old Housing I gas and hot water heaters. This project includes improving ventilation to meet current codes.

Carbon Monoxide Sensor Installation Update

Carbon Monoxide sensors were installed in Housing I, Housing II and Housing III to comply with New Jersey regulations adopted in April 2003. This was completed in August 2003.

Performing Arts Center and Miscellaneous Roofing Update

This project funded by HECIF is complete except for the installation of roof access ladders and overflow scuppers.

PLANT MANAGEMENT

Staff Training

ALBERT AMODIO, Crew Supervisor, Building Maintenance Programs, and **HAROLD HAGAR**, Plumber/Steamfitter, recently participated in mandatory Uniform Construction Code training, the subject matter being Sanitary Storm and Water Pipe Sizing. This training is required to be completed prior to the annual renewal of the College's construction permit issued by the Department of Community Affairs.

In addition, the knowledge obtained will be useful in complying with new storm-water regulations being promulgated by the Department of Environmental Protection.

Fire Alarm Control System

The Electrical Section of Plant Management, in conjunction with Franklin Alarm Company, has succeeded in installing a new fire alarm control system in Building 31 (E through H-Wings). The failure of the existing system that was no longer supported by the manufacturer created the need for an emergency purchase and installation to ensure the life safety of the building's inhabitants. To maintain compliance with the Uniform Fire Safety Code, which is enforced by the Bureau of Fire Safety, frequent inspections are a priority of Plant Management.

Sewage Plant Demolition

The demolition of Stockton's 30-year-old sewage plant is nearing completion. This centrally-located area will be used for Grounds Department storage, increasing productivity and allowing faster access to equipment used in maintaining our 1,600-acre campus. The project was listed on the capital renewal and replacement budget for a considerable period of time prior to the economical solution afforded via in-house labor and rental equipment.

Commendations

HUMU KALOKO, Housekeeping Supervisor, gave a presentation regarding Sierra Leone to Dr. Beverly Vaughn's "The Music of Black Americans" class on September 12., 2003. In writing to Kenneth Johnson, Director of Plant Management, Dr. Vaughn expressed her admiration and gratitude:

"I just wanted to take a moment and let you know about the wonderful presentation that Humu Kaloko, Housekeeping Supervisor, gave to my 'The Music of Black Americans' class on Friday, September 12. This presentation was of particular significance to that week's class agenda as we were studying general West African historical details, as well as cultural and musical performance practices – practices which the slaves brought with them to the New World and are still germane to the African-American experience of today."

"Humu kept us spellbound with her warm and insightful lecture about Sierra Leone, her native country. Not only did she speak eloquently and passionately about her country's history, social and political issues, and cultural heritage, she brought classroom visual and audio aids and was comfortable fielding the numerous questions from our mesmerized class."

"I was so proud of and thrilled with Humu Kaloko. Her appearance and moving lecture in my classroom represented the best of the intra-community Stockton spirit."

"Bravo housekeeping!"

PRESIDENT'S OFFICE

PERFORMING ARTS CENTER

December

Turtle Island String Quartet

The Festival of Lights

December 12 • Friday • 8 PM

35 Orchestra • \$25 Mezzanine

\$33 Senior Orchestra • \$23 Senior Mezzanine

\$10 Children (when accompanied by an adult)

Theatre IV

"Twas the Night before Christmas"

December 13 • Saturday • 1 & 3 PM

\$9 Orchestra • \$6 Mezzanine

January 2004

Windham Hill's

A Winter Solstice Concert

January 15 • Thursday • 8 PM

35 Orchestra • \$25 Mezzanine

\$33 Senior Orchestra • \$23 Senior Mezzanine

\$10 Children (when accompanied by an adult)

Eddie Daniels

A Tribute to Benny Goodman

January 23 • Friday • 8 PM

35 Orchestra • \$25 Mezzanine

\$33 Senior Orchestra • \$23 Senior Mezzanine

February 2004

The Acting Company

William Shakespeare's - Richard III

February 3 • Tuesday • 10:30 AM & 8 PM

AM Show: \$9 All Seats

Appropriate for Grades 7-12 • Study Guide Available

PM Show:

\$40 Orchestra • \$30 Mezzanine

\$38 Senior Orchestra • \$28 Senior Mezzanine

Eliane Elias

February 7 • Saturday • 8 PM

35 Orchestra • \$25 Mezzanine

\$33 Senior Orchestra • \$23 Senior Mezzanine

Samul Nori Korean Drummers and Dancers

February 14 • Saturday • 8 PM

35 Orchestra • \$25 Mezzanine

\$33 Senior Orchestra • \$23 Senior Mezzanine

\$10 Children (when accompanied by an adult)

STUDENT AFFAIRS

OFFICE OF ATHLETICS AND RECREATION

In its first year as an intercollegiate program, the Stockton field hockey team, coached by **MARYKATE MADDEN**, Head Field Hockey Coach, had a 6-10 record with two games remaining in the 2003 season. The Ospreys were tied for fourth place in the New Jersey Athletic Conference with a 1-2 league record as of October 31. Stockton upset The College of New Jersey, ranked first in the nation at the time, 1-0 on October 25.

The Stockton men's soccer team, coached by **JEFF HAINES**, Coordinator of Soccer Operations/Head Men's Soccer Coach, had an 11-6-2 record as of October 31. The Ospreys stood in first place in the New Jersey Athletic Conference at 6-1-1 with one league game remaining. Stockton already had clinched a bye in the first round of the six-team NJAC Tournament.

The Stockton women's soccer team, coached by **NICK JUENGERT** in his first season, registered a 13-3 overall record with one game remaining in the regular season. The Ospreys were tied for second place in the New Jersey Athletic Conference with a 6-2 league record as of October 30. Stockton was ranked as high as sixth in the nation by the National Soccer Coaches Association of America during the season.

The Stockton volleyball team, coached by **ERIC ILLJES**, had an 18-9 record entering the final weekend of the 2003 regular season. The Ospreys finished in first place in the New Jersey Athletic Conference with an 8-0 league record and earned the top seed for the six-team NJAC Tournament. Stockton also won the Penny Fall Classic at Washington College (MD) on September 27.

The Stockton women's tennis team, coached by **PHIL BIRNBAUM**, completed the 2003 season with a 9-1 overall record. The Ospreys finished second in the New Jersey Athletic Conference with a 4-1 record in league matches. The team's nine wins were the most in the three-year history of the Stockton women's tennis program.

The Stockton men's cross country team, coached by **BILL PRESTON**, Coordinator of Cross Country and Track & Field/Head Men's Cross Country and Track & Field Coach, and the Stockton women's cross country team, coached by **JASON CAPELLI**, competed in eight events through October 31. The Osprey men's team won the William Paterson Invitational on September 6, Delaware Invitational on September 20, Philadelphia Metro Small College Invitational on September 27 and Belmont Classic on October 4. The Stockton women's team finished second at the William Paterson

Invitational on September 6, Delaware Invitational on September 20 and Belmont Classic on October 4.

Junior **Kate Ciocciola** was named the NJAC Women's Tennis Player of the Week on September 22.

Freshman **Lauren Schaffer** was selected as the NJAC Volleyball Rookie of the Week on September 22 and October 27.

Freshman **Victoria Rosenfield** was named the NJAC Women's Tennis Rookie of the Week on September 29.

Freshman **Caitlin Nolan** was selected as the NJAC Field Hockey Rookie of the Week on September 29 and October 27.

Sophomore **A.J. DeSarno** was selected as the NJAC Men's Soccer Offensive Player of the Week on October 6.

Freshman **Kristin Tukel** was named the NJAC Women's Tennis Rookie of the Week on October 6 and October 20.

Sophomore **Becky Baisley** was named the NJAC Women's Soccer Defensive Player of the Week on October 13.

Sophomore **Sean Dallas** was named the NJAC Men's Soccer Defensive Player of the Week on October 20.

Freshman **Colleen Bachmann** was chosen as the NJAC Volleyball Rookie of the Week on October 20.

Junior **Constance DeSalvo** and sophomore **Tara Barker** of the Stockton softball team, coached by **VAL JULIEN**, Evening & Weekend Athletics Coordinator, were recognized as National Fastpitch Coaches Association (NFCA) All-America Scholar Athletes. To qualify for the individual honor, student-athletes must achieve a grade point average of 3.5 or higher.

The Stockton women's basketball team, coached by **JOE FUSSNER**, Head Women's Basketball Coach, hosted a miniature golf outing at Olde Masters Golf Center on October 26. The event served as fund-raiser for the program as well as a meet-the-parents event.

The Stockton women's basketball team, coached by **Joe Fussner**, is hosting an eight-week instructional school in The Sports Center on Sundays for girls in grades 4-8. The school runs through December.

The Stockton women's basketball team, coached by **Joe Fussner**, hosted a basketball clinic in The Sports Center on November 15 for girls in grades 7-12.

LONNIE FOLKS and **G. LARRY JAMES** participated as facilitators for the NCAA Division III Student-Athlete Regional Leadership Conference, Atlantic Region over the weekend of October 16 through 20, 2003 at the Sheraton Meadowlands in East Rutherford, New Jersey. Over 200 student-athletes from the New York Metropolitan area participated in the three-day conference.

The Intramural-Recreation Council, under the direction of **JIM GWATHNEY**, Coordinator of Intramurals and Recreation, hosted the New Jersey Flag Football Championships at Richard Stockton College on November 1. The event was held at Stockton for the third consecutive year and featured men's, women's and co-ed teams from colleges and universities throughout New Jersey.

Jim Gwathney with students **David Amoriello**, **Michael Rodriguez**, **Kristen Schreckenstein**, **Marci Schreckenstein**, **Luke Stahl**, **Joaquin Fowler**, **Matthew Pribbernow**, **Phillippe Strauss**, **Kimberly Wallace** attended the National Intramural-Recreational Sports Association (NIRSA) Region I Conference held November 5-7 at Trump Taj Mahal in Atlantic City. Stockton President **Dr. Herman J. Saatkamp, Jr.** served as the keynote speaker at the conference.

Students from Richard Stockton College, under the direction of **Jim Gwathney**, competed in the National Intramural-Recreational Sports Association (NIRSA) Regional Flag Football Championships at The University of Maryland, College Park on November 21-23.

OFFICE OF CAREER SERVICES

The Office of Career Services hosted its annual Fall Career Fair '03, which was held in the I-Wing Gymnasium on Thursday, October 9th. Sixty-four (64) employers representing the business, government and non-profit sectors participated, and 718 students attended. **WALTER L. TARVER III**, Assistant Director of Career Services coordinated this event.

OFFICE OF THE COLLEGE CENTER

LAMOTT MOORE, Assistant Director of the College Center, attended the National Association of College Activities Regional Conference in Baltimore, Maryland on October 19-22, 2003. The conference gave **Mr. Moore** the opportunity to view and critique college entertainment acts for possible bookings. Additionally, he attended professional development sessions focusing on college activity trends and management.

OFFICE OF THE DEAN OF STUDENTS

EILEEN CONRAN, Dean of Students, spoke at the Opening Celebration for the Catholic Campus Ministry Center on October 19, 2003.

Eileen Conran, Dean of Students, **THOMASA GONZALEZ**, Associate Dean of Students/Director of Counseling and Health Services, **STEPHEN DAVIS**, Assistant Dean of Students/Director of EOF, **JOHN SMITH**, Assistant to the Dean of Students, and **KATHY DUTTON**, Program Specialist, attended the "Student Trends: Addressing the Needs & Expectations of Today's College Students" teleconference hosted by the Office of the Vice President of Student Affairs on October 16, 2003.

The Office of Dean of Students is partnering with the Office of the Vice President of Academic Affairs in the New York Times Residential Readership Program. Two residence halls in the Housing III Complex have free access to the New York Times and the Press of Atlantic City. The purpose of the program is to encourage growth in students' awareness of current events and encourage their sense of civility by linking current events with their academic discipline.

OFFICE OF ENROLLMENT MANAGEMENT

Assistant Director of Admissions **HEATHER MEDINA** reports that the Admissions Ambassadors reached their goal of enlisting 20 new Ambassadors by October 18. This was especially important as the first Open House on October 18 is a particularly well attended event. Medina is the advisor to the Ambassadors. She says that they will continue to pursue community service activities this year as well as their tour guide and Open House responsibilities.

OFFICE OF EVENT SERVICES

LAURIE GRISCOM, Associate Director of Event Services attended the 28th Annual ACUHO-I Conference Services Workshop entitled, "The Main Event is Campus Conferencing" in Portland, Maine from October 11-14, 2003. **Ms. Griscom** attended workshops on management techniques, implementing a one-stop shop model, maximizing the use of facilities, and conference website development.

FREE TO BE CHILD CARE CENTER

BARBARA REYNOLDS, SHARON DEMPSEY and JULIE JACKSON, of the Free To Be teaching staff, attended the New Jersey Association for the Education of Young Children Annual Conference on October 17-18, 2003 in East Brunswick, New Jersey. They attended workshops and lectures addressing such topics as literacy, current research on brain development, and best practices in early childhood education.

On October 30, 2003, Free To Be held an Open House to celebrate the conclusion of their study of houses. During the Open House program, Free To Be children gave guests guided tours. Additionally, the Press of Atlantic City ran an article in their October 27, 2003 issue covering a visit from Mrs. Hand, the original owner of the now Free To Be building.

Sharon Dempsey attended the National Association for the Education of Young Children Annual Conference and Expo in Chicago, Illinois on November 5-8, 2003. This is the world's largest meeting of early childhood educators and professionals. The focus of the conference was strengthening teaching and administrative skills, as well as exposure to the latest education tools and techniques.

OFFICE OF THE VICE PRESIDENT

DR. JOSEPH J. MARCHETTI, Interim Vice President for Student Affairs, attended the College Board Forum 2003 in New York on November 3, 2003. The conference centered on the theme "Reaffirming our commitment to a quality education for all students." As part of the Forum, the Tri-State College Fair highlighted admissions officers from New York, New Jersey and Connecticut colleges and universities who provided marketing materials pertaining to their institution. Over 2000 participants were in attendance at this national event.

SOUTHERN REGIONAL INSTITUTE SNAPSHOTS FOR THE

OFFICE OF THE VICE PRESIDENT AND EXECUTIVE DIRECTOR **OF THE SOUTHERN REGIONAL INSTITUTE/ETTC**

DR. HARVEY KESSELMAN, Vice President and Executive Director of the Southern Regional Institute, represented the senior public college sector at the October 22nd meeting of the Higher Education Student Assistance Authority (HESAA). During this meeting, Dr. Kesselman was appointed to the Outstanding Scholars Recruitment Program (OSRP) Task Force to oversee a study to determine, in part, the overall effectiveness of this statewide scholarship program.

The Southern Regional Educational Technology Training Center (ETTC) was featured in an article titled "ETTC's Support Educational Technology in New Jersey" published in the Fall/Winter 2003 edition of *Research for Better Schools (RBS)*. Membership in the Southern Regional ETTC Consortium has grown to 70 organizations, of which 58 are school districts throughout southern New Jersey. This consortium encompasses some 155 schools, over 7,000 professional educators, and approximately 80,000 preK-12 pupils.

The "Starting To Teach" workshop series offered by the **Southern Regional Institute** and **ETTC** was featured in the November 10th edition of the *Press of Atlantic City*. Geared to new Elementary and Middle School teachers, the workshop held on November 3rd presented by Mrs. Bonnie Marino, addressed 'Classroom Management and Teaching Strategies for the New Teacher.'

MS. PATRICIA WEEKS, Interim Director of the Southern Regional ETTC, attended a program entitled "Bioterrorism: A Workshop for First Responders" on October 7th. The workshop held at the Anthony Canale Center in Egg Harbor Township, provided participants with an overview of the physical and mental health issues that logistical support personnel may have to face when responding to a bioterrorism event.

On October 17th, **Ms. Weeks** along with **DR. JOHN WHITE**, Associate Professor of Criminal Justice and **MR. BARRY KEEFE**, Assistant Professor of Social Work, hosted Advanced FEMA Workshops for Mental Health Professionals from both Atlantic and Cape May County. Over 100 participants received instruction and certification in "Assisting Children and Teens through Traumatic Events" and "Managing the Psycho-Social Consequences of Chemical, Biological, Nuclear & Radiological Terrorism." The program was held at the Townsend Residential Life Center.

Ms. Weeks attended the statewide meeting of the Traumatic Loss Coalition at the UMDNJ facility in Piscataway on October 21st where she participated in the development of this year's goals and action plans for the twenty-one coalitions in New Jersey.

Ms. Weeks attended a 4-day conference in Orlando, Florida from November 2nd through the 5th for this year's 50 national recipients of 21st Century Learning Center funding. The conference agenda focused on program sustainability for after-school programs funded through this initiative.

MR. PHILIP POLSINELLI, Technology Training Administrator of the Southern Regional ETTC, attended the Southern Regional Workforce Investment Board unveiling of the *South Jersey Works* website on October 14th. The Southern Regional ETTC, through contractual arrangement with the WIB, designed and developed the website. Congressman Rob Andrews (NJ-1st) who initiated this project was the host of the event. This regional website (<http://www.southjerseyworks.info/>) provides workforce related information about the seven southern counties of New Jersey. Its purpose is to assist small business owners, economic developers, planners, and individuals interested in writing business plans or opening a business and to provide access to labor market information about the region and the counties in a more efficient and effective manner.

MS. DINA ABBAMONDI, Assistant Director of the Southern Regional ETTC, attended the annual conference of the Association of Mathematics Teachers of New Jersey held at Rutgers University on Friday, October 24th. **Ms. Abbamondi** also attended the statewide meeting of ETTC Directors held at Middlesex County ETTC on October 23rd. Participants assisted in the preparation of tools that could be used by school districts in the development of three-year technology plans that must be aligned to federal "No Child Left Behind" legislation.

Ms. Abbamondi participated in a two-day intensive AlphaSmarts training program on November 25th and 26th at the Middlesex ETTC. This training enabled the Southern Regional ETTC to become a certified AlphaSmart trainer in the state of New Jersey.

MR. ALEXANDER MARINO, Assistant to the Vice President and Executive Director of the Southern Regional Institute, facilitated the "*School Nurse Update*" symposium presented by the SRI on November 13th at the Hess Educational Complex in Hamilton Township. Marilyn Kent, MSN, RN, School Health Services Specialist from the New Jersey Department of Education, provided updates on various school nursing topics to over 140 participants.

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
BOARD OF TRUSTEES**

RESOLUTION

ADOPTION OF NEW CORPORATE SEAL

- WHEREAS,** the New Jersey State College Autonomy Laws of 1986 and the Higher Education Restructuring Act of 1994 gave New Jersey State Colleges/Universities a high degree of self-governance by decentralizing authority and decision making from state government to the respective state college/university boards of trustees and administrators, including the authority to adapt and use a corporate seal; and
- WHEREAS,** throughout of course of Richard Stockton College of New Jersey's illustrious history, the College's outstanding and innovative academic and co-curricular programs, highly respected faculty, outstanding student body, and enrollment growth, among other impressive factors, has culminated in the College being recognized year after year, as one of the premier public liberal arts colleges in the nation; and
- WHEREAS,** the Richard Stockton College Board of Trustees has thoroughly and carefully discussed the need for a new corporate seal that more accurately represents the history, culture, physical location, academic excellence, and future of Richard Stockton College; and
- WHEREAS,** a College Corporate Seal Ownership policy will be drafted and made available to the college community, establishing specific guidelines for appropriate use of the new College Corporate Seal; therefore be it
- RESOLVED,** that the Board of Trustees hereby authorizes the adoption of the new Richard Stockton College of New Jersey Corporate Seal as per NJSA 18A:64-6a.

