

School of Science • The College of New Jersey
 Strategic Map, 2015-2018
Building Academically Excellent Programs That Will Garner National Recognition

2017–2018 OUTCOMES

Strategic Priority	Strategic Objective	Projects for 2017-2018	Major Outcomes
All Priorities and Objectives		Begin implementation of recommendations from SoS Task Force on Fostering Student Success.	Task Force met throughout the year and engaged the entire SoS and departments in iterative conversations; Task Force used regularly scheduled SoS meetings for speakers, interactive conversations, and to share example recommendations; Task Force led two workshops and two brown bag discussions; Task Force created and released a series of recommendations designed to be adopted by different levels (individuals, groups of faculty, departments, and the SoS).
		Conduct review and update of SoS Strategic Map.	Postponed until 2018-2019.

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Enhancing Scholarship Broadly Across the SoS	Internal Support for Faculty Research and for Professional Travel for Faculty and Students	Continued support of SoS mini-grant program for faculty research.	Two proposals were received and two were funded.
		Continued support of SoS external scholarly mentor program, scholarly writing groups, and catalysis conversations.	No external scholarly mentor proposals were submitted; One catalysis conversation proposal was submitted and funded; Several SoS-wide writing groups were supported.
		Continued support of travel to scholarly conferences at a high level.	Approximately 136 faculty and staff trips and 80 student trips were supported; Approximately 120 scholarly conferences were attended.
		Continued administrative support for post-award grant management in the SoS.	Streamlined budget management processes with a variety of TCNJ offices, particularly for highly active summer season of faculty and student research.
	Increased Faculty Engagement and Development in Grant Writing	Increase faculty interest and ease with grant submissions via informal information sessions (brown bag lunches, grant planning sessions) and topic-specific, on-campus support.	Held seven on-campus, SoS grant-writing workshops, and created several writing groups that meet weekly; 47 extramural proposals/pre-proposals were submitted with 34 PIs/Co-PIs/Senior Personnel, representing all departments, were included on these proposals (this number of proposals and faculty members represent record highs for the SoS); The funding rate was 28% for proposals with decisions, and nearly \$1.6 million in external grant funding was awarded.
		Continued support of trips to funding agencies and grant-related conferences with a focus on increasing participation within all departments.	Four faculty and staff members attended the CUR Dialogues meeting on grant opportunities; One staff member attended several NSF, NIH, and GRC grant proposal development and management conferences.
	Enhanced Integration of Research and other Deeply Engaging Pedagogies throughout the Curriculum for Majors and Non-majors	Prioritize and begin implementation of recommendations from SoS Task Force on Fostering Student Success.	Task Force completed and released a series of recommendations designed to be adopted by different levels; Used regularly scheduled SoS meetings for speakers, interactive conversations, and to share example recommendations; Task Force led two workshops and two brown bag discussions.
		Continued support of travel to conferences/workshops related to pedagogy, teaching and learning, high-impact practices, scholarly practice, and outcomes assessment.	Supported faculty and staff travel to several key meetings, such as: Understanding Interventions that Broaden Participation in Science, CUR Dialogues, CUR Conference, NSF and NIH grant proposal development and management conferences, and SIGCSE; TCNJ and the SoS hosted the CUR Transformations kick-off meeting for their major national curricular project, and TCNJ was highlighted in a plenary presentation.

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Deepening Student Engagement	Broadening Participation in Student Research, Internships, Capstones, and Academic Clubs	Continued implementation of SoS Gateway to Research Careers in Science program with expanded program of coordinated academic programming.	Held a series of six coordinated workshops and events, and two Gateway Scholars are participating in the MUSE program during summer 2018; Recruited a new cohort of six Gateway Scholars for Fall 2018.
		Prioritize and begin implementation of recommendations from SoS Task Force on Fostering Student Success.	Task Force completed and released a series of recommendations designed to be adopted by different levels; Used regularly scheduled SoS meetings for speakers, interactive conversations, and to share example recommendations; Task Force led two workshops and two brown bag discussions.
		Support teams of faculty and staff members to attend conferences and workshops focused on student success (e.g., AAC&U, Understanding Interventions).	Had a full symposium proposal, which included three interconnected oral papers, competitively accepted for Understanding Interventions conference; The presentations were authored by 23 individuals; Six faculty and staff members attended.
	Enhanced Student-Faculty Engagement through Developmental Advising and Mentoring	Offer facilitated discussion sessions for faculty and staff on transitions, equity, inclusion, and diversity.	Held an SoS-focused brown bag discussion on equity, inclusion, and diversity; Used regularly scheduled SoS meetings for interactive conversations.
		Increase awareness, number of proposals, and on-campus support for student applications to the National Science Foundation's Graduate Research Fellowship Program (NSF-GRF).	Offered an increased number of information sessions, workshops, and one-on-one proposal reviews; One SoS senior and four alums were competitively awarded a Fellowship; Continued to provide support for Barry Goldwater and Fulbright applicants.
	Enhanced Integration of Research and other Deeply Engaging Pedagogies throughout the Curriculum for Majors and Non-majors	Prioritize and begin implementation of recommendations from SoS Task Force on Fostering Student Success.	