December 10, 2003

STOCKTON COLLEGE SEAL



LOGO:

The original official logo of Stockton State College as approved by the first Board of Trustees. The ribbon highlights the year in which the college was established.



RAMPANT LION:

Adopted from the Richard Stockton family crest, this represents courage and strength.



BOOK AND CANDLE:

This is a symbol of the enlightenment to be gained through lifelong learning.



TREE:

This image characterizes the Pinelands locale of Stockton's campus.



OSPREY:

Stockton's official mascot, native to our region and saved from extinction through the efforts of Stockton faculty, now names our renowned athletic teams.



COLOR USAGE:

In keeping with the motto "An Environment for Excellence", blue is incorporated to represent the sky. Gold (ink or foil) compliments the blue and adds an additional element of elegance. It also emphasizes the concept of educational enlightenment.

REVISED

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
BOARD OF TRUSTEES**

RESOLUTION

INTERIM APPOINTMENTS BY PRESIDENT

WHEREAS, circumstances arise requiring internal, interim appointments be made between Board meetings, therefore be it

RESOLVED, that the Board of Trustees hereby authorizes the President to make internal, interim appointments for up to one (1) year. Notification of such appointments will occur at the next Board of Trustees meeting, following the date of appointment.

December 10, 2003

REVISED

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

APPROVAL OF PROGRAM ANNOUNCEMENT:
MASTER OF ARTS IN EDUCATION

- WHEREAS,** Pursuant to the New Jersey Higher Education Restructuring Act of 1994, The Richard Stockton College of New Jersey Board of Trustees Adopted on December 7, 1994, a New Academic Program Approval Process, and
- WHEREAS,** That Process calls for consideration of new program proposals at several stages within the College, leading to consideration by the Board of Trustees, and
- WHEREAS,** Upon approval by the Board of Trustees, the Process calls for circulation of a Preliminary Program Announcement to all colleges and universities in the State, and
- WHEREAS,** A proposal has been developed for a new program leading to a Master of Arts in Education, and
- WHEREAS,** That proposal has been supported at all stages of the Approval Process and meets all the criteria for new programs set forth in the Approval Process document, therefore be it
- RESOLVED,** That the Board of Trustees approves the proposed program for a Master of Arts in Education and the circulation of the Preliminary Program Announcement to all colleges and universities in New Jersey.

December 10, 2003

**Final Report
Of the Master of Education Committee
On the Formation of a
Master of Arts in Education Degree**

September 30, 2003

Committee Members: Frank Cerreto (chair), Richard Coe (ex officio), Virginia deThy, Laurie Greene, Deborah Gussman, Douglas Harvey, Thomas Kinsella, Marion Hussong, Marcia Sachs Littell, Craig Myrtetus, Louise Sowers, Keith Williams

I. Introduction

On January 30, 2003, Joseph Rubenstein, President of the Faculty Assembly, formed the Master of Education committee, "... to create a truly excellent program that meshes with the Liberal Arts mission of the college." Beginning in early February, the committee met weekly, throughout the spring term. During these meetings, committee members gathered information from a wide variety of sources and discussed a series of issues regarding the possible initiation of a master's degree in education at Stockton. Committee members reviewed existing master's programs and considered the New Jersey Department of Education Core Curriculum Content Standards. Lois Smith, NJDOE Coordinator of College Program, attended one of the committee meetings and provided information on state policies and directions. In April, a progress report was presented to the Faculty Assembly. In response to the Assembly recommendation to continue working on a proposal, the committee met throughout the summer and into the fall, refining the vision of the master's program. This final report to the Faculty Assembly summarizes the work of the committee.

II. Mission, Goals, Objectives

Given Stockton's commitment to and excellence in teaching and in general education, and based on the suggestions of Lois Smith, committee members worked to establish a "character" for an MAED that would reflect and build on our strengths. The fact that the committee is proposing a master of arts in education as opposed to a master's in education signals our interest in building upon Stockton's reputation as a liberal arts college. We plan to offer an innovative program, guided by principles articulated by the National Board for Professional Teaching Standards, which will afford our graduates a competitive advantage. The committee envisions a master's program consisting of three major components: content, pedagogy, and research. A description of the goals and objectives of each of these three components follows the overall mission statement.

Mission Statement

The Master of Arts in Education Program at Stockton offers advanced training in effective teaching and learning. It provides graduate-level instruction in a range of disciplines and content areas designed to update and extend the knowledge-base of its candidates. Coursework reflects Stockton's commitment to the liberal arts tradition and emphasis on interdisciplinarity. By promoting the role of teachers as reflective practitioners, decision-makers, and professionals who evaluate the effects of their actions on others, the degree program addresses the needs of the community.

Content

Master of Arts in Education students will acquire the knowledge and understanding needed to approach content using the skills of inquiry in an interdisciplinary context. Students will also develop the competency to evaluate the effectiveness of existing programs for the purpose of shaping new curricula.

Content Objectives:

- To build upon present knowledge
- To use technology to further content knowledge
- To appreciate the correlation between content knowledge, research, and pedagogy
- To place content knowledge within the context of research and pedagogy

Pedagogy

The Master of Arts in Education program fosters a learning community within which graduate students will acquire the ability to make knowledge accessible to all learners and to link discipline specific content with the real world. A goal of the program is to foster the value of life-long learning.

Pedagogy Objectives:

- To understand how students differ in their learning styles in order to create appropriate instructional opportunities for diverse learners
- To understand and use various instructional strategies in the classroom that promote the development of critical thinking, problem solving, and performance skills
- To understand individual and group behavior in order to encourage positive social interaction as well as engagement and self-motivation in learning
- To understand how to plan instruction that incorporates knowledge of subject matter, the community, and curriculum goals
- To understand and use a variety of assessment strategies to ensure the intellectual, social and physical development of learners

Research

The Master of Arts in Education Program provides graduate students with appreciation of critical inquiry and the skills to design, implement, and interpret research.

Research Objectives:

- To think critically
- To interpret both qualitative and quantitative data and to analyze published research
- To design and implement research projects in an educational setting
- To research and analyze literature in their field
- To assess research data and measure their reliability
- To formulate, research and present arguments in written and oral form
- To use technology to support research.

III. Needs Analysis

To assess the nature of the demand for a master's degree in education, the committee utilized existing information, previously collected by the Office of Teacher Education, regarding undergraduate students, teachers, as well as school and district administrators. In addition, the committee gathered new information from current Stockton graduate students and practicing educators.

Existing Data

In September, 2000, the Stockton Teacher Education Program (STEP) reported on a survey it had conducted of Fall 1997-Spring 2000 alumni of the program. Of a pool of 387 alumni, 156 (40%) responded. Following are the relevant findings:

- 123 were in elementary education, 26 were in secondary education, and 7 were in non-educational positions.
- 123 said they were interested in pursuing master's degrees in education, 10 were currently enrolled in one, 3 said they were not interested, and 3 said maybe.

In 1997, STEP collected information on the number of teachers in Atlantic and Ocean counties who possess baccalaureate degrees only. In Atlantic County, 20 out of 24 districts responded with estimates, and in Ocean County, 21 out of 30 districts responded. Again, the key findings:

- Among the 20 reporting districts in Atlantic County, the estimated total number of teachers with baccalaureates only is 499.
- Among the 21 reporting districts in Ocean County, the estimated total number of teachers with baccalaureates only is 3395.

The first study suggests that there is significant interest in pursuing a master's degree in education among graduates of STEP. The second, although somewhat dated, provides a glimpse at the potential pool of students among area teachers. Moreover, Stockton's Director of Teacher Education has reported on numerous meetings she has had with local school administrators, who request additional training for their teachers, including master's-level work.

New Data

To ascertain the current level of interest in a master's degree among practicing teachers, and to assess the potential impact of such a new program on other related graduate programs at Stockton, the committee developed three surveys -- one for local teachers, and one each for students currently enrolled in Stockton's Master of Arts in Instructional technology (MAIT) program and Master of Arts in Holocaust and Genocide Studies (MAHG) program. Results of the latter two surveys are reported here:

In early April, surveys were administered to 59 MAIT students in their classes. Program faculty members indicate that there are approximately 110 matriculated and 15 non-matriculated students in the program, and that roughly 80 percent of the MAIT students are teachers.

- When asked about their preference if Stockton had offered a master's of arts in education (MAED), approximately 46 percent indicated that they would have been most attracted to the MAIT program, 33 percent to the MAED with a technology concentration, and 20 percent to the MAED with a concentration other than technology.
- Approximately 78 percent of the respondents indicated that a master's degree in education would fill a need in the community.

At the same time, surveys were administered to 33 MAHG students in their classes. Program faculty members indicate that there are 54 students (all of whom are matriculated) in the program, and that many of the MAHG students are teachers.

- When asked about their preference if Stockton had offered a master's degree in education (MAED), approximately 81 percent indicated that they would have been most attracted to the MAHG program, 14 percent to the MAED with a Holocaust and genocide studies concentration, and five percent to the MAED with a concentration other than Holocaust and genocide studies.
- Approximately 30 percent of the respondents indicated that a master's degree in education would fill a need in the community.

These two studies suggest that a significant number of MAIT students would have been interested in an MAED program, whereas an extremely small number of MAHG students expressed such an interest. The first result invites speculation that a new master's program in education might have a negative impact on the demand for the MAIT program, especially if a technology track were offered. However, the speculated decline in the number of students interested in pursuing the MAIT degree might be counterbalanced by an increased demand for technology courses among students completing electives in pursuit of the MAED. The results for MAHG students, in contrast, suggest no such impact.

With assistance from Professor David Burdick, an on-line survey was made available to local teachers. On April 11, letters were sent to principals, requesting that they distribute flyers describing the survey to their teachers. In all, approximately 2500 flyers were mailed.

The survey findings are quite encouraging and provide support for the implementation of a master's program in education. (In cases where respondents were permitted to select more than one option percents may exceed 100.) A copy of the on-line teacher survey results is included in Appendix A.

- A total of 225 teachers responded, including 159 (73%) with primary certification in elementary teaching (grades K-8) and 83 (38%) with primary certification in secondary teaching (grades 7-12).
- 187 (85%) would consider pursuing a Master of Arts in Education degree at Stockton.
- When this group was asked why they would choose Stockton 181 (96%) selected location/convenience, 84 (45%) cost, and 82 (44%) academic reputation.
- When asked which one of a list of 11 concentrations would most interest them, 49 (23%) selected Administration/Supervision, 32 (15%) Guidance and Counseling, 30 (14%) Language Arts Literacy, and 23 (11%) Special Education. These were the four most common selections.
- The largest group of respondents was 84 middle school teachers (38 %).

Although it is risky to draw generalization from this survey about the proportion of area teachers who might be interested in a Stockton MAED, the raw numbers are instructive. Certainly, a group of teachers responding to an on-line survey during the first week may not be representative of all teachers in the area. However, the fact that 187 teachers would consider pursuing a Stockton MAED suggests that the demand would be significant.

On June 25, the Director of Teacher Education hosted a meeting with principals and curriculum supervisors from the region. At this meeting, strong support was expressed for the establishment of a master's program in education. Those present indicated that such a program would address the needs of their teachers by, among other things, preparing them to satisfy requirements associated with the newly adopted highly qualified teacher initiative.

Relationship to Stockton's Master Plans and Priorities

Stockton's spring 2002 planning document, *Vision 2010 and Goals for 2010*, contains the graduate education mission, which states that Stockton's graduate programs, "... promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. ... and support the undergraduate programs through enriched resources, the discovery of new approaches to learning and teaching, and the creative use of new technologies" (p. 31). The proposed program will support this mission by providing opportunities for advanced theoretical and practical study of learning and teaching and by enhancing our undergraduate curriculum.

Similar Neighboring Programs

Rowan University and Georgian Court College offer master's degrees in education. However, such programs are not available in the southern New Jersey shore area.

Rowan University offers a wide variety of Master's degrees in education, including an M.A. in Elementary School Teaching and an M.A. in Subject Matter Teaching.

Stockton's proposed program would be closest in intent to these two programs. However, our program would combine the emphases of pedagogy and content into one degree.

Georgian Court College offers several master's degree programs, including an MA in Education, with several possible concentrations. However, none of these concentrations focus on academic content in the same way as Stockton's proposed program does.

IV. Program Design

Admission

The program is open to those who already possess primary teaching certification. All applicants must submit a personal statement, including professional and personal goals, and two letters of professional reference. In addition, minimum qualifications include an undergraduate GPA of at least 2.75 and combined GRE general test scores (verbal and mathematics) of at least 1000.

Credits

Program completion will require a minimum total of 36 credits. These credits are divided as follows: content, 15 credits; pedagogy, 9 credits; electives, 6 credits; and research, 6 credits (including 3 thesis credits). Students who complete the 15-month New Jersey alternative route certification at Stockton will be permitted to transfer a total of 12 graduate credits (9 toward pedagogy and 3 toward electives). All other students will be permitted to transfer up to 6 graduate credits from an accredited institution, applicable toward electives only. Following the policy of other Stockton graduate programs, students will be permitted to complete a maximum of nine credits as non-matriculants.

Model: Core and Concentrations

After discussing a wide variety of models, the committee reached consensus that the program should have a common core of required courses, in pedagogy and in research. In addition to these core courses, students would complete the balance of their coursework according to their concentration and their interest in electives. For the first two years of the program, there should be a relatively small number of possible concentrations, with others added as appropriate. In any case, the committee recommends that new concentrations not be added without consultation and agreement with other existing, related graduate programs, in order to avoid unnecessary overlap between programs.

Based on an analysis of community needs and in consideration of Stockton's strengths in the liberal arts and in education, the committee agreed that the master's program should begin with the following four concentrations: middle school language arts literacy, middle school mathematics, middle school science, and special education. The first three concentrations are aligned with the New Jersey Core Curriculum Content Standards. We

decided to begin with concentrations that focus on the middle grades because of the well documented need for teacher content development in this level and the expressed needs of teachers and supervisors. New concentrations may be added in the future as the program develops.

Curriculum

This section describes the courses needed to support the new master's program. Inevitably, as the program develops, additional courses will be added, and revisions will be made. In the special education concentration, course numbers are given since these courses are already part of Stockton's approved curricular offerings. Other slight differences between the special education curriculum and the others are described in the special education section below. Course descriptions are contained in Appendix B.

Pedagogy Courses: This group of three required courses represents part of the common core of courses students take and introduces students to three broad areas: instruction, curriculum, and assessment. Although the first two courses may be taken in any order, students must complete at least one of these two courses before enrolling in the assessment course.

EDUC 5XXX -- Differentiated Instruction	3 credits
EDUC 5XXX -- Curriculum	3 credits
EDUC 6XXX -- Assessment	3 credits

Research Courses: The two research courses comprise the balance of the common course core. The first course covers research methods, and the second provides students with the opportunity to carry out a small-scale research project. Students are advised to complete the research methods course at least two terms before enrolling in the research applications course in order to provide ample time to plan their final research project.

EDUC 5XXX -- Research Methods in Education	3 credits
EDUC 6XXX -- Educational Research Applications	3 credits

Content Courses: For each concentration, there are five required courses. In each area, academic content is integrated with issues regarding learning and teaching.

Language Arts Literacy

Students pursuing this concentration complete two "practice" courses, take an intermediate level course in cultural studies and literacy, and then complete two "approach" courses. Appendix C contains course syllabi for two sample "approach" courses.

EDUC 5XXX -- The Practice of Reading and Writing	3 credits
EDUC 5XXX -- The Practice of Speaking and Listening	3 credits
EDUC 6XXX -- Cultural Studies and Media Literacy	3 credits

EDUC 6XXX -- Approaches to Teaching _____	[multicultural literature; poetry; the dramatic arts, the visual arts]	3 credits
EDUC 6XXX -- Approaches to Teaching _____	[multicultural literature; poetry; the dramatic arts, the visual arts]	3 credits

Mathematics

The first four courses cover the mathematics content included in the middle school curriculum. Underlying themes are mathematics as communication, mathematics as reasoning, mathematics as representation, mathematics as problems solving, and mathematical connections. Aligned with national and state standards, the courses present mathematical ideas as a coherent, interconnected whole, not as a set of discrete, unrelated facts and procedures. The fifth course focuses on connections between mathematics and the natural and physical sciences. In all five courses, technology will serve as a tool for exploration, discovery, problem solving, reinforcement, and communication. The first four courses can be taken in any order. Integrating Math and Science Instruction may be taken after completing any three of the first four courses.

EDUC 5XXX -- Numbers and Operations in Middle School	3 credits
EDUC 5XXX -- Algebra and Functions in Middle School	3 credits
EDUC 5XXX -- Measurement and Geometry in Middle School	3 credits
EDUC 5XXX -- Data Analysis, Statistics, & Probability in Middle School	3 credits
EDUC 6XXX -- Integrating Math and Science Instruction	3 credits

Science

The first four courses cover the science content included in the middle school curriculum. Underlying themes are scientific processes, habits of mind, inquiry and problem solving, safety, cultural contributions, and the communication of scientific ideas. The courses will present scientific ideas as a coherent, interconnected whole, not as a set of discrete, unrelated facts and procedures. The courses will be inquiry based and aligned with the New Jersey Core Curriculum Standards for Science. The courses will also take advantage of local natural and science resources to teach the benefits of inquiry learning using thematic and project-based instruction. The fifth course focuses on connections between mathematics and the natural and physical sciences. Students must complete Mathematical Applications and Technology first. Those without strong backgrounds in Physics and Chemistry are advised to take Physical Science as soon as possible. Integrating Math and Science Instruction may be taken after completing any three of the first four courses.

EDUC 5XXX -- Mathematical Applications and Technology	3 credits
EDUC 5XXX -- Physical Science: Physics and Chemistry	3 credits
EDUC 5XXX -- Life Science and Environmental Studies	3 credits
EDUC 5XXX -- Earth Science and Astronomy	3 credits
EDUC 6XXX -- Integrating Math and Science Instruction	3 credits

Special Education

Because the special education concentration is associated with an additional teacher endorsement, the requirements are somewhat different from those in the other tracks. First, although the three pedagogy courses are quite similar to those described above, the special education courses are more focused on differentiation and adaptation. Second, because the endorsement requires a total of 27 course credits, students pursuing this concentration will have one required "elective" course, shown at the bottom of the list.

EDUC5334 -- Differentiated Instructional Techniques	3 credits
EDUC 5336 -- Curriculum Adaptations	3 credits
EDUC 5337 -- Curriculum Based Assessment	3 credits
EDUC 5320 -- Survey of Moderate and Severe Disabilities	3 credits
EDUC 5321 -- Educational and Community Resources	3 credits
EDUC 5330 -- Characteristics and Education of Learning Disabilities	3 credits
EDUC 5331 -- Behavior Management and Behavioral Disorders	3 credits
EDUC 5335 -- Differentiated Reading Instruction	3 credits
EDUC5332 -- Internship in Special Education	3 credits

Elective Courses: Students will fulfill their degree requirements by completing two free elective courses (one for special education concentration students). These courses, which are intended to accommodate individual student interests, may come from other courses in the master's of education program or from other related graduate programs at Stockton, such as MAIT and MAHG. Students may transfer these credits from another accredited graduate program.

Pathways

As mentioned earlier, the proposed program is open to licensed teachers who satisfy the admission criteria, including those who have completed the new, alternate route program. The committee considered the possibility of providing pathways for others who are not yet licensed teachers. These students might enroll in the master's program and complete their certification requirements as they progress through the program. They would be required to complete a significant amount of separate coursework, fieldwork, and student teaching (possibly totaling more than 20 credits), in addition to the degree requirements described above. The committee recommends that, at first, the program should be open only to licensed teachers. After establishing itself for at least one year, the program might then consider expanding its audience.

Certifications

The current proposal includes a concentration that results in eligibility for an endorsement in special education. The committee recommends that the master's program attempt to accommodate students who wish to apply for other teacher endorsements (e.g.,

supervisor, ESL). However, the additions should not be introduced for at least one year, until the program is prepared to serve this wider audience.

V. Students

The committee developed a series of projections, based on different sets of assumptions regarding the number of concentrations, the number of students per concentration, the average number of courses taken per student per term, and the utilization of summer terms. Based on our estimate of the demand and discussions with directors of other graduate programs at Stockton, we selected a scenario that seemed most probable. In this idealized model, 20 new students would be admitted each fall term in each of the four concentrations. They would average two courses per term in the fall, spring, and summer terms, completing the program in six terms, or two years. The committee is aware that the actual program will likely be more fluid than this one. However, we believe that this model provides a realistic estimate of student flow through the degree requirements. (Details are provided in Appendix D)

Under this set of assumptions, a total of 80 students would enter the program in year one, and the total number of students would stabilize at 160 by year two. Of course, if concentrations are added or deleted, these estimates might change.

VI. Resources

Faculty and Staff

In the strongest terms possible, the committee believes that a new master's program should not be initiated without a clearly defined commitment from the administration regarding additional faculty lines, administrative assistance, and library resources needed to support a program of the highest caliber. Moreover, the number of students admitted to this program, and in turn, the number of concentrations that are made available, should depend not only on the quality of the applicant pool, but also on Stockton's ability to provide adequate resources.

Appendix D also contains estimates of the number of full-time faculty lines required to offer the proposed program. In year one, five new, full-time faculty lines are needed, and in year two, one additional full-time faculty line is needed. In addition to teaching courses, these new faculty will carry out a wide array of responsibilities, including consolidating the organization of the new program, developing course offerings more fully, providing precepting to graduate students, and developing additional concentrations, as desired. After year two, the number of needed faculty lines would not change, unless other factors changed (e.g., number of concentrations, number of students). The committee recommends that all of the new faculty lines be housed in the Division of Professional Studies.

Again, this estimated need is based on an idealized vision. The committee expects that new faculty hired to serve in this program will teach courses in other graduate or undergraduate programs, including general studies. (See draft advertisements in Appendix E.) In fact, we anticipate that, in addition to serving as members of the faculty of the Education program, newly hired faculty will hold "Associated Faculty" status in other, graduate and/or undergraduate programs. Conversely, we expect that faculty in other graduate or undergraduate programs might teach courses in the new master's program. Moreover, a small number of highly qualified adjunct instructors might be utilized in special areas.

The committee also recommends that a full-time staff person be hired to provide administrative assistance to the Office of Teacher Education. This individual will provide assistance with a wide variety of functions, from fielding requests for information to processing admission applications, to aiding with final project details.

Based on discussions with the Dean of Natural and Mathematical Sciences, the committee recommends that the Administration fund staff coverage for extended hours in the science laboratories, in the evenings and on weekends.

Library

In support of the undergraduate EDUC program, the Stockton library has a long established curriculum materials collection designed to provide sample classroom materials and curricular guides to practicing elementary, middle school, and secondary school teachers. The present collection houses over 7,700 items. To date in Fiscal Year 2003 the library added 93 new titles to this collection; in Fiscal Year 2002, 248 new items were added. The Office of Teacher Education has provided collection development direction in this area. Funding sources outside the college have been used for the purchase of books, kits, and media materials to support teacher education at Stockton. The library has processed these items for the curriculum materials collection. In addition, The Center for Media and Instructional Technology (CIMT) also houses many videotapes and DVDs useful for teacher education.

To help evaluate the strength of our collection, a comparison was made between the number of titles found in relevant subject headings in Stockton's on-line catalogue and WorldCat annual publications. We compared, for example, the numbers of titles under "Biology – Study and teaching (Elementary)," "Earth Sciences – Study and teaching (Secondary)," "Language arts – Study and teaching (Middle school)" (see Appendix F for complete list of subject headings). It seems clear that Stockton's collection has breadth but lacks depth. Using the information provided by this comparison, and given the perceived need of the Master of Education program, Stockton might easily double the number of new titles we add to our collection in any one year. If 248, the number of additions made to the EDUC collection FY 2002, is used as a base figure and multiplied by the current average cost of monographs, \$40, an additional expenditure of approximately \$10,000 for textbook purchases per year would be useful.

Periodical holdings in EDUC appear to be stronger than text holdings. Stockton currently receives 48 periodicals in support of EDUC with a total annual cost of over \$7,200. An additional 15 periodicals (7 with access to full-text articles) are provided as part of our Academic Search Premier on-line resource. The reference source *Magazines for Libraries* (New York : Bowker, 1969-.), a regularly updated publication which provides a guide for evaluating and selecting the most important serial publications for libraries, identified 62 additional titles not currently received by Stockton, at a total cost of \$4802, which might usefully support a MAED program. In conclusion, depending on the direction and needs of the new program, Stockton should expect to increase its spending on education materials significantly.

The committee wishes to publicly thank Bill Bearden and the library professional staff for advice in preparing this section and for assembling the supporting materials found in Appendix F.

Facilities

Stockton is undergoing a severe crunch for classroom space. However, the committee predicts that the addition of the proposed program will have only minor impact on the demand for classroom space. First, virtually all courses will be taught in the evenings and on weekends. Second, graduate courses, by virtue of their relatively small class size, might occupy currently underutilized small classrooms. Finally, we expect that the program will investigate the use of distance learning as well as local K-12 school facilities and other off-campus sites.

The committee believes that Stockton's current collection of computer labs, electronic classrooms, and science laboratories will provide sufficient resources for the newly proposed program.

VII. Summary

Based on the available data, the committee is quite optimistic that a new master's program in education will satisfy a burgeoning need in the community, support current national and state initiatives, and build on and strengthen Stockton's commitment to the liberal arts and to learning and teaching.

Further, the committee believes that a program that combines a common core on pedagogy and research with other academic content will best prepare practicing teachers for the educational challenges of the 21st Century.

Finally, in order for the program to be successful, the committee re-affirms its recommendation that adequate resources be provided now and throughout the coming years.

Appendix A Teacher Survey Results

Survey Results (Included Responses)

STOCKTON TEACHER EDUCATION PROGRAM



Teacher Education Graduate Degree Interest Survey

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results.

To exclude a particular response, click the Included Responses button. You can then view the set of individual responses that are currently included and select those you wish to exclude. Results below contain only Included responses.

EXCLUDE BLANK RESPONSES

Go to Individual Responses:

☐ Show respondent's emails.

INCLUDED RESPONSES

EXCLUDED RESPONSES

Launch Date: 4/12/2003

Close Date: 8/26/2003

Total Invitations: 0

225

Total Respondents:

225

Included Respondents:

0

Excluded Respondents:

☐ Cross Tabulate

Cross-reference two different questions

☐ Results via Email

Receive results in spreadsheet format

☐ See Who's Responded

See who has and hasn't responded to your survey

What is/are your primary area(s) of certification?		Number of Responses	Response Ratio
Elementary		159	73%
Secondary		83	38%

What is your area of specialization? (Please pick all that apply).		Number of Responses	Response Ratio
Special Education		55	25%

English as a Second Language	5	2%
Administration/Supervision	15	7%
Guidance & Counseling	10	5%
Social Studies	20	9%
Language Arts Literacy	40	18%
Visual & Performing Arts	21	9%
World Languages	5	2%
Science	28	13%
Mathematics	28	13%
Technology	14	6%
None	27	12%
VIEW Other, Please Specify	39	18%



In what grade level(s) are you currently teaching? (Check best answer that applies to you).	Number of Responses	Response Ratio
Pre-K - Kindergarten	17	8%
First through Fourth Grades	64	29%
Fifth through Eighth Grades	84	38%
Ninth through Twelfth Grades	56	25%
Total	221	100%



How many years have you been teaching?	Number of Responses	Response Ratio
1-5 years	95	43%
6-10 years	42	19%
11-15 years	26	12%
16-20 years	17	8%
More than 20 years	42	19%
Total	222	100%

5 Please rate your interest in pursuing a Master's of Art in Education degree.

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

1. My level of interest is:

1 Extremely Interested	2	3 Interested	4	5	6	7 Not at all Interested
50%	14%	4%	13%	2%	7%	11%
111	30	9	28	4	16	24

6 Would you consider pursuing a Master's of Art in Education degree at Stockton College of NJ?

	Number of Responses	Response Ratio
Yes	187	85%
No	33	15%

7 If your answer to #6 is yes, why would you choose Stockton? (Please check all that apply.)

	Number of Responses	Response Ratio
Academic Reputation	82	44%
Location/Convenience	181	96%
Cost	84	45%
VIEW Other, Please Specify	26	14%

8 Which concentration would most interest you?

	Number of Responses	Response Ratio
Special Education	23	11%
English as a Second Language	7	3%
Administration/Supervision	49	23%
Guidance & Counseling	32	15%
Social Studies	4	2%
Language Arts Literacy	30	14%
Visual & Performing Arts	15	7%

World Languages	3	1%
Science <input type="radio"/>	11	5%
Mathematics	9	4%
Technology <input type="radio"/>	10	5%
<input type="button" value="VIEW"/> Other, Please Specify <input type="radio"/>	16	8%

Total 209 100%

Appendix B

Course Descriptions

Pedagogy

EDUC 5XXX -- Differentiated Instruction

3 credits

This course is designed to provide the researched-based rationale for expanding teacher knowledge regarding the ongoing dramatic advances in how children learn. Specific emphasis will be placed on how teachers can apply their understanding of human development to enhance teaching and learning. Information processing models will be utilized in the context of differentiated instruction. Students will analyze the results of their own teaching practices and reflect on instructional strategies that support informational processing, comprehension, and retention. Topics will include: memory; retention; transfer; emotional & social-cultural mechanisms and their effects on cognition; right/left brain processing; process thought/thinking skills; intelligence; retrieval; brain-based models of instruction; developing and presenting multi-modal instructional techniques; and applying a multiple intelligence approach to the successful implementation of differentiated instruction. The positive implications of differentiated instruction will be documented through the teacher's descriptive, narrative, and expository writing.

EDUC 5XXX -- Curriculum

3 credits

Students will widen their knowledge base by undergoing an intensive examination of the philosophical, personal, social-political, and organizational structures that influence curriculum, thereby making learning objectives meaningful. Emphasis will be placed on developing curricula that are based on a real-life context. Externships will permit teachers to compare, correlate, and reflect on the appropriateness of selected content and skills in classroom learning experiences with those outside the school. The externships will require students to use data from a community partnership to analyze the relevancy of educational goals. Sources for the externship *may* include business, health, recreational, and social-political agencies. Students will also develop and present a unit of instruction based on goals and objectives relating to the principles of continuity, sequence, organization, and integration. Principles will be determined in accordance with the children's cognitive developmental stage. The unit plan will be written in a standards-based format.

EDUC 6XXX -- Assessment

3 credits

This course will have students analyze and utilize research-based information regarding the practice of assessing children's learning. A focus on alternative forms of assessment will increase students' understanding of how to design instruments that promote alignment with curriculum and instruction. Special attention will be given to assessment choice, design, implementation, documentation, interpretation, reporting, and the impact of assessment on learning. Distinctions will be made between assessment, testing, and evaluation. Students will compare conventional methods of assessment/testing with new assessment practices. Emphasis will be placed on how multi-dimensional assessment procedures will show compatibility between the lines of evidence and behavioral

objectives. Topics include: purposes of assessment; norm-referenced assessment, criterion-referenced assessment; curriculum-based assessment; authentic assessment, alternative assessment, performance assessment; portfolio assessment; how children can self-assess; and the use of rubrics. Students will construct an assessment plan relative to a topic in their content area by: 1) examining curriculum as it relates to state, national, and district standards/test specifications; 2) comparing classroom assessment and activities relative to skills and level of difficulty; and 3) making appropriate adjustments in lesson planning and assessment design.

Research

EDUC 5XXX -- Research Methods in Education

3 credits

This course will prepare students to carry out meaningful research on teaching and learning in the educational environment; provide the skills to understand and evaluate the research of others; and plan and conduct original independent research projects.

Emphasis will be placed on the stages of the process of research design from creating hypotheses through data analysis and reporting. Equal attention will be paid to qualitative and quantitative research design, and the need to combine a variety of techniques in an effort to creatively address the complexity (multivariate/multicultural) of the educational setting. Students will complete a formal proposal for future research by the end of the term. The topics to be addressed will include:

- What is the educational environment?
- What are the unique features of the educational environment?
- How does one interpret, design and carry out scientific research?
- How does one conduct research on human subjects?
- What can quantitative data tell us? When to collect quantitative data?
- What can qualitative data tell us? When to collect qualitative data?
- What are the most recent innovations in educational research design?
- How does one design an "action plan" from completed research?

EDUC 6XXX -- Educational Research Applications

3 credits

In the capstone course, students will investigate, design, and implement a research project in an educational setting. Projects will focus on each individual student's teaching and learning goals in consultation with two faculty advisors and a sponsor from the educational institution in which the research is conducted. Projects will incorporate current standards of best practice and have relevance for the educational setting participating in the study. Final projects will meet professional standards for research and writing, and will be suitable for submission to peer review journals, conference presentation and national teacher certification. Emphasis will be placed on the process of research as a device for intellectual engagement, continuing education and the creation of practical strategies for improving the educational environment. The topics to be addressed will include:

- How does one design, implement and analyze an educational research project?
- Why should projects be relevant to the subjects studied (ethics)?
- How does one translate research into action?

- Why should research information be shared?

Language Arts Literacy

EDUC 5XXX -- The Practice of Reading and Writing

3 credits

Coursework is divided in several units. 1) Students will review current educational theory on the teaching of reading and writing, drawing connections to the New Jersey Core Curriculum Content Standards for reading and writing. 2) Students will review case studies of reading and writing pedagogy for the 5-6 and 7-8 levels, and will formulate as a written assignment an integrated class exercise of their own design, referring to current scholarship and the appropriate Core Curriculum standards. 3) Students will work in teams to develop an integrated curricula for reading and writing, age appropriate to their teaching interests.* 4) Curricula teams will present finished curricula to their cohort, faculty, and the wider campus community in an end-of-term colloquium.

*Students who have taken "Practice of Speaking and Listening" will be encouraged to examine how those skills could be integrated into their curricula.

EDUC 5XXX -- The Practice of Speaking and Listening

3 credits

Coursework is divided in several units. 1) Students will review current educational theory on the teaching of speaking and listening, drawing connections to the New Jersey Core Curriculum Content Standards for speaking and listening. 2) Students will review case studies of speaking and listening pedagogy for the 5-6 and 7-8 levels, and will formulate as a written assignment an integrated class exercise of their own design, referring to current scholarship and the appropriate Core Curriculum standards. 3) Students will work in teams to develop an integrated curricula for speaking and listening, age appropriate to their teaching interests.* 4) Curricula teams will present finished curricula to their cohort, faculty, and the wider campus community in an end-of-term colloquium.

*Students who have taken "Practice of Reading and Writing" will be encouraged to examine how those skills could be integrated into their curricula.

EDUC6XXX -- Cultural Studies and Media Literacy

3 credits

This course stands intermediary to the "Practice" and "Approaches" courses. Enrolled students should have successfully completed one or both of the "Practice" courses. Coursework draws connections between Cultures and Cultural representations in media. Students will analyze cultural representations as delineated in literature, music, art, film, and the web. The course will conclude by tying course discussions to implementation of the Core Curriculum Content Standards for "Viewing and Media Literacy."

EDUC 6XXX -- Approaches to Teaching _____ [multicultural literature; poetry; the dramatic arts, the visual arts]

3 credits

Students should have successfully completed "Cultural Studies and Media Literacy" before enrolling in an "Approaches course."

Recognizing that content and pedagogy should reinforce one another, "Approaches" courses merge in-depth examination of thematic or generic material with pedagogical discussions; in each course, students employ interdisciplinary learning and skills

integration. Attention is given to differentiated instructional strategies and opportunities for active learning. Forging connections to prior knowledge is emphasized as a necessary component of learning and retention. Opportunities for modeling within each course are continually assessed.

Mathematics

EDUC 5XXX -- Numbers and Operations in Middle School 3 credits
Number sense; calculations, including the standard algorithms and why they work; properties of operations; similarities and differences among whole numbers, integers, rational numbers, and real numbers; conversions among decimals, fractions, and percents, and their justifications; using number properties to facilitate mental computation and estimation; number theory; scientific notation; proportional reasoning.

EDUC 5XXX -- Algebra and Functions in Middle School 3 credits
Multiple representations of general arithmetic claims; algebraic notation; reading and creating graphs of functions from formulas or tables, representation of realistic situations algebraically; algebra as generalized arithmetic and as a symbolic language; variables and functions; symbolic manipulations and their justifications; representing linear, quadratic, and exponential functions numerically, algebraically, and graphically.

EDUC 5XXX -- Measurement and Geometry in Middle School 3 credits
Identifying two- and three-dimensional shapes and their properties; solving problems involving two- and three-dimensional shapes; making and either proving or disproving conjectures about geometric shapes; transformational geometry and its connections to congruence and similarity; coordinate geometry; connecting geometry to other mathematical topics and to topics in other disciplines; understanding common forms of measurement, and using appropriate measurement tools and units; understanding and using measurement formulas.

EDUC 5XXX -- Data Analysis, Statistics, & Probability in Middle School 3 credits
Designing and constructing simple experiments to answer specific questions; creating and interpreting data displays in a variety of different formats; describing data distributions in terms of center and spread; solving problems involving uncertainty by utilizing appropriate, simple probability models; systematic counting; vertex-edge graphs; algorithms.

EDUC 6XXX -- Integrating Math and Science Instruction 3 credits
(Prerequisite: any three of the above four courses.)

Exploring connections between middle school math and science topics; utilizing mathematics as a tool in the sciences; examining the reciprocal relationship between developments in mathematics and in the natural and physical sciences; designing and implementing integrative curriculum.

Science

EDUC 5XXX -- Mathematical Applications and Technology 3 credits
Integration of mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories; numerical operations, geometry and measurement, patterns and algebra, data analysis and probability; understanding the interrelationships between science and technology and the conceptual understanding of the nature and process of technology; the nature of technology; instrumentation and scientific inquiry; and technological designs that include experience, predicting, decision making, critical thinking, and problem solving.

EDUC 5XXX -- Physical Science: Physics and Chemistry 3 credits
Understanding natural laws as they apply to motion, forces, and energy; experimentation in physics; motion and forces; energy transformations; understanding of the structure and behavior of matter; structure and properties of matter, physical changes, experimentation in chemistry, and chemical reactions.

EDUC 5XXX -- Life Science and Environmental Studies 3 credits
Understanding of the structure, characteristics, basic needs of organisms and the diversity of life; matter, energy, and organization in living systems; diversity and biological evolution; experimentation in the life sciences, and reproduction and heredity; understanding of the environment as a system of interdependent components affected by human activity and natural phenomena; natural systems and interactions; human interaction and impact.

EDUC 5XXX -- Earth Science and Astronomy 3 credits
Understanding of the structure, dynamics, and geophysical systems of the Earth; the Earth's properties and materials; atmosphere and water; processes that shape the Earth, how we study the Earth; understanding of the origin, evolution, and structure of the universe; Earth, Moon, Sun Systems; solar system, stars, galaxies and universe.

EDUC 6XXX -- Integrating Math and Science Instruction 3 credits
See Mathematics Concentration.

Special Education

EDUC5334 -- Differentiated Instructional Techniques 3 credits
Prerequisite or concurrent: EDUC5330, EDUC5332
Development of intervention strategies to identify successful strategies for children with problems in the general class setting. Adapting the learning environment, physical environment and the social environment to improve student learning.

EDUC 5336 -- Curriculum Adaptations

3 credits

Prerequisite or concurrent: EDUC5332

Curriculum considerations to facilitate learning for all students will be examined. Identifying functional, academic, and leisure curriculum and developing appropriate sequences of learning for children with special needs. Curriculum that is integrated, theme-based and oriented toward community will be applied to individual cases.

EDUC 5337 -- Curriculum Based Assessment

3 credits

Prerequisite or concurrent: EDUC5336

This course will focus on alternative forms of assessment, evaluating performance. Implications for IEPs. Informal assessments in all subject areas will be covered in addition to portfolio assessment, authentic assessment, and behavioral assessment.

EDUC 5320 -- Survey of Moderate and Severe Disabilities

3 credits

Characteristics, definitions, education, and medical issues related to children with more severe disabilities. Special emphasis on pre-school programming and transition plans. Inclusive strategies will be considered.

EDUC 5321 -- Educational and Community Resources

3 credits

Identification of the needs of parents, schools, and community to support the child with special needs. IEP development within federal and state guidelines. Emphasis on developing supports for children with special needs using a collaborative approach.

EDUC 5330 -- Characteristics and Education of Learning Disabilities

3 credits

This course covers characteristics of learning disabilities, definitions, history assessment, and medical aspects. Teaching strategies associated with age groups from pre-school through adolescence. Learning strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development.

EDUC 5331 -- Behavior Management and Behavioral Disorders

3 credits

Examination of behavioral and psychotherapies for the range of behavior disorders. Successful strategies related to diagnosis of behavioral disorders. Characteristics of disorders, definitions, assessment, and treatment.

EDUC 5335 -- Differentiated Reading Instruction

3 credits

Prerequisite EDUC4110 or EDUC4120 or concurrent: EDUC5330

Examination of reading instruction based on linguistic, psycholinguistics concepts. Utilize developmental and assessment strategies to determine successful reading strategies for individual children with reading problems. Cases will be utilized to provide practical application.

EDUC5332 -- Internship in Special Education

3 credits

Prerequisite or concurrent: EDUC 5320,5321,5330,5331

Students will work in an educational setting, observing, planning, and tutoring one or more children with special needs.

Appendix C
Sample Course Syllabi
Language Arts Literacy "Approach" Courses

Course Title: Approaches to Teaching Native American Literatures and Cultures in the Middle School Curriculum.

Objectives: To introduce students to a variety of Native American literatures and literary forms including oral literature, autobiography, fiction, and poetry; to provide background on the tribal histories and conflicts that inform Native American literatures; to recognize and appreciate the differences and similarities between Native American and European world views; to prepare students to introduce Native American literature into the language arts curriculum.

Methods: Students will read historical accounts of Native American tribal cultures, primary source materials (contemporary fiction, autobiography, poetry, traditional narratives), and theoretical/pedagogical materials. Students will keep reading and response journals and discuss primary and secondary texts in class. At least one paper will be devoted to an extended analysis of a literary text that incorporates relevant secondary source materials. Group projects may include the following:

- 1) Students will research and present information about the cultural, historical, political and literary concerns of the tribal culture being studied for that class period and be responsible for teaching the other members of the class about that tribe; or
- 2) Students will create and present curricular materials for teaching "Thanksgiving" and "Discovery of America" with reference to Native American primary and secondary sources materials.

Readings and Topics: (note : Sources marked with numbers 1-3 are drawn from A. LaVonne Brown Ruoff, "Selected Bibliography of American Indian Literature and Background Materials for Elementary and Middle School Teachers and Students" prepared for the D'ArcyMcNickle Center at the Newberry Library, 2001; sources marked "oyate.org" come from the Oyate catalog).

Overview:

Ruoff, A. LaVonne Brown. American Indian Literatures: An Introduction, Bibliographic Review, and Bibliography. New York: Modern Language Association, 1990.

_____. Literatures of the American Indian. New York: Chelsea House, 1990. An introduction written for middle- and high- school students.

Jones, Guy W. (Hunkpapa Lakota), and Sally Moomaw, Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms. 2002, b/w illustrations. (Oyate.org)

Oral and traditional literatures:

Primary: Zuni, "A Talk Concerning First Beginnings"

Secondary: Wiget, Andrew. "A Talk Concerning First Beginnings: Teaching Native American Oral Literature": http://www.georgetown.edu/tamlit/essays/native_am.html

Primary: Max, Jill. Illustrated by Robert Annesley, et al. Spider Spins a Story: Fourteen Legends from Native America. Flagstaff: Northland. Traditional Stories. 2

Mourning Dove/Humishuma (Okanagan), **Coyote Stories**. 1933, 1990, b/w illustrations. Here is Coyote, the trickster, the selfish individualist, the imitator, fixing up a world soon to receive human beings, teaching us how not to behave. Humishuma's stories, handed down from her people, tell why Skunk's tail is black and white, why Spider has such long legs, why Badger is so humble, why Mosquito bites people. (Oyate.org)

Autobiographical texts

Primary: Eastman, Charles A. (Dakota Sioux), and Elaine Eastman. Indian Boyhood. 1902. New York: Dover, 1971. Intro. Frederick W. Turner, III. Greenwich, CT: Fawcett, 1972. Bison ed. Intro. by David Miller. Lincoln: U of Nebraska P. 2-3 ,

Standing Bear, Luther (Lakota Sioux). Land of the Spotted Eagle. 1933. Foreword by Richard N. Ellis. Lincoln: U of Nebraska, 1978. Autobiography of life before the reservation period and of the author's experiences at Carlisle and in the white world. 3+

Zitkala-fa (Gertrude Bonnin; Dakota). American Indian Stories. 1921. Intro. by Dexter Fisher. Lincoln: U of Nebraska P, 1986. Autobiography, fiction, nonfiction. 3

Secondary: Lakota Teaching Project: <http://www.virtuous.org/lakota-studies/>

Historical revisions 1-Thanksgiving

Apess, William. "Eulogy on King Philip" (1836) reprinted in Son of the Forest and other Writings. Amherst: U of Massachusetts P, 1999. Historical revision of the encounter of Pilgrims and Indians written by a 19th century Pequot Indian.

Dorris, Michael. Guests. New York: Hyperion, 1994. Twelve-year-old Moss is angry that his village has invited strangers (Pilgrims) to the annual autumn harvest feast. 2

Grace, Catherine O'Neill, and Marge Bruchac (Abenaki), **1621: A New Look at Thanksgiving**. 2001, color photos. Produced in collaboration with the Wampanoag Indian Program at Plimoth Plantation, *1621* weighs Wampanoag oral traditions and English colonial written records against the popular myth of "brave settlers inviting wild Indians over for turkey dinner." Stunning photographs by Sisse Brimberg and Cotton Coulson, accompanied by simple, thoughtful text, are designed to walk the young reader into the dual perspectives of Native peoples and English colonists in Patuxet/Plymouth. The text, written for a young audience but not solely for children, also offers insights into the relationship of the Wampanoag people to their traditional homelands, and survival into the present. As well, *1621* addresses the harsh reality of the subsequent colonial history. Along with *Giving Thanks* and *Thanksgiving: A Native Perspective*, *1621* is an

excellent tool for un-teaching the myth of "The First Thanksgiving." (Oyate.org)

Seale, Doris (Santee/Cree), Beverly Slapin, and Carolyn Silverman (Cherokee/Blackfeet), eds., **Thanksgiving: A Native Perspective**. 1998 edition, b/w illustrations (Oyate.org)

Historical Revisions 2- Columbus and the "Discovery" of America

King, Thomas (Cherokee). A Coyote Columbus Story. Toronto: Groundwood Books, 1992. A fresh and witty book that combines trickster myths with the story of Columbus's arrival. 2

Dorris Michael. Morning Girl. New York: Hyperion, 1992. Delightful story told from point of view of a young girl and her brother; describes life in the Caribbean just before Columbus's arrival. 2

Bigelow, Bill, and Bob Peterson, eds., **Rethinking Columbus: Teaching About the 500th Anniversary of Columbus's Arrival in America**. 1998, b/w photos and illustrations.

The quincentennial is over, but the issues are far from gone. From introductory articles and essays, to discussions of elementary and secondary school issues, to contemporary struggles, to background, context, and historical documents relating to the quincentennial, this is for teachers who want to get some critical thinking going in the classroom.

Fiction

Bruchac, Joseph (Abenaki), **The Heart of a Chief**. 1998 (Penacook). This beautifully written story deals with some of the many issues confronting Native young people today, on and off the rez: Indian "mascots," leadership, and alcohol abuse. This may be the only story for this age group that realistically portrays a loving extended Indian family trying to deal with alcoholism (Oyate.org)

Erdrich, Louise (Ojibwe). The Birchbark House. Illustrations by the author. New York: Hyperion, 1999. 2-3. Set on an island in Lake Superior in 1847, the novel depicts traditional Ojibwe family and cultural life.

George, Jean Craighead. The Talking Earth. New York: Harper, 1983. Fiction. On the Seminoles by Newberry medal winner. 2-3

Monture, Joel (Mohawk), **Cloudwalker: Contemporary Native American Stories**. 1996, b/w illustrations. Virgil (Mohawk) finds that he has "cloudwalking" in his blood; Doreen (Apache) continues to learn from her grandfather, even after he has crossed over; Chester (Apsaalooke) discovers that "*everybody is an artist when they create something*"; Louis (Cree) learns from an elder that "*you don't have to go very far to get what you want*"; thoroughly modern Betty (Koyukon) helps to butcher a moose for potlach; and Homer (Sac and Fox) dances at a powwow and honors his brother. These stories are, as the author says, "*from the point of view of Native children, who themselves*

are learning about their worlds . . ." (Oyate.org)

Poetry

Sneve, Virginia Driving Horse (Lakota Sioux). Illustrator. Thomas Locke. Dancing Tepees: Poems of American Indian Youth. New York: Holiday House,

Hirschfelder, Arlene B., and Beverly R. Singer, eds. Rising Voices: Writings of Young Native Americans. New York: Scribner, 1992. Poems and Essays. 2

TallMountain, Mary (Koyukon), **The Light on the Tent Wall**. 1990.

Mary TallMountain's poems are full of heat and fire, simplicity and compassion, beauty and wisdom. (Oyate.org)

Taphonso, Luci (Navajo), **A Breeze Swept Through**. 1987, b/w illustrations. These are lovely poems, lyrical and strong, with the beauty that comes from knowing who you are forever. (Oyate.org)

Course Title: Approaches to Teaching Early Irish Literature and Culture in the Middle School Curriculum.

Objectives: To introduce students to current archaeological and prehistoric constructs of early Irish culture; to introduce students to a range of early Irish literature from its inception as Celtic ceremony and myth through its incorporation of Christian ideology, myth, and symbolism; to discuss the movement of literary, historical, and genealogical knowledge from an oral to manuscript tradition; to follow the development of Irish storytelling to the modern day; and, finally, to prepare students to introduce Celtic myth and history into the language arts curriculum.

Methods: In the first two thirds of this course, students investigate early Irish culture through appropriate archaeological, historical, and literary texts. Students will keep reading and response journals and participate in a course web conference or weblog. This portion of the course is demanding, presenting detailed archaeological information and exploring highly idiosyncratic storytelling. Mastery of this portion is evaluated through one examination and two or more analytical essays. In the final third of the course, students review Irish myths and stories translated for a middle school audience. Students will develop curricular materials which, among other objectives, will seek to guide middle school students in creating and presenting their own stories in a "neo-Celtic storytelling" day.

Readings and Topics: Graduate Texts

Celtic Ireland

Barry Raftery. *Pagan Celtic Ireland*. Thames and Hudson, 1994.

Miranda Jane Green. *Celtic Myths*. British Museum Press, 1993.

Geoffrey Gantz, ed. *Early Irish Myths and Sagas*. Penguin, 2000.

Thomas Kinsella, trans. *The Tain*. University of Pennsylvania, 2000.

Celtic Christian Ireland

Ann Dooley & Harry Roe, trans., *Tales of the Elders*, Oxford, 1999.

Conleth Manning. *Early Irish Monasteries*. Country House, 1995.

A Celtic Miscellany, ed. Kenneth Hurlstone Jackson. Penguin, 1988.

Standish O'Grady. *The Bog of Stars*. Unwin, 1893.

Middle School Texts

Liam Mac Uistin, Donald Teskey (Illustrator). *The Tain: The Great Celtic Epic*. The O'Brien Press, 1990.

Ella Young, Maud Gonne (Illustrator). *Celtic Wonder-Tales*. Dover, 1996.

Selection from *Folklore Legends*. Cd-rom. Belenus Press, 2003.

Appendix D

Projected Student Enrollment and Faculty Lines

Concentration	Fall 1	Spring	Summer	Fall 2	Fall 2	Spring	Spring 2	Summer	Summer 2
Math	MA 1	MA 2	MA 3	MA 4	MA1	MA 5	MA 2	RES 2	MA 3
(MA)	PED 1	PED 2	PED 3	RES 1	PED1	ELEC 1	PED 2	ELEC 2	PED 3
Science	SCI 1	SCI 2	SCI 3	SCI 4	SCI1	MS 5	SCI2	RES 2	SCI3
(Sci)	PED 1	PED 2	PED 3	RES 1	PED1	ELEC 1	PED 2	ELEC 2	PED 3
Language Arts	LAL 1	LAL 2	LAL 3	LAL 4	LAL1	LAL 5	LAL 2	RES 2	LAL 3
(LAL)	PED 1	PED 2	PED 3	RES 1	PED1	ELEC 1	PED 2	ELEC 2	PED 3
SPED	SPED 1	SPED 2	SPED 3	SPED 4	SPED1	SPED 5	SPED 2	RES 2	SPED 3
(SPED)	PED 1	PED 2	PED 3	RES 1	PED1	ELEC 1	PED 2	ELEC 2	PED 3
	FACULTY			FACULTY					
	2			3					
	2			2					
	1			1					
	STUDENTS			STUDENTS					
	80			160					

Assumptions:

4 concentrations (MA,SCI,LAL,SPED)
 20 students per concentration
 summer courses
 2 courses per term
 new cohort every fall

Font Codes:

Cohort 1

Cohort 2

Appendix E

Draft Faculty Position Advertisements

The Richard Stockton College of New Jersey is an innovative, residential, undergraduate liberal arts and sciences college along with six graduate programs, with a student body of 5500 and a recognized record of recruiting a diversified student body, faculty, and staff. The College is located on a 1600-acre wooded campus in the Pinelands of New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. One of only six public colleges classified by the Carnegie Foundation as a Liberal Arts I Institution, Richard Stockton College is nationally recognized for its record of academic innovation and excellence.

The College is preparing to launch a Master of Arts in Education. We are committed to developing a program that will expand teachers' knowledge in Math, Science, Language arts/literacy and special education as well as improve teaching skills to address the National Board for Professional Teaching Standards. We are seeking outstanding individuals who will help launch the program as well as provide service to the teacher certification program and our general studies program. Most courses will be offered evenings and on weekends, and some may be offered at off-campus sites.

We are searching for the following tenure-track positions to start Sept 04 pending approval of the program. Review will begin in Dec, 2003 and will continue until the positions are filled. Applicants should send: 1) a letter describing teaching and research interests, 2) a curriculum vitae, 3) three letters of reference, and 4) transcripts. Appointments will be at the assistant professor level although associate is possible with appropriate qualifications.

Mathematics Education

The successful candidate will be expected to develop and teach graduate mathematics education courses, particularly for middle school teachers, other graduate courses in education, and undergraduate education, mathematics, and general education courses. Expectations also include advising undergraduate and graduate students. Earned doctorate, preferably in mathematics education, strong mathematics background, ability to work collaboratively with college and school partners, and excellence in teaching required. Experience teaching K-12 with diverse populations is desired. Relevant experience in collegiate teaching and evidence of scholarly activity preferred.

Science Education

The successful candidate will be expected to develop and teach graduate science education courses, particularly for middle school teachers, other graduate courses in education, and undergraduate education, science, and general education courses. Expectations also include advising undergraduate and graduate students. Earned doctorate, preferably in science education, strong science background, ability to work collaboratively with college and school partners, and excellence in teaching required.

Experience teaching K-12 with diverse populations is desired. Relevant experience in collegiate teaching and evidence of scholarly activity preferred.

Language Arts Literacy/Reading Education

The successful candidate will be expected to develop and teach graduate language arts literacy education courses, particularly for middle school teachers, other graduate courses in education, and undergraduate education, literature, and general education courses. Expectations also include advising undergraduate and graduate students. Earned doctorate, preferably in reading or English education, ability to work collaboratively with college and school partners, and excellence in teaching required. Experience teaching K-12 with diverse populations is desired. Relevant experience in collegiate teaching and evidence of scholarly activity preferred.

Special Education

The successful candidate will be expected to develop and teach graduate special education courses, including instruction, curriculum, and assessment, and undergraduate courses. Expectations also include advising undergraduate and graduate students. Earned doctorate, preferably in special education, ability to work collaboratively with college and school partners, and excellence in teaching required. Experience teaching K-12, preferably with diverse populations, is required. Relevant experience in collegiate teaching and evidence of scholarly activity preferred.

Pedagogy

The successful candidate will be expected to develop and teach graduate courses in instruction, curriculum, and assessment, and undergraduate courses. Expectations also include advising undergraduate and graduate students. Earned doctorate, preferably with a focus on pedagogy, ability to work collaboratively with college and school partners, and excellence in teaching required. Experience teaching K-12, preferably with diverse populations, is required. Relevant experience in collegiate teaching and evidence of scholarly activity preferred.

Appendix F

The Richard Stockton College of New Jersey Library September 29 , 2003

Supporting material for proposal to create Master of Education degree at Stockton

In support of the EDUC program, the Stockton library has a long established curriculum materials collection designed to provide sample classroom materials and curricular guides to practicing elementary, middle school, and secondary school teachers. The present collection houses over 7,700 items. In Fiscal Year 2003 the library added 93 new titles to this collection; in Fiscal Year 2002, 248 new items were added. The Office of Teacher Education has provided collection development direction in this area. Funding sources outside the college have been used for the purchase of books, kits, and media materials to support teacher education at Stockton. The library has processed these items for the curriculum materials collection. In addition, The Center for Media and Instructional Technology (CIMT) also houses many videotapes and DVDs useful for teacher education.

Rather than provide an exhaustive bibliography of library resources supporting teacher education, a search of Stockton's online catalog (which includes CIMT materials) was executed, using a restricted number of relevant Library of Congress subject headings. These subject headings identify materials specifically designed to help classroom teachers in the teaching of science, mathematics and language arts. Where possible, the term "Middle school" was included in the subject tracing. To be honest, it did not appear frequently. More frequent were the subject descriptors "Elementary" and "Secondary," and these were included as well as "Middle school." (Older curriculum materials were added in the search – materials that, perhaps, should to be weeded from Stockton's collection.) The number of "hits" in Stockton's catalog was counted for each subject term; the same search was then performed in WorldCat, the library's online worldwide union catalog of library holdings. WorldCat searches were limited to both books and visual materials published in 2002, and devoted a separate column to each type. In this way Stockton's complete holdings can be compared with WorldCat data on the universe of similar publications, books and media, published in one given year.

SUBJECT HEADING	RSC CATALOG	WORLDCAT BOOKS: 2002	WORLDCAT MEDIA: 2002
Biology – Study and teaching (Elementary)	5	15	2
Biology – Study and teaching (Middle school)	0	20	0

Biology – Study and teaching (Secondary)	17	64	2
Botany – Study and teaching (Elementary)	1	1	0
Botany – Study and teaching (Middle school)	0	1	0
Botany – Study and teaching (Secondary)	1	1	0
Chemistry – Study and teaching (Elementary)	2	5	0
Chemistry – Study and teaching (Middle school)	0	6	0
Chemistry – Study and teaching (Secondary)	8	56	2
Earth Sciences – Study and teaching (Elementary)	7	11	3
Earth Sciences – Study and teaching (Middle school)	0	31	0
Earth Sciences – Study and teaching (Secondary)	6	10	0
Ecology – Study and teaching (Elementary)	2	12	3
Ecology – Study and teaching (Middle school)	0	1	0
Ecology – Study and teaching (Secondary)	1	11	0
English language – Study and teaching (Elementary)	15	428	20
English language – Study and teaching (Middle school)	0	38	0
English language – Study and teaching (Secondary)	56	306	6
Geology – Study and teaching (Elementary)	1	0	0
Geology – Study and teaching (Middle school)	0	5	0
Geology – Study and teaching (Secondary)	1	5	0
Language arts – Study and teaching (Elementary)	2	181	5
Language arts – Study and teaching (Middle school)	1	24	3
Language arts – Study and teaching (Secondary)	0	83	0
Life sciences – Study and	2	11	0

teaching (Elementary)			
Life sciences – Study and teaching (Middle school)	2	31	0
Life sciences – Study and teaching (Secondary)	3	3	1
Mathematics – Study and teaching (Elementary)	159	437	24
Mathematics – Study and teaching (Middle school)	11	110	1
Mathematics – Study and teaching (Secondary)	49	245	9
Natural history – Study and teaching (Elementary)	5	7	0
Natural history – Study and teaching (Middle school)	0	0	0
Natural history – Study and teaching (Secondary)	1	0	0
Physical sciences – Study and teaching (Elementary)	1	5	0
Physical sciences – Study and teaching (Middle school)	0	37	1
Physical sciences – Study and teaching (Secondary)	0	5	0
Physics – Study and teaching (Elementary)	3	1	3
Physics – Study and teaching (Middle school)	0	3	0
Physics – Study and teaching (Secondary)	11	52	0
Reading (Elementary)	62	737	49
Reading (Middle school)	1	86	4
Reading (Secondary)	62	109	8
Science – Study and teaching (Elementary)	120	245	14
Science – Study and teaching (Middle school)	3	110	2
Science – Study and teaching (Secondary)	29	184	7
Science teachers – Training of	5	30	0

Using the information provided above, and given the perceived need of the Master of Education program, Stockton might easily double the number of new titles we add to our collection in any one year. With the library's current collection budget and cataloging

staff, Stockton adds between 5,000 – 6,000 new titles to its library catalog during one fiscal year. These titles support all existing programs at the college and include books, serials, and media. The cost of a purchased monograph last year was approximately \$40.00. Again, depending on program needs, library materials spending for books and media might increase very significantly.

Periodical subscriptions constitute another major materials resource for the library. In the latest fiscal year, the library spent over \$7,200 in paper subscriptions to support teacher education programs. The titles and annual costs are listed below. (N.B. "cw" = comes with another subscription)

Currently received paper periodicals list with associated annual cost (Education)

TITLE	ANNUAL COST
American educational research journal	\$121.80
American journal of education	116.65
American teacher	12.18
ATE news letter	cw
British journal of educational technology	402.96
Children's literature in education	322.77
Cognition and instruction	370.48
Communique (National Association for Gifted Children)	cw
Computers and education	1,337.77
Education	40.60
The Education digest	48.72
Educational leadership	36.54
Educational technology	141.09
Educational researcher	121.80
Educational technology research and development : ETR & D	152.25
English education	40.60
The Gifted child quarterly	76.13
Harvard educational review	145.15
The High School journal	40.60
Instructor	20.25
Innovations in education and teaching international	394.35
Journal of adolescent & adult literacy	cw
Journal of developmental education	46.69
Journal of educational computing research	365.40
Journal of educational psychology	304.50
Journal of educational technology systems	250.71
The Journal of educational research	115.71
Journal of learning disabilities	140.07
Journal of school psychology	357.27

Journal of teacher education	284.20
Journal of technology and teacher education	142.10
Media & methods	34.00
NSTA report / National Science Teachers Association	cw
Performance improvement quarterly	75.11
Phi Delta Kappan	Gift
Psychology in the schools	399.91
The Reading teacher	183.72
Reading today : a bimonthly newspaper of the International Reading Association	cw
Research in the teaching of English	50.75
Review of educational research	121.80
School arts	25.88
School psychology review	126.88
The Science teacher	cw
Sociology of education	142.10
THE journal : technological horizons in education	GIFT
Teaching children mathematics	96.43
Teaching exceptional children	63.95
Technology & learning	30.40
TOTAL	\$7,273.52

In addition to these paper subscriptions, Stockton's subscription to the online service Academic Search Premier brings us access to a number of online journals which deal with middle school teaching. The following middle school-related journals are available online. Those marked with an asterisk are supplied with full-text of articles.

American educational research journal
*The Clearing house
*Educational leadership
Harvard education letter
*Journal of adolescent & adult literacy
Journal of educational psychology
*Journal of instructional psychology
*Mathematics teaching in the middle school
Middle school journal
NASSP bulletin
Science and children
Science education
*Teaching preK-8
*Theory into practice
Voices from the middle

Finally, *Magazines for libraries* (New York : Bowker, 1969-.) is a regularly updated publication which provides a guide for evaluating and selecting the most important serial publications for libraries. In the area of teacher education, this publication identifies classroom magazines written for teachers, titles which include "examples of classroom activities with ideas for integrating interactivity, collaborative learning, and interdisciplinary instruction in the classroom." Those to which Stockton does not subscribe or have full-text access to are:

Classroom magazines: teacher and professional

TITLE	COST
Challenge: reaching and teaching the gifted child	\$21.95
Classroom connect	n.a.
Copycat magazine	n.a.
Creative classroom: for today's teacher with tomorrow's vision	27.97
Learning and leading with technology	58.00
The Mailbox: the idea magazine for teachers	24.95
Mailbox bookbag: the teachers' idea magazine for children's literature	29.95
Mathematics teaching in the middle school	95.00
Oasis (Torrance): the magazine for middle grades 6-9	21.95
P C Teach It	39.99
Schooldays: the magazine for today's primary teacher	22.95
Science and children	72.00
Science scope: a journal for middle-junior high science teachers	n.a.
Web Feet: the Internet traveler's desk reference	n.a.
TOTAL	\$414.71

Magazines for libraries next lists the more general journals dealing with teaching and learning for pre-K to older learners. Those recommended journals in this category which to which Stockton does not subscribe or have full-text access to are:

Education journals: General, K-12

TITLE	COST
American educator	\$8.00
American school board journal	54.00
American secondary education	25.00
Childhood education	65.00

Contemporary education	16.00
Curriculum review	122.00
Democracy & education	25.00
The ERIC review	n.a.
Early childhood education journal	322.00
Education and urban society	295.00
Education week	135.94
Educational administration quarterly	350.00
Educational evaluation & policy analysis	61.00
The educational forum	24.00
Educational foundations	80.00
Educational horizons	18.00
Educational studies	110.00
Educational theory	30.00
The Elementary school journal	110.00
Growing without schooling	26.00
History of education quarterly	71.00
Independent school	175.00
Journal of classroom interaction	39.00
Journal of curriculum and supervision	34.00
Journal of education	35.00
Journal of personnel evaluation in education	347.00
Journal of thought	80.00
Middle school journal	35.00
Momentum	20.00
Multicultural education	80.00
Multicultural perspectives	145.00
NASSP Bulletin	185.00
NASSP Leadership for student activities	85.00
NASSP newsleader	n.a.
Peabody journal of education	245.00
Primary voices K-6	45.00
Principal	8.00
Principal leadership	n.a.
Radical teacher	30.00
Roeper review	75.65
School administrator	224.00
Teach	28.20
Teaching Pre K-8	23.97
Today's Catholic teacher	14.95
Urban education	350.00
Vitae scholasticae	60.00
Voices from the middle	45.00
Young children	30.00
TOTAL	\$4,387.71

In conclusion, depending on the direction and needs of the new program, Stockton could expect to increase its spending on education materials significantly. The library looks forward to working to support a Master of Education program at Stockton. The Association of College and Research Libraries has published guidelines for curriculum materials centers. These guidelines are extremely useful when considering the development of library collections in support of teacher education programs. (cf. *Guidelines for Curriculum Materials Centers*, Approved by ACRL and ALA, January, 2003). The online link to these ACRL guidelines may be found at:

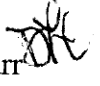
[http://www.ala.org/Content/NavigationMenu/ACRL/Standards and Guidelines/Guidelines for Curriculum Materials Centers.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Curriculum_Materials_Centers.htm)

THE
RICHARD STOCKTON COLLEGE
OF NEW JERSEY

P.O. Box 195 Jim Leeds Road Pomona, New Jersey 08240-0195
609-652-1776

DATE: December 4, 2003

TO: Herman J. Saatkamp
President

FROM: David L. Carr 
Vice President for Academic Affairs

SUBJECT: SABBATICAL LEAVES 2004-2005

Upon the recommendation of the Research and Professional Development Committee and the Deans Council, I submit my recommendations for 2004-2005.

A brief descriptive statement of each sabbatical proposal appears on the following page:

m

c Human Resources

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
SABBATICAL LEAVES FOR 2004-2005**

FACULTY MEMBER: Linda Nelson
TITLE: Associate Professor of Writing
DIVISION: General Studies
TERM REQUESTED: Fall 2004 – Spring 2005

PURPOSE/TITLE: *The Cultural Context of Jamaican Women's Life Narrative Discourse*

RECOMMENDATION: Approval of this request for sabbatical is recommended pending determination of the number of available leaves.

FACULTY MEMBER: Carol Slocum
TITLE: Associate Professor of Marine Biology
DIVISION: Natural Sciences and Mathematics
TERM REQUESTED: Fall 2004 – Spring 2005

PURPOSE/TITLE: *Expanding the New Jersey Seal Study: A year in the lives of harbor seals in western North Atlantic populations*

RECOMMENDATION: Approval of this request for sabbatical is recommended pending determination of the number of available leaves.

FACULTY MEMBER: Peter Straub
TITLE: Associate Professor of Biology
DIVISION: Natural Sciences and Mathematics
TERM REQUESTED: Fall 2004 – Spring 2005

PURPOSE/TITLE: *Functional Genomics of Marine Fishes*

RECOMMENDATION: Approval of this request for sabbatical is recommended pending determination of the number of available leaves.

FACULTY MEMBER: Pamela Hendrick
TITLE: Associate Professor of Theatre Arts
DIVISION: Arts and Humanities
TERM REQUESTED: Spring 2005

PURPOSE/TITLE: *Adapting a Holocaust Narrative for Staged Performance*

RECOMMENDATION: Approval of this request for sabbatical is recommended pending determination of the number of available leaves.

FACULTY MEMBER: Audrey Latourette
TITLE: Professor of Business Law
DIVISION: Professional Studies
TERM REQUESTED: Fall 2004

PURPOSE/TITLE: *Plagiarism: Legal and Ethical Implications for the University*


RECOMMENDATION: Approval of this request for sabbatical is recommended pending determination of the number of available leaves.

THE
RICHARD STOCKTON COLLEGE
OF NEW JERSEY

P.O. Box 195 Jim Leeds Road Pomona, New Jersey 08240-0195
609-652-1776

DATE: December 4, 2003

TO: Herman J. Saatkamp
President

FROM: David L. Carr 
Vice President for Academic Affairs

SUBJECT: R&PD Committee's Recommendation for Mini Round

Attached is a copy of a memorandum from Dr. Sonia Gonsalves, Chair, R&PD Committee informing me of the Committee's mini-round recommendations.

I support their recommendation for a total of \$5,045.

m

attachment

c B. Buzza

INTEROFFICE MEMORANDUM

TO: DAVID CARR
DEANS COUNCIL

FROM: SONIA V. GONSALVES

SUBJECT: COMMITTEE RECOMMENDATIONS FOR MINI-ROUND

DATE: 11/26/2003

I am pleased to inform you that after careful consideration of each proposal, and secret ballot vote by all committee members present, The Research and Professional Development Committee recommends funding the amount indicated for the Mini-Round to the following eight applicants listed in alphabetical order:

Name	Title (Recommended Award)
Rob Davidson	Walking on a Different Planet – Shaping the Space Building a (\$735)
Kim Furphy	Measuring the Effectiveness of an Education and Intervention Program in Adults with OA (\$750)
Patricia McGinnis	National American Physical Therapy Association Conference Presentation: Wellness for People with Parkinson's disease (\$750)
Mohamad Neilforoshan	Attendance at National American Society of Electrical Engineers Conference (\$750)
Sedia Ekaterina	Assessing Diversity of Soil Microbial Communities of NJ Pinelands using DNA fingerprints (\$600)
Carol Slocum	International Conference on Biology of Marine Mammals: Poster Presentation of Seal Strandings in New Jersey and Mid-Atlantic Region (\$750)
Christine Tartaro	Annual Academy of Criminal Justice Sciences Conference Presentation (\$710)
Total Awarded	\$5,045
Total Requested	\$6,546

DIVISION OF ADMINISTRATION, FINANCE and INSTITUTIONAL ADVANCEMENT

OFFICE OF THE VICE PRESIDENT

November 17, 2003

TO: Herman J. Saatkamp, Jr., President
FROM: Richard Hale, Vice President
SUBJECT: INVESTMENT POLICY

In accordance with New Jersey Statutes Annotated 18A:3b-6g, Colleges are permitted to invest funds with (an) investment manager(s) other than the State of New Jersey Cash Management Funds. Being that the rates of return from the New Jersey Cash Management Fund have been less than those of many investment managers, I enclose for submission to the Board of Trustees for adoption a Resolution approving an Investment Policy that will allow for a greater rate of return in the future.

According to the Policy, the Board of Trustees will establish an Investment Committee to review and analyze the results of the portfolio(s) against those of the State Cash Management Fund and other market indexes to determine viable alternatives to investing College funds.

jrp
Enc.

REVISED

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
INVESTMENT POLICY**

- WHEREAS,** at the suggestion of the Audit and Finance Committee of the Board, the College has explored alternatives to the State of New Jersey Cash Management Fund for investing College funds, and
- WHEREAS,** in accordance with New Jersey Statutes Annotated 18A:3b-6g, Colleges are permitted to invest funds with (an) investment manager(s) other than the State of New Jersey Cash Management Funds, and
- WHEREAS,** the result of the examination undertaken by the College indicates the rates of return from the New Jersey Cash Management Fund have been less than many investment managers are currently giving, and
- WHEREAS,** the Board of Trustees will establish an Investment Committee, a subcommittee of the Audit and Finance Committee of the Board of Trustees, consisting of present or past members of the Audit and Finance Committee, the Vice President for Administration and Finance, and another member or members appointed by the Audit and Finance Committee, and
- WHEREAS,** the committee will be charged with the responsibility to review and analyze the results of the portfolio(s) against those of the State Cash Management fund and other relevant market indexes, and therefore be it
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey authorizes and approves the Investment Policy and the establishment of an Investment Committee.

December 10, 2003

The Richard Stockton College of New Jersey Investment Policy

I. PURPOSE

To establish a set of guidelines to govern the investment objectives of cash not required for operations. In general these funds will be invested to provide the College a convenient and economical means of investing short-term funds at the best rates available for prudent investments.

II. AUTHORITY

N.J.S.A. 18A:3b-6.g

III. POLICY STATEMENTS

Cash required for operations

Cash needed to meet short-term obligations will be invested with the State of New Jersey Cash Management Fund. The Division of Investment was created by P.L. 1950, c.270, which became effective on July 1, 1950. Various funds in the custody of the State Treasurer are combined (pooled) for the purpose of investment. Moneys may be deposited in or withdrawn from the Fund on any day on which both the New Jersey banks and State offices are open. These funds must be highly liquid.

Cash not needed for immediate operating activities

The overall objectives for the College's short-term investments are to maximize the total return of the investment while preserving the principal amount and creating economic stability.

The portfolio(s), under the management of the Investment Manager(s), represent the assets of The Richard Stockton College of New Jersey. Both the College and the investment manager(s) recognize the fiduciary nature of the portfolio(s) and the important responsibilities associated with its management.

The Investment Manager is responsible for optimizing investment return and growth of the College's assets within the guidelines established. The Investment Manager(s) has investment discretion over the assets in the portfolio while ensuring that the assets are invested with care, skill, prudence, and diligence.

Investment Oversight

Oversight for these short-term investments will be provided by the Investment Committee, a subcommittee of the Audit and Finance Committee of the Board of Trustees consisting of present or past members, the Vice President for Administration and Finance, and another member or members appointed by the Audit and Finance Committee. This committee is charged with the responsibility to review and analyze the results of the portfolio(s) against those of the State Cash Management Fund and other relevant market indexes. Additionally, they will be charged with the responsibility of reviewing the Investment Manager(s) performance on a regular basis. The structure of this committee may change over time as recommended by its' current members with the approval of the Audit and Finance Committee.

The Investment Committee will provide summary performance results and status of the investment portfolio to the Audit and Finance Committee as requested, or at least quarterly. The College's finance staff and the President of the College will monitor the Investment Manager(s) compliance with College investment policies and communicate any changes in policy to the Investment Manager(s).

Investment Guidelines

1. The following fixed income instruments are approved for the investment portfolio:
 - A. Obligations of the U.S. government and its agencies representing the highest quality short-term debt obligations available in the market place.
 - B. Money market instruments, repurchase agreements, commercial paper bankers' acceptance, certificates of deposit, and approved money market funds approved by the committee.
 - C. State bonds.
 - D. Corporate bonds.
 - E. Floating rate securities without interest rate caps.
 - F. Equities

2. Quality of Investments:

United States Agency obligations will be rated Aaa/AAA by Moody's Investor Services and Standard & Poor's.

Commercial paper purchased must have the highest "prime" rating at a minimum A-1, P-1 or better by either Standard and Poor's ("S&P") Corporation or Moody's Investor Services (Moody's) at the

time of purchase. Certificates of Deposit (collateralized at 120% based on the purchase price at the time of purchase), Bankers Acceptance, and Repurchase Agreements will be collateralized.

Securities of issuers with a long-term credit rating must be rated "AA", "Aa" or better by S&P or Moody's, respectively, with a maturity of no more than five (5) years. Should the rating of a security held in the portfolio fall below the minimum acceptable rating by S&P or Moody's, the Investment Manager(s) will notify the Vice President for Administration, Finance and Institutional Advancement or a designee and recommend appropriate action.

The weighted average credit quality of the investment portfolio is to be no less than AA (or its equivalent rating).

3. Diversification:

It is the policy of the College to diversify its investment portfolios. Portfolio diversification is employed as a way to limit certain types of risk. Investments shall be diversified as to maturities and as to the type of investment to limit the risk of loss which might result from over-concentration of assets in a specific maturity, in a specific kind of security or from a specific issuer. Any deviation from the guidelines established herein shall be allowed only with the express approval of the Investment Committee.

The Investment Manager(s) will **not** invest more than 25 percent of total assets under their control (market value at time of investment) in the securities of issuers in any particular industry, other than United States government securities, or government agency securities. **No** more than 10 percent of the account, valued at market at the time of purchase, will be invested in securities (other than United States Government) of any one issuer. **No** more than 10 percent of the outstanding securities of an issuer will be purchased, except such restrictions shall not apply to United States government or government agency securities or repurchase agreements.

For purposes of this diversification policy, securities of a parent company and its subsidiaries will always be combined except for captive finance companies. Securities issued by the U.S. Treasury and U.S. government agencies are specifically exempted from these restrictions.

4. **Marketability/Liquidity:**

Investment Manager(s) will purchase securities that regularly trade in a secondary market under normal conditions. Investment Manager(s) will structure the portfolio so that securities mature as needed to meet the College's anticipated liquidity demands. Portfolio holdings will be sufficiently liquid to ensure that 5 percent of the portfolio can be sold on a day's notice with no material impact on market value.

5. **Maturity/Portfolio Duration:**

The portfolio's average duration will be measured using the six (6) month Treasury bill; however, the benchmark index is subject to change at the discretion of the Investment Committee. The final maturity of each security within the portfolio will not exceed five (5) years.

Security and Issuer Diversification

	Authorized Investment Instrument	Percent of Portfolio Allowed	Percent of Portfolio Per Issuer
A.	U.S. Government	100%	100%
B.	U.S. Treasury	100%	100%
C.	U.S. Agencies	100%	33%
D.	Certificates of Deposit	25%	10%
E.	Banker's Acceptances	25%	10%
F.	Commercial Paper	25%	10%
G.	Corporate Bonds	25%	10%
H.	Collateralized Mortgage Obligation and Passthroughs	25%	10%
I.	Money Market Mutual Funds	25%	10%
J.	Repurchase Agreements	25%	10%
K.	State	25%	10%

6. Performance Measurement:

Due to the inevitability of short-term market fluctuations, it is intended that the following performance objective will be achieved by the Investment Manager(s). The College reserves the right to evaluate and make any necessary changes regarding the Investment Manager(s) over a shorter term using the criteria established in this policy statement.

Reporting

The Investment Manager(s) will meet with the Investment Committee or a designee no less than quarterly and will be available for regular telephone contact. Monthly, Investment Managers(s) will provide statements of transactions and market valuation of portfolio assets.

Market Benchmark

Quarterly, the Investment Manager(s) will provide the College with a review of performance, net of fees, relative to an appropriate index as agreed to by the President of the College upon the advice of the Vice President for Administration, Finance and Institutional Development and the performance results of the New Jersey Cash Management Fund.

Peer Group Ranking

Total return, net of fees, for each Investment Manager(s) portfolio will outperform other similar short-term fix income investment funds by at least 50 percent.

7. Restricted Investments:

The Investment Manager(s) shall **not** utilize derivative securities to increase the actual or potential risk posture of the accounts. Subject to other provisions in this Investment Policy, the use of primary derivatives is prohibited. These include but are not limited to structured notes, lower class tranches (as defined by the Federal Financial Institutional Examination Council) of collateralized mortgage obligations (CMOs), principal only (PO) or interest only (IO) strips, inverse floating securities, futures contracts, options, short sales, margin trading, and such other specialized investment activity.

Moreover, the Investment Manager(s) are precluded from using derivatives to affect a leveraged portfolio structure.

IV. RESPONSIBILITY FOR IMPLEMENTATION AND REVIEW

Implementation: Vice President for Administration, Finance and Institutional Development with the approval of the President.

Review: The Investment Committee shall review this policy as appropriate no less than annually.

V. COMPETITIVE SELECTION OF INVESTMENT MANAGER(S)

All investment activities are affected through competitive bidding. The College will accept the offer that most closely mirrors the guidelines established within this policy. The Investment Manager(s) selected will provide the highest rate of return within the required time to maturity, while preserving the principal amount and creating economic stability. Consideration will be given to historical performance and fee structure during the selection process.

**DIVISION OF ADMINISTRATION, FINANCE and
INSTITUTIONAL ADVANCEMENT**

OFFICE OF THE VICE PRESIDENT

November 17, 2003

TO: Herman J. Saatkamp, Jr., President

FROM: Richard Hale, Vice President

SUBJECT: FACILITIES USAGE FEES FOR CALENDAR YEAR 2004

Attached is the recommended Facilities Usage Fees Resolution for calendar year 2004 for consideration and action by the Board of Trustees at their December 10, 2003 meeting. Please know that the usage fee recommendations were developed in consultation with each division and reflect recommendations made by various offices.

Please do not hesitate to contact me if you have any questions on these materials.

jrj
Attachment

**RICHARD STOCKTON COLLEGE OF NEW JERSEY
BOARD OF TRUSTEES
RESOLUTION**

COLLEGE FACILITY USAGE FEES FOR CALENDAR 2004

WHEREAS the Richard Stockton College of New Jersey Board of Trustees has the responsibility to set fees for use of College facilities, equipment, labor, and service; therefore be it

RESOLVED that organizations or groups may, subject to availability, use college facilities consistent with the requirements and policies of the College. The respective College Facilities Usage Fees including, but not limited to, space and equipment rental, service, labor and administrative fees to be charged during 2004 are as follows:

		3 Hour Block Rate¹	Add'l. Hour Rate
I.	GENERAL USE FACILITIES		
A.	Academic Complex		
	1. Regular classroom	35.00	15.00
	2. Lecture Hall (AS102, A-Wing, WQ103)	70.00	30.00
	3. Use of Electronic Podium/Projector in these facilities	50.00	20.00
B.	College Center (G-Wing)²		
	1. G-208 Meeting Room	35.00	15.00
	2. G-wing Commons (Bridge)	80.00	30.00
	3. G-wing Lounge	80.00	30.00
C.	College Center (N-Wing)²		
	1. Cafeteria	165.00	50.00
	2. Osprey's Nest	85.00	35.00
	3. Meeting Room (N-114)	35.00	15.00
	4. Inglenook Room	40.00	20.00
D.	Townsend Residential Life Center (TRLIC)		
	1. Meeting Room1	35.00	15.00
	2. Large Multipurpose Room (MPR)	130.00	35.00
	3. Kitchen	65.00	25.00
E.	Lakeside Center/Housing IV² Commons Building		
	1. Meeting Room	35.00	15.00
	2. Large Multipurpose Room	130.00	35.00
	3. Commons Building Classroom	35.00	15.00

F. Special Use Facilities³

1. H-wing Studio	200.00	50.00
2. Computer lab or computer lab with electronic podium/projector	400.00	100.00
3. TV Studio (M-205)	400.00	100.00
(Additional per camera charge)	250.00	100.00
4. Interactive Television (ITV) Classroom (E-032) ⁴ (per hour)	300.00	
5. Media video studio, control room and editing (E-033/034)	200.00	50.00
(Additional per camera charge)	100.00	50.00
6. Media Audio Studio (E-043)	120.00	35.00
7. Satellite Charge	200.00	50.00
8. Multimedia and Video editing facilities (E-039/040/041/042 and E-043b)	300.00 (per system)	75.00 (per system)

¹“Block” is defined as three-hour occupancy during weekday business hours. The rental charge for weekends or legal holidays is 160% of the standard block and hourly rates. For the PAC Main Theater, the standard block is four hours and the weekend/holiday rate fee charge does not apply. For all rentals, the college may assign a surcharge for administrative costs not to exceed 50% of the rental rate.

²Rental options are limited in certain locations. For example, Cafeteria areas, the Osprey’s Nest and the G-Wing Bridge generally are not available during times when the Board Plan is offered. Also, the Large Multipurpose Room in the Lakeside Center is not available in the evenings when late night meal plan is offered.

³Special Use Facilities (e.g., computer labs, ITV classroom, M-205 Studio, etc.) may be rented only under conditions of use specified by the appropriate budget unit manager (e.g., Asst. Vice President for Computer and Telecommunication Services, Director of Media Services).

⁴Transmission charges will also be added at cost on a case-by-case basis according to type (e.g., IDLS, ISDN) and connection (i.e., location: Japan, California, etc.).

II. NACOTE CREEK FIELD STATION

**3 Hour
Rate**
78.00

**Add'l. Hr.
Rate**
18.00

A. Nacote Creek Field Station Laboratory

B. Marine equipment

	<u>Not- for-Profit</u>		<u>For-Profit</u>	
	<u>3 Hour Rate</u>	<u>All Day Rate</u>	<u>3 Hour Rate</u>	<u>All Day Rate</u>
1. Boats:				
21' Privateer	44.00	317.00	62.00	464.00
24' Chesapeake	53.00	382.00	74.00	533.00
2. Nets and Trawls:				
Otter Trawls	16.00	115.00	23.00	168.00
Seine Nets	23.00	166.00	32.00	231.00
Plankton Nets	13.00	94.00	18.00	130.00
3. Seabird CTD:	55.00	396.00	77.00	568.00
4. YSI Multiparameter Datalogger				
YSI 650/600xl	24.00	173.00	34.00	245.00
YSI 6600	40.00	288.00	56.00	403.00
YSI 30	18.00	130.00	25.00	180.00
YSI 63	20.00	144.00	28.00	202.00
5. Benthic Grab:	10.00	72.00	14.00	101.00
6. Side Scan Sonar:	57.00	410.00	80.00	576.00
7. Microscopes:	20.00	144.00	28.00	202.00
8. Video Microscope:	30.00	216.00	42.00	302.00
9. Miscellaneous Items:	10.00	72.00	14.00	101.00

III. ATHLETIC FACILITIES	<u>Not-for-Profit</u>			<u>For Profit</u>		
	<u>3-Hour Block</u>	<u>Add'l. Hr. Rate</u>	<u>All Day Rate⁵</u>	<u>3-Hour Block</u>	<u>Add'l. Hr. Rate</u>	<u>All Day Rate⁵</u>
A. Fitness Center (<i>I and L-Wing facilities</i>)						
1. Gymnasium and Locker Rooms	\$400.00	\$100.00	\$800.00	\$640.00	\$160.00	\$1,280.00
2. Racquetball/Squash and Lockers	100.00	25.00	200.00	160.00	40.00	320.00
3. Pool and Lockers	400.00	100.00	800.00	640.00	160.00	1,280.00
4. Entire Fitness Center	800.00	100.00	1,600.00	1,280.00	160.00	2,560.00
B. The Sports Center						
1. Arena	1,000.00	250.00	2,000.00	1,600.00	400.00	3,200.00
2. Fitness Room	200.00	50.00	400.00	320.00	80.00	640.00
3. Meeting Room 205	75.00	25.00	150.00	120.00	40.00	240.00
4. Entire Recreation Ctr.	1,275.00	325.00	2,550.00	2,040.00	520.00	4,080.00
C. Outdoor Athletic Venues⁶						
1. Main Field No. 1	500.00	100.00	1,000.00	800.00	160.00	1,600.00
2. Track and Field	500.00	100.00	1,000.00	800.00	160.00	1,600.00
3. Intercollegiate Fields No. 2, 3 or 4	300.00	75.00	600.00	480.00	120.00	960.00
4. Baseball/Softball Fields	100.00	50.00	200.00	160.00	80.00	320.00
5. Intramural Field	75.00	25.00	150.00	120.00	40.00	240.00
6. Tennis Court(each)	25.00	15.00	50.00	40.00	24.00	80.00
7. Basketball Court	25.00	15.00	50.00	40.00	24.00	80.00
8. Recreational Court (Lot7)	25.00	15.00	50.00	40.00	24.00	80.00

⁵Groups using the athletic facilities for 4-5 days or 6-7 days will be given an additional discount of 20% or 25%, respectively. Please note that weekend/evening surcharges do not apply for athletic facilities.

⁶There is an additional \$25.00 per hour charge for the use of lights on Tennis Courts 1-4, Fields #1 and #4.

IV. ON-CAMPUS HOUSING		Small Group (1-49)	Med. Group (50-99)	Large Group (100+)
A. Housing II and III – Residence Halls (per person)				
1. Single Night Only				
a. Single occupancy		45.00	40.00	38.00
b. Double occupancy (per person)		40.00	38.00	34.00
2. 2-5 Nights (per night)				
a. Single occupancy		36.00	34.00	30.00
b. Double occupancy (per person)		30.00	29.00	28.00
3. 6-7 Nights (flat rate)				
a. Single occupancy		186.00	170.00	168.00
b. Double occupancy (per person)		161.00	159.00	154.00
B. Housing I and IV – Apartments (4 person rentals)				
1. Single night only		129.00	119.00	107.00
2. 2-5 nights (per night, per apartment)		111.00	96.00	84.00
3. 6-7 nights (flat rate, per apartment)		588.00	530.00	476.00
C. Linen Service Rates				
		1 to 3 Days ⁷	4 to 7 Days ⁸	More than 7 Days ⁹
1. Per person		8.00	10.50	10.50
D. Laundry Service Rates¹⁰				
		Fewer than 10 Partic.	11 to 100 Participants	More than 100 Partic.
1. Per person		2.00	3.00	5.00
E. Access Replacement Fees				
1. Card Replacement		25.00 per card		
2. Key Replacement		5.00 per key		
3. Locks Changed		25.00 room door		65.00 suite door

⁷ 1 blanket, 1 set sheets, 1 set linens: 2 towels, 2 washcloths.

⁸ 1 blanket, 1 set sheets, 1 set linens: 2 towels, 2 washcloths (linens exchanged on 4th day).

⁹ 1 blanket, 1 set sheets (sheets exchanged weekly), 1 set linens: 2 towels, 2 washcloths (linens exchanged every 4th day).

¹⁰ Unlimited usage for predetermined hours.

V. PERFORMING ARTS CENTER (PAC)

A. Theaters

	<u>Not-for-Profit</u>		<u>For Profit</u>		<u>Stockton</u>	
	<u>4-Hour</u> <u>Block rate</u>	<u>Add'l.</u> <u>Hour</u>	<u>4-Hour</u> <u>Block rate</u>	<u>Add'l.</u> <u>Hour</u>	<u>4-Hour</u> <u>Block rate</u>	<u>Add'l.</u> <u>Hour</u>
1. Experimental Theater			200.00	50.00		
2. Main Theater	500.00	125.00	600.00	150.00	400.00	100.00

Rental fees listed above include the following support:

- Acoustic shell
- Dressing rooms
- Up to fifty chairs
- Up to 24 music stands
- Available masking (as hung)
- Movie screen (as hung)
- Podium
- Concert lighting
- Up to three microphones
- Reproduction of renter's audio tape through PAC sound system

B. Staff Support

1. Professional staff
 - a. Technical Director \$25.00/hr. (4 hour minimum)
 - b. House Manager \$25.00/hr. (4-hour minimum)
2. Stage Crew \$20.00/hr./person (4-hour minimum)
3. Ushers \$20.00/hour/person (4-hour minimum)

C. Lighting

1. Basic Concert Lighting \$0 (No Charge)
2. Dance Lighting \$250/Set up \$50/rehearsal or performance
3. Club Lighting \$250/Set up 50/rehearsal or performance
4. Dramatic Lighting \$250/Set up \$50/rehearsal or performance
5. Review/Variety Lighting \$250/Set up \$50/rehearsal or performance
6. Renter's Light Plot Quote upon approval

D. Audio

1. Basic Reproduction/Reinforcement: \$0
2. Special Reinforcement: \$300.00/Perf. \$50.00/Add. Perf./Rehearsal

E. Box Office

Access to the PAC Box Office is not permitted to outside groups. Tables will be available in the lobby to distribute/collect tickets on the day of the renter's event.

1. Tickets Plan A \$150.00 set-up fee, plus \$50.00 each set
2. Tickets Plan B \$150.00 set-up fee, plus 15% of gross sales

NOTE: When the PAC is the selling agent, the renter must guarantee a minimum commission of \$200.00

F. Additional equipment and services (PAC)

The following equipment or services will be made available to the renter according to the rate schedule listed below:

• Steinway 9 ft Grand Piano	\$ 300.00	
• Piano tuning	\$ 75.00	
• Standing risers	\$10.00	each
• Sitting risers	\$10.00	each
• Gaffe's tape	\$15.00	roll
• Vinyl dance floor (48'X30')	\$150.00	
• Follow spot	\$50.00	each
• Color filters	\$5.00	each
• Extra chairs	\$10.00	each
• Extra music stands	\$10.00	each
• Extra microphone	\$10.00	each
• Audio recording of event		quote on application
• Video projector (rear screen, VCR)	\$250.00	
• Computer (with video projection)	\$ 100.00	
• Over head projector	\$15.00	
• 16 mm projector	\$25.00	
• Slide projector	\$15.00	
• Additional lighting fixtures	\$10.00	each
• Additional masking		quote on application
• Special Lighting		quote on application

NOTE: The fees quoted above are for equipment use only and do not reflect the crew cost involved in set up or operation which will be billed to the renter.

VI. OTHER FACILITIES

	3 Hour	Add'l Hr.
	<u>Rate</u>	<u>Rate</u>
A. Parking Lot	\$400.00	\$100.00
B. Moss Mill Acres	20.00	10.00
C. Picnic Area (N-wing, TRLC Quad, Lakeside Center)	20.00	10.00

VII. ADMINISTRATIVE FEES

- A. Standard Workshop Fees for Outside Groups
Single day: \$3.00 per participant
Several days: \$2.00 per participant per day
- B. \$20.00 per hour when Continuing Professional Education services are used or when Continuing Education Units are involved.
- C. In cases where Facility, Equipment, Labor and Service fees are waived or discounted, the college is authorized to charge a non-refundable fee of \$50 - \$150 for administrative services. In addition, a \$50 set-up charge may be assessed for special set-up requirements.

VIII. LABOR AND SERVICES RATES

A. Campus Police

<u>Rank</u>	<u>Per Hr.</u>
1. Lieutenant	49.01
2. Sergeants	40.80 to 42.31
3. Officers	26.11 to 36.55
4. Security Officers	19.16

B. Computer Services

Computer Services	<u>Per Hr.</u>
1. Technical Staff	25.00
2. Senior Technical Staff	35.00
3. Technical Manager	55.00

C. Media Services

Services	<u>Per Hr.</u>
1. Technician	50.00

D. Plant Management

Management	Per Hr.
1. Supervisor Trade	35.00
2. Trade	29.00
3. Supervisor Custodial	29.00
4. Custodial	23.00

0-50 Participants	\$ 0
50-150 Participants (1 Custodian, 8 man-hours)	\$184
150-300 Participants (2 Custodians 16 man-hours)	\$368
300-500 Participants (3 Custodians 24 man-hours)	\$552

NOTE: Outdoor events still require indoor custodial staffing for locker room/shower/restroom cleaning and stocking. Grounds coverage for trashing and repairing fields, parking lots, paths, etc., additional trash and recycling pick up.

PLANT MANAGEMENT ESTIMATED STANDARD EVENT COSTS

NOTE: Every event is different and will be billed at actual labor and material according to the particular needs of that event. Below are representative costs for quick reference in estimating departmental and outside group request cost to the College which should be billed in addition to the College charges for use of space if applicable.

I-WING GYM

Floor Cover

Seam Tape (Materials Cost)	\$125
Install and Tape (8 man hours, Trades)	\$232
Mop and clean after event (10 man hours, Custodial)	\$230
Un-tape and roll up (15 man hours, Trades/Custodial)	\$435
TOTAL (\$1,022, rounded down to):	\$1,000

Bleachers

Pull out, set up, close (6 man hours, Trades)	\$174
Clean bleachers (4 man hours, Custodial)	\$92
TOTAL (\$266, rounded down to):	\$250

Large Backdrop

Get out of trailer, hang on pipe and pulley system (14 man hours, Trades)	\$406
---------------------------------------------------------------------------	-------

Pipe and Drape (Black 8 ft. Height)

Get out of trailer, assemble on pipe (up to 50 linear feet) (8 man hours, Trades)	\$232
------------------------------------------------------------------------------------	-------

Staging (Depends on stage size, average approximate cost)

Set up stage, break down, return to storage (18 man hours, Trades)	\$522
--------------------------------------------------------------------	-------

Podium, Plants, Flags

Deliver, set up, return to storage (4 man hours, Trades)	\$116
----------------------------------------------------------	-------

Banner, 4 ft. X 8 ft. hung from ceiling

Set up, take down (5 man hours, Trades)	\$145
-----------------------------------------	-------

Theater Lighting

Electricians (48 man hours, Trades)	\$1,392
Electrician for event (8 man hours, Trades)	\$232

**BUILDING 41
SPORTS CENTER ARENA**

Floor Cover

Seam Tape (Materials Cost)	\$75
Install and Tape (4 man hours, Trades)	\$116
Mop and clean after event (4 man hours, Custodial)	\$92
Un-tape and roll up (5 man hours, Trades/Custodial)	<u>\$145</u>
TOTAL (\$428, rounded down to):	\$425

Floor Protection for Rental Staging Sound

Masonite placed on area and taped (16 man hours, Trades)	\$464
----------------------------------------------------------	-------

Staging

32 x 12 stage with ramps	\$696
24 man hours, Trades (existing college risers)	
Depends on Stage Size	

Portable Bleacher Moving and Setup

Moving bleachers (96 man hours, Trades)	\$2,784
Cleaning bleachers (16 man hours, Custodial)	<u>\$368</u>
TOTAL BLEACHERS (MOVING AND CLEANING):	\$3,152

Portable Bleacher Setup without Moving

Bleachers setup without moving (18 man hours, Trades)	\$522
Cleaning bleachers (16 man hours, Custodial)	<u>\$368</u>
TOTAL BLEACHERS (SETUP AND CLEANING, NO MOVING) \$890, round up to:	\$900

OUTDOOR EVENTS

Porta-Potties Rental

0-100 Participants	(Porta-Potty already on site or use building)	\$-0-
100-200 Participants	(1 additional Porta-Potty)	\$125
200-300 Participants	(2 additional Porta-Potties)	\$250
300-400 Participants	(3 additional Porta Potties)	\$375
500-1,000 Participants	(4 additional Porta Potties)	\$500
1,000-3,000 Participants	(8 additional Porta Potties)	\$1,000

Main Campus

Locker rooms (cleaning)	\$184
Rest room coverage, changes depending on event size	\$184

Fields

Clean up of fields	\$200
Line fields, soccer field, lacrosse field, baseball field	
Main Campus / Intramural Fields: To change field to different use – 24 man hours, Trades labor: \$696, Materials: \$29.50	\$750
Soccer/lacrosse: To re-line existing field – 3 man hours, Trades labor: \$87, Materials: \$29.50	\$125
Baseball fields: To re-line existing field - 8 man hours, Trades Labor: \$ 232, Materials: \$10 rounded to:	\$250

IX. PHOTOCOPY FEES

Photocopying fees for public records:

First to tenth page	\$0.75 per page
11th to 20th page	0.50 per page
All pages over 20	0.25 per page

X. RESERVATION POLICIES

10% nonrefundable deposit - due upon booking*

40% nonrefundable deposit - due 45 days prior to event(s)*

50% nonrefundable deposit less than 45 days prior to event(s)*

Written confirmation of actual occupancy numbers for housing due 30 days in advance of arrival (for billing purposes)

All remaining fees - due at the time of registration on campus or by special arrangement

*In the event of cancellations, nonrefundable deposits accrue as follows: 50% to Housing (for Housing deposits), 50% to the College. In the event of a facility cancellation (e.g., classroom, meeting room, pool), 100% of the deposit will be remitted to the College.

XI. NOTES AND SPECIAL CONDITIONS:

A. Personnel and equipment use costs associated with specific events

The college reserves the right to assess special charges to cover additional college expenses for special events. These charges, which are determined by the college on a case-by-case basis with the recommendation of an appropriate budget unit manager(s) may include: room setup costs to cover Housing or Plant Management expenses; event supervision costs for Campus Police; staffing costs for Athletics and Recreation; lifeguards for swimming pool; equipment monitoring costs, technical assistance and duplication costs for Media Services; front and rear-of-house costs for PAC; set-up and extraordinary operating costs related to Athletic facilities; Computer Center costs for programming or technical support, Event Services costs for signage, materials and equipment and/or other support services costs assignable to appropriate budget units.

B. State-mandated liability insurance fees

Groups are required to have \$1,000,000 individual and \$3,000,000 aggregate bodily injury and liability policy issued by a Class A company, assignable to the College. (Note: This rate schedule is established by the NJ Office of Risk Management and is subject to change.)

C. Co-Sponsorship Criteria

Events involving recognized college clubs and/or organizations, offices, departments and/or divisions partnering or collaborating with external groups for events using college facilities, equipment and/or services will be considered *college co-sponsored activities or events*. Co-sponsored events must meet all of the following requirements:

1. Prior approval of the appropriate budget unit head, dean, and/or vice president;
2. Adhere to the appropriate provisions of college facility usage fees and college procedures and policies;
3. Share and/or absorb appropriate costs associated with the event not born by the external group;
4. Provide the appropriate personnel to plan and/or manage the event as determined by the Office of Event Services.

D. Fundraising surcharge for groups utilizing Stockton facilities to raise revenue

Ordinarily, no outside group may use State facilities for fundraising purposes when the beneficiary is other than the College, unless specifically authorized in writing by the Vice President of Administration and Finance. In this event, a Fundraising Surcharge (10% of gross receipts) may be levied at the discretion of the Vice President of Administration and Finance.

E. Dining services (Chartwells)

Outside groups must pay 50% of the total contracted amount at the time an event is scheduled.

F. Amounts Overdue

Amounts ninety (90) days past due by outside groups will be charged interest at the rate of ten percent (10%).

G. Waivers

1. Facility, Equipment, Labor, Utility or Service Fees may be waived by the President or the Vice President of Administration and Finance under special circumstances for college organizations, governmental agencies or non-profit organizations for events that are consistent with the mission of Stockton College.
2. A Facility, Equipment, Labor or Service Fee may be discounted by the President or the Vice President of Administration and Finance by up to 50% for "college co-sponsored activities." This may include an organization jointly hosting an event with the college or a discount rate for governmental/non-profit organizations.

3. In cases where Facility, Equipment, Labor or Service fees are waived or discounted, the college is authorized to charge a non-refundable fee of \$50-\$150 for administrative services. In addition, a \$50 set-up charge may be assessed for special set-up requirements.

DIVISION OF ADMINISTRATION, FINANCE and INSTITUTIONAL ADVANCEMENT

OFFICE OF THE VICE PRESIDENT

November 14, 2003

TO: Herman J. Saatkamp, Jr., President

FROM: Richard Hale, Vice President

SUBJECT: MANAGERIAL COMPENSATION PLAN

Pursuant to the Higher Education Restructuring Act, the Board of Trustees each year is required to take action on the Managerial Compensation Plan. I enclose for submission to the Board of Trustees for adoption a Resolution approving a Managerial Compensation Plan for Fiscal Year 2004.

According to the plan, employees in service prior to July 1, 2003 who are not already receiving a salary at the maximum of the range established for their position shall receive a salary increase equivalent to an increment. No salary increase will be granted that will exceed the maximum of a range established for that position.

jrp
Enc.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

MANAGERIAL COMPENSATION PLAN

- WHEREAS,** under the Autonomy Regulations and Higher Education Restructuring Act the Board of Trustees approves the recommendations of the President to establish an unclassified Managerial Compensation Plan; and
- WHEREAS,** the anniversary date of all managerial employees shall be July 1 of each fiscal year; and
- WHEREAS,** all managerial employees hired subsequent to the effective date of this resolution shall be assigned an anniversary date of July 1; and
- WHEREAS,** all managerial employees in active pay status for FY2004 who have been hired prior to July 1, 2003, and who are not already receiving a salary at the maximum of the current managerial salary schedule shall be eligible for a salary increase; now therefore be it
- RESOLVED,** the Board of Trustees of The Richard Stockton College of New Jersey hereby approves the implementation of a Managerial Compensation Plan as contained in the attached plan.

December 10, 2003

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

MANAGERIAL COMPENSATION PLAN

Salary increases for managerial, exempt and nonaligned professional employees (unclassified employees in bargaining units D and M) shall be based upon an assessment of the employee's performance. All increases shall only be made upon recommendation of the President.

1. All managerial anniversary dates are July 1 following the initial year of hire.
2. A performance-based increase will be awarded to eligible employees as specified in the schedule of performance-based evaluations set forth in (3) below.
3. Evaluations will be conducted in the year preceding the award of a performance-based compensation increase on the following schedule:
 - a. first through fifth year managerial employees will be evaluated in the normal schedule;
 - b. managerial employees scheduled for multiyear evaluations will be evaluated during the June cycle, and
 - c. all other managerial employees will be evaluated in a manner and time cycle as established by the President.
4. The total amount of performance-based compensation eligible for award to managerial employees shall be in accordance with the compensation schedule for managerial employees, which is set forth in the following schedule.

MANAGERIAL SALARY SCHEDULE ANNUAL SALARIES		
Range	Minimum	Maximum
24	45,566	68,340
25	47,844	71,780
26	50,237	75,367
27	52,750	79,136
28	55,389	83,094
29	58,159	87,247
30	61,068	91,601
31	64,121	96,193
32	67,329	101,002
33	70,696	106,034
34	74,230	111,359
35	77,943	116,914
36	81,840	122,759
37	85,932	128,897
38	90,228	135,343

Page Two

5. Pursuant to the schedule, the amount of performance-based compensation awarded in the current fiscal year will be as follows:

Eligible managerial employees shall, as of December 27, 2003, of the current fiscal year, receive a performance-based increase in current base salary of an amount equal to the value of a one-step increment appropriate to his/her salary range, not to exceed the maximum of the range.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

APPROVAL OF A CAPITAL CONSTRUCTION PROJECT:

HOUSING I EXTERIOR RENEWAL AND RESTORATION PROJECT 2004

- WHEREAS,** the Board of Trustees of The Richard Stockton College of New Jersey has the responsibility for general financial oversight of the College, including the adoption of the capital construction and procurement policies for the campus, and
- WHEREAS,** at the April 12, 2000 meeting, the Board adopted an approval policy for capital construction projects that calls for consultant costs of \$200,000 or construction costs in excess of \$750,000 to receive Board of Trustees approval, and
- WHEREAS,** the Housing I Exterior Renewal and Restoration Project 2004, as described in the attachment meets the Board of Trustees approval; and
- WHEREAS,** the Audit and Finance Committee has reviewed the Housing I Exterior Renewal and Restoration Project 2004 (Phase III) and recommends its approval by the Board of Trustees, now therefore, be it;
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey authorizes the College to undertake the Housing I Exterior Renewal and Restoration Project 2004 (Phase III), as described in the attachment and be it further
- RESOLVED,** that, consistent with the College's approval policy for capital construction projects, the Board authorizes the President, or his designee, the Vice President for Administration, Finance and Institutional Advancement, to enter into contracts or other agreements on behalf of the College to complete this project.

December 10, 2003

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
AUDIT AND FINANCE COMMITTEE
CONSTRUCTION REVIEW AND APPROVAL FORM**

Project Name: **Housing I Exterior Renewal and Restoration Project 2004**

Estimated Total Project Cost: **\$1,109,890**

Project Budget:

Design (A/E)	\$ 19,400
Construction	\$ 976,500
Other	\$ 4,000
10% Contingency	<u>\$ 109,990</u>

Total Project Cost: **\$1,109,890**

Sources of Revenue:

Housing Capital Renewal and Replacement and Higher Education Improvement Funds (HECIF)

Project Description:

This project consists of replacing windows, exterior wall panels, doors and hardware on four (4) buildings (G and H Courts) of the 32 year-old Housing I student apartments. Also, included in this project is a \$300,000 alternate for replacing ground floor apartment carpet with a resilient floor.

Estimated Start Date: **December 2003**

Estimated Completion Date: **August 2004**

Other Comments:

This is the third and final phase of the Housing I exterior repairs.

Approved by the Board of Trustees on: _____

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

APPROVAL OF A CAPITAL CONSTRUCTION PROJECT:

HOUSING II SHOWER IMPROVEMENTS

- WHEREAS,** the Board of Trustees of The Richard Stockton College of New Jersey has the responsibility for general financial oversight of the College, including the adoption of the capital construction and procurement policies for the campus, and
- WHEREAS,** at the April 12, 2000 meeting, the Board adopted an approval policy for capital construction projects that calls for consultant costs of \$200,000 or construction costs in excess of \$750,000 to receive Board of Trustees approval, and
- WHEREAS,** the Housing II Shower Improvements, as described in the attachment meets the Board of Trustees approval; and
- WHEREAS,** the Audit and Finance Committee has reviewed the Housing II Shower Improvements and recommends its approval by the Board of Trustees, now therefore, be it;
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey authorizes the College to undertake the Housing II Shower Improvements, as described in the attachment and be it further
- RESOLVED,** that, consistent with the College's approval policy for capital construction projects, the Board authorizes the President, or his designee, the Vice President for Administration, Finance and Institutional Advancement, to enter into contracts or other agreements on behalf of the College to complete this project.

December 10, 2003

**RICHARD STOCKTON COLLEGE OF NEW JERSEY
AUDIT AND FINANCE COMMITTEE
CONSTRUCTION REVIEW AND APPROVAL FORM**

Project Name: **Housing II Shower Improvements**

Estimated Total Project Cost: **\$1,047,860**

Project Budget:

Design (A/E)	\$ 19,400
Engineer	\$ 18,700
Construction	\$ 910,500
Furniture/Fixtures & Equipment	
Other Costs	\$ 4,000
Subtotal	\$ 952,600
10% Contingency	<u>\$ 95,260</u>

Total Project Cost: **\$1,047,860**

Sources of Revenue:

Housing Capital Renewal and Replacement Funds

Project Description:

This project consists of rebuilding 31 shower areas in Founders Hall, Housing II Dormitories.

Estimated Start Date:

Estimated Completion Date:

Other Comments:

Approved by the Board of Trustees on: _____

**DIVISION OF ADMINISTRATION, FINANCE and
INSTITUTIONAL ADVANCEMENT****OFFICE OF THE VICE PRESIDENT**

November 14, 2003

TO: Herman J. Saatkamp, Jr., President
FROM: Richard Hale, Vice President
SUBJECT: FY05 BUDGET REQUEST

Enclosed is a copy of the College's FY05 Budget Request for consideration by the Board of Trustees. This document and supplemental forms have been prepared and submitted in draft to the Office of Management and Budget (OMB) in accordance with the FY05 state budget instructions.

The document is shown in sections as follows:

Part I of the Budget Request details our significant strengths and accomplishments as well as our goals for FY05.

Part II describes our request totaling \$33,174,000 or \$10,041,000 higher than the FY05 base budget target of \$23,133,000 issued by OMB for the upcoming fiscal year.

Spending priorities represented in our Priority Requests (i.e., new funding sought) are shown below and described on pages 27-42.

FY05 Proposed Priority Requests	Amount
1. Base Restoration	\$2,204,615
2. Goals 2010	5,390,385
3. The Stockton South Jersey Institute	1,000,000
4. Vice President for Institutional Advancement	150,000
5. Carnegie Library – Year 1 Costs	1,246,000
6. Teacher Quality and Capacity	<u>50,000</u>
Total	\$10,041,000

OMB will review the budget request and make recommendations to the Governor and Treasurer. The Governor's FY05 Budget Recommendation to the Legislature is anticipated in late January.

Also enclosed is a resolution for Board consideration to adopt this budget request. Please note that any changes to this request made by the Board of Trustees will be forwarded immediately to the Office of Management and Budget.

jrp
Enclosures

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

FY05 STATE BUDGET REQUEST

- WHEREAS,** The Richard Stockton College of New Jersey is required to submit a request for state funds annually to the Office of Management and Budget (OMB) for consideration as part of the New Jersey Budget, and
- WHEREAS,** the College has prepared a budget request that calls for additional FY05 funding to support instructional, academic and student support services as well as operational and infrastructure needs, and
- WHEREAS,** the Board of Trustees has set as a major institutional priority the goal of improving significantly the level of state budget support to the College, now, therefore, be it
- RESOLVED,** that the Board of Trustees approves the College's FY05 State Budget Request, and be it further
- RESOLVED,** that the Board of Trustees strongly urges approval and public funding of the FY05 State Budget Request for The Richard Stockton College of New Jersey.

December 10, 2003

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

CONFIRMING FY04 BID WAIVER

- WHEREAS,** P.L. 1986, C.42 and C.43 (The State College Autonomy Law and the State College Contracts Law) authorize college Boards of Trustees to take necessary actions for effective fiscal and operational management of the state colleges, and
- WHEREAS,** the Board of Higher Education approved on November 21, 1986 Purchasing Policies and Procedures, as enacted by the Stockton Board of Trustees on October 15, 1986, to implement the above statutes, and
- WHEREAS,** these Policies and Procedures specify in 2.1-2, #3, that public bidding procedures may be waived for: scientific equipment; now, therefore, be it
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey authorize the Vice President for Administration, Finance and Institutional Advancement to enter into contracts with the vendors indicated on the attached list, under the bid waiver provisions of the State College Contracts Law.

<u>Vendor</u>	<u>FY04 Cost</u>
DIONEX CORPORATION (54050)	45,900

The College requests the adoption of a Confirming Bid Waiver for Dionex Corporation. Dionex is the sole source provider of reagent-free Ion Chromatography Technology. The timely purchase of the Dionex 2500 will provide the College a savings of approximately \$4,300.00. The equipment will be used as a part of a National Science Foundation Course. (Reference: Procedure 2.1-2[3]).

December 10, 2003

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
BOARD OF TRUSTEES**

RESOLUTION

**LEASE BY THE RICHARD STOCKTON COLLEGE OF
DICKENSON BUILDING, MAYS LANDING, NEW JERSEY**

- WHEREAS,** Representatives of the College and Mr. Joseph R. Dickenson, 111, have negotiated a Lease Agreement for Mr. Dickenson's real property. The term of the lease will be for five (5) years, commencing December 11, 2003 and ending on December 10, 2008. and
- WHEREAS,** The Executive Committee of the Board of Trustees approved the lease with Mr. Joseph R. Dickenson, 111 for his building located at 701 Route 50, Mays Landing, New Jersey and,
- WHEREAS,** The leased property will provide additional classroom and office space for the College and the Southern Regional Institute; now therefore be it
- RESOLVED,** That the Board of Trustees approve the actions of the Executive Committee that authorized the Vice President for Administration, Finance and Institutional Advancement to execute on behalf of the College, the Lease Agreement with Mr. Joseph R. Dickenson, 111, which Lease Agreement pertains to the Dickenson Building and the land upon which it sits.

December 10, 2003

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

IN RECOGNITION OF G. LARRY JAMES BEING INDUCTED
INTO THE USA TRACK AND FIELD HALL OF FAME

- WHEREAS,** The Richard Stockton College of New Jersey believes in and celebrates the achievement of excellence at the local, national and international level, and
- WHEREAS,** G. Larry James, Dean of Athletic and Recreational Programs and Services has epitomized excellence as an athlete at the interscholastic, collegiate, national and international level, and
- WHEREAS,** Mr. James was a four time NCAA national champion in the sport of track and field, and
- WHEREAS,** Mr. James won a gold medal in the 1600 meter relay race and a silver medal in the 400 meter race while representing the United States in the 1968 Olympic Games in Mexico City, and
- WHEREAS,** Mr. James bettered the existing world record in those Olympic Games that he had set in the 1968 Olympic Trials in Echo Summit, California, and
- WHEREAS,** Mr. James was also a gold medalist in the 1600 meter relay hurdles while representing the United States in the 1970 World University Games, and
- WHEREAS,** his skill and domination in the track and field arena throughout the Philadelphia area has nationally earned him the nickname "The Mighty Burner", and
- WHEREAS,** Mr. James has previously been inducted in the White Plains High School Hall of Fame, the Westchester County Sports Hall of Fame, the Villanova University Varsity Club Hall of Fame and their Athletics Department Sports Wall of Fame, and the Penn Relays Wall of Fame, and
- WHEREAS,** Mr. James was inducted into the USA Track and Field Hall of Fame at their National Convention in Greensboro, North Carolina on December 5, 2003, now, therefore, be it
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey hereby congratulates and commends G. Larry James on his induction into the USA Track and Field Hall of Fame and for the distinction that this honor brings to him and to The Richard Stockton College of New Jersey, and be it further
- RESOLVED,** that the Board of Trustees of The Richard Stockton College of New Jersey celebrates and appreciates the continued excellence that Mr. James has achieved in his employment at Stockton since 1972 as a local, regional and national figure.

DIVISION OF STUDENT AFFAIRS
Office of the Dean of Students

November 17, 2003

TO: Herman J. Saatkamp, President

FROM: Eileen Conran, Dean of Students *ec*

SUBJECT: **BOARD OF TRUSTEES MATERIALS**

I request that the following information be included in the Board of Trustees materials for December 10, 2003.

The Stockton Board of Trustees Fellowships for Distinguished Students program has awarded four \$1000 fellowships to Stockton students for projects of a research and/or creative nature. This program is in its eighteenth year and is an important part of the College's year-round emphasis on academic excellence and the fostering of effective partnerships between students, faculty, and the community.

Members of the selection committee included:

Faculty	Doug Lessie	Staff	Eileen Conran John Smith Cynthia Sosnowski
Students	Christopher Borino Elizabeth Hoens Chintan Mehta	Board of Trustees-Student Representative	Steven Radwanski

Recipients for the Winter break/Spring semester funding period are:

Lauren Buyofsky, a senior Environmental Studies major, a \$1000 fellowship to determine the levels of copper and lead in local water bodies in Atlantic County.

William Errickson, a senior Biology major, a \$1000 fellowship to test the medicinal properties of five species of local herbs by measuring their activity against bacterial and fungal agents.

John Macaluso, a junior Applied Physics major, a \$1000 fellowship to obtain a better understanding of Chaos Theory I by constructing an experimental setup that is known to exhibit nonlinear (chaotic) behavior under the proper conditions.

Kathleen Werner, a junior Communication Studies major, a \$1000 fellowship to create a twenty minute video for the Miss America pageant judges which introduces Atlantic City, the past/present pageants, and key staff members.

Thank you for your assistance. Please contact me if you require any additional information.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

PERSONNEL ACTIONS

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>PROMOTIONS (Tenured Faculty)</u>					
Hayse, Michael R.	Associate Professor of Historical Studies	09/01/04		57,864.*	From Assistant Professor
Rogerson, Brian	Associate Professor of Biochemistry	09/01/04		55,797.*	From Assistant Professor

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>FACULTY REAPPOINTMENTS CONFERRING TENURE</u>					
<u>DIVISION OF ARTS AND HUMANITIES</u>					
Cordero-Roman, Arnaldo	Assistant Professor of Spanish	09/01/04	5	55,797.	
Gussman, Deborah	Assistant Professor of American Literature	09/01/04	5	55,797.	
Long, Christopher P.	Associate Professor of Philosophy	09/01/04	5	55,797.*	From Assistant Professor
Pomeroy, Anne F.	Associate Professor of Philosophy	09/01/04	5	53,730.*	From Assistant Professor
<u>DIVISION OF GENERAL STUDIES</u>					
Mutari, Ellen M.	Associate Professor of Developmental Mathematics	09/01/04	5	53,730.*	From Assistant Professor
<u>DIVISION OF NATURAL SCIENCES AND MATHEMATICS</u>					
Smith, Linda C.	Associate Professor of Biology	09/01/04	5	51,663.*	From Assistant Professor

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>FACULTY REAPPOINTMENTS CONFERRING TENURE (continued)</u>					
<u>DIVISION OF NATURAL SCIENCES AND MATHEMATICS (continued)</u>					
Werner, Ralph E.	Associate Professor of Biology	09/01/04	5	57,864.*	From Assistant Professor
<u>DIVISION OF PROFESSIONAL STUDIES</u>					
Harvey, Douglas M.	Associate Professor, Instructional Technology	09/01/04	5	55,797.*	From Assistant Professor
Lee, Jung	Associate Professor, Instructional Technology	09/01/04	5	55,797.*	From Assistant Professor
Mathis, Saralyn G.	Assistant Professor of Computer Sciences and Information Systems	09/01/04	5	55,797.	
McGinnis, Patricia Q.	Associate Professor of Physical Therapy	09/01/04	5	61,997.*	From Assistant Professor
Olan, Michael J.	Associate Professor of Computer Sciences and Information Systems	09/01/04	5	72,854.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>FACULTY REAPPOINTMENTS CONFERRING TENURE (continued)</u>					
<u>DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES</u>					
Cox, Lisa Eileen	Associate Professor of Social Work	09/01/04	5	55,797.*	From Assistant Professor
Hossay, Patrick R.	Associate Professor of Political Science	09/01/04	5	53,730.*	From Assistant Professor
Spinella, Marcello	Associate Professor of Psychology	09/01/04	5	53,730.*	From Assistant Professor

FACULTY REAPPOINTMENTS (Single Year)

DIVISION OF ARTS AND HUMANITIES

Alexakis, Alexandros	Associate Professor of Greek Language	09/01/04- 06/30/05	4	62,802.	
Crowell, Tara L.	Assistant Professor of Communications	09/01/04- 06/30/05	4	51,663.	
Farina, Christine	Assistant Professor of Communications	09/01/04- 06/30/05	4	51,663.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>FACULTY REAPPOINTMENTS (Single Year)</u>					
<u>DIVISION OF ARTS AND HUMANITIES (continued)</u>					
Mallett, Mark E.	Assistant Professor of Theatre Arts	09/01/04- 06/30/05	4	53,730.	
Nichols, Robert	Associate Professor of History	09/01/04- 06/30/05	4	53,730.*	From Assistant Professor
Papademetriou, Anastasios G.	Assistant Professor of History	09/01/04- 06/30/05	3	51,663.	
<u>DIVISION OF GENERAL STUDIES</u>					
McShea, Betsy J.	Assistant Professor of Developmental Mathematics	09/01/04- 06/30/05	3	51,663.	
<u>DIVISION OF NATURAL SCIENCES AND MATHEMATICS</u>					
Golland-Sedia, Ekaterina	Assistant Professor of Biology	09/01/04- 06/30/05	3	45,462.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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FACULTY REAPPOINTMENTS (Single Year) continued

DIVISION OF NATURAL SCIENCES AND MATHEMATICS (continued)

Hallock-Waters, Kristen A.	Assistant Professor of Chemistry	09/01/04- 06/30/05	4	49,597.	
Vogel, Judith	Assistant Professor of Mathematics	09/01/04- 06/30/05	3	49,597.	

DIVISION OF PROFESSIONAL STUDIES

Edwards, Gloria	Assistant Professor of Instructional Technology	09/01/04- 06/30/05	3	53,730.	
Furphy, Kimberly A.	Assistant Professor of Occupational Therapy	09/01/04- 06/30/05	4	55,797.	
Klein, Kathleen A.	Assistant Professor of Occupational Therapy	09/01/04- 06/30/05	3	53,730.	
Mastrangelo, Mary Alysia	Assistant Professor of Physical Therapy	09/01/04- 06/30/05	4	57,864.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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FACULTY REAPPOINTMENTS (Single Year) continued

DIVISION OF PROFESSIONAL STUDIES (continued)

Myrtetus, Craig H.	Instructor in Teacher Education	09/01/04- 06/30/05	3	44,197.	
Neilforoshan, Mohamad	Professor of Computer Sciences and Information Systems	09/01/04- 06/30/05	4	91,601.	
Schindler, Victoria J.	Assistant Professor of Occupational Therapy	09/01/04- 06/30/05	4	61,998.	
Whithem, Clifford J.	Director of Hospitality Management/Professor of Business Studies	09/01/04- 06/30/05	4	91,601.	

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

Colon, Merydawilda	Assistant Professor of Social Work	09/01/04- 06/30/05	3	51,663.	
Fein, Karen R.	Assistant Professor of Social Work	09/01/04- 06/30/05	4	53,730.	
Keefe, Barry A.	Assistant Professor of Social Work	09/01/04- 06/30/05	4	57,864.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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FACULTY REAPPOINTMENTS (Single Year) continued

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES (continued)

Lyke, Jennifer	Assistant Professor of Psychology	09/01/04- 06/30/05	3	49,597.	
Tartaro, Christine	Assistant Professor of Criminal Justice	09/01/04- 06/30/05	4	51,663.	

STAFF REAPPOINTMENTS WITH INITIAL MULTIYEAR CONTRACT

OFFICE OF ACADEMIC AFFAIRS

Durham, Diane P.	Academic Fieldwork Coordinator	07/01/04- 06/30/07	5	75,367.	
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OFFICE OF ADMINISTRATION, FINANCE AND INSTITUTIONAL ADVANCEMENT

Havran, Natalie P.	Director of College Personnel Services	07/01/04- 06/30/06	5	101,002.	
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*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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STAFF REAPPOINTMENTS WITH INITIAL MULTIYEAR CONTRACT (continued)

OFFICE OF STUDENT AFFAIRS

Folks, Lonnie	Director of Athletic Operations	07/01/04- 06/30/06	5	82,638.	
O'Donnell, Thomas J.	Director of Student Development	07/01/04- 06/30/06	5	73,076.	

STAFF REAPPOINTMENTS (Single Year)

OFFICE OF ACADEMIC AFFAIRS

Buzza, Bonnie W.	Associate Vice President for Academic Affairs	07/01/04- 06/30/05	4	95,579.	
Constantino, Christopher R.	Computer Technology Specialist	07/01/04- 06/30/05	3	40,092.	
Conway, Kathleen	Clinical Supervisor, Speech Pathology and Audiology, 10 months	09/01/04- 06/30/05	3	46,406.	
Dollarhide, Paula J.	Academic Advisor I	07/01/04- 06/30/05	4	52,398.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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STAFF REAPPOINTMENTS (Single Year) continued

OFFICE OF ACADEMIC AFFAIRS (continued)

Fotia, Dennis	Distance Education Coordinator	07/01/04- 06/30/05	3	46,859.	
Hafner, Steven F.	Program Assistant, Coastal Research Center	07/01/04- 06/30/05	4	46,261.	
Jackson, Mark	Director of Media Services and Distance Education	07/01/04- 06/30/05	4	87,247.	
Jones, Cheryl Vaughn	Assistant to the Dean/Natural Sciences and Mathematics	07/01/04- 06/30/05	3	54,676.	

OFFICE OF ADMINISTRATION, FINANCE AND INSTITUTIONAL ADVANCEMENT

Bruce, Ernest C. B.	Benefits and Training Manager	07/01/04- 06/30/05	4	63,204.	
Diller, Michael L.	Special Assistant to the Vice President for Administration and Finance for Institutional Policy Initiatives and Hearings	07/01/04- 06/30/05	4	91,601.	Reassignment/Title Change effective 12/13/03

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
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STAFF REAPPOINTMENTS (Single Year) continued

OFFICE OF ADMINISTRATION, FINANCE AND INSTITUTIONAL ADVANCEMENT (continued)

Hale, Richard N.	Vice President for Administration, Finance, and Institutional Advancement	07/01/04- 06/30/05	3	128,897.	
Messina, Dominick	Director of Accounts Receivable and Bursar	07/01/04- 06/30/05	3	84,886.	
Paramanathan, Parthipan	Associate Director of Computer Services	07/01/04- 06/30/05	4	82,561.	

OFFICE OF THE LIBRARY

Lechner, David L.	Librarian III/Instructor in the Library	07/01/04- 06/30/05	3	49,596.	
Pinto, David Edward	Director of Library Services	07/01/04- 06/30/05	3	78,889.	

OFFICE OF THE PRESIDENT

Buzza, David T.	Ticketing Services Manager, Performing Arts Center	07/01/04- 06/30/05	4	40,798.	
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*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>STAFF REAPPOINTMENTS (Single Year) continued</u>					
<u>OFFICE OF THE PRESIDENT (continued)</u>					
Lounsberry, Charles F.	Marketing Director, Performing Arts Center	07/01/04- 06/30/05	4	53,142.	
<u>OFFICE OF THE SOUTHERN REGIONAL INSTITUTE</u>					
Abbamondi, Dina L.	Assistant Director of the Southern Regional Institute	07/01/04- 06/30/05	3	45,466.	Structural Reclassification 12/13/03-6/30/05
Polsinelli, Philip E.	Technology Training Administrator	07/01/04- 06/30/05	3	51,663.	Structural Reclassification 12/13/03-6/30/05
<u>OFFICE OF STUDENT AFFAIRS</u>					
Carter, Vincent E.	Evening and Weekend Athletic Coordinator	07/01/04- 06/30/05	3	37,399.	
Clark, Kimberly I.	Assistant Director of Financial Aid	07/01/04- 06/30/05	3	49,596.	
Dearth, John C.	Assistant Director of Admissions	07/01/04- 06/30/05	3	41,234.	

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	YEARS OF SERVICE	*CURRENT SALARY	NOTES
<u>STAFF REAPPOINTMENTS (Single Year) continued</u>					
<u>OFFICE OF STUDENT AFFAIRS (continued)</u>					
Dorris, Susanne R.	Assistant Director of Financial Aid for Technology II	07/01/04- 06/30/05	3	61,508.	
Fussner, Joseph W.	Head Women's Basketball Coach, 10 months	09/01/04- 06/30/05	4	50,994.	
Julien, Valerie	Evening and Weekend Athletic Coordinator	07/01/04- 06/30/05	4	40,092.	
Matthews, Gerald	Head Men's Basketball Coach, 10 months	09/01/04- 06/30/05	4	50,994.	
Millman, Aaron P.	Assistant Director of Counseling Services, 10 months	09/01/04- 06/30/05	3	42,837.	
Nunziata, Christina M.	Assistant Director of Admissions	07/01/04- 06/30/05	3	41,234.	
Preston, William E.	Coordinator of Cross Country and Track and Field/Head Coach	07/01/04- 06/30/05	4	53,146.	
Rollman, Christopher	Sports Information and Marketing Coordinator	07/01/04- 06/30/05	4	45,268.	Structural Reclassification

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

BOARD OF TRUSTEES

RESOLUTION

PERSONNEL ACTIONS

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	*CURRENT SALARY	NOTES
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STATUS CHANGE

Marchetti, Joseph	Vice President for Student Affairs	12/13/03- 06/30/06	128,000.	Prorated
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STRUCTURAL RECLASSIFICATION

Hicks, Nancy W.	Assistant to the President for Affirmative Action and Ethical Standards	12/13/03- 06/30/06	92,985.	Prorated
Weeks, Patricia	Director of the Southern Regional Educational Technology Training Center	12/13/03- 06/30/05	88,881.	Prorated

*Compensation for FY2004-2005 to be determined in accordance with the appropriately established compensation plan.

BE IT RESOLVED, that the following actions are approved:

December 10, 2003

NAME	TITLE	EFFECTIVE DATES	*CURRENT SALARY	NOTES
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LEAVES OF ABSENCE

Florence, Mary Ellen	Associate Professor of Nursing			Medical Leave Spring Semester
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Leeds, Rosemarie	Assistant Registrar	11/01/03- 11/28/03		
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8

RESIGNATION

Phelps, Jasper	Associate Professor of Speech Pathology and Audiology	06/30/04		
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RETIREMENT

Liu, James	Professor of Computer Science and Information Systems	06/30/04		
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The Richard Stockton College of New Jersey
Revenue/Expense Statement-Current Unrestricted Funds
Fiscal 2004 as of October 31, 2003
\$000

Revenues	<u>Anticipated</u>	<u>Actuals</u>	<u>% Realized</u>
FY04 Tuition/Per Credit Fees	31,811	17,523	55%
FY04 State Appropriation	23,133	7,711	33%
Investment Income	700	116	17%
Auxiliary Enterprises	17,837	10,903	61%
Other Sources	1,050	349	33%
Capital Fund Balance	2,310	0	0%
Total Revenues	76,842	36,601	48%
 Expenditures and Transfers	 <u>Anticipated</u>	 <u>Actuals</u>	 <u>% Expended</u>
Educational and General			
Instruction	25,198	5,869	23%
Research	135	95	70%
Public Service	442	144	33%
Academic Support	4,550	1,595	35%
Student Affairs	4,633	1,566	34%
Operations and Maintenance of Plant	8,902	2,663	30%
Institutional Support	12,288	3,701	30%
Student Aid	1,992	972	49%
Subtotal Educational and General	58,140	16,605	29%
 Mandatory Transfers & Other Entries			
Principle and Interest	375	79	21%
Financial Aid Institutional Match	490	76	16%
Subtotal Transfers & Other Entries	865	155	18%
 Auxiliary Enterprises			
Expenditures	17,491	7,967	46%
Subtotal Auxiliary Enterprises	17,491	7,967	46%
 Total Expenditures and Transfers	 76,496	 24,727	 32%

Please note: Special Programs are not included in Revenue or Expenses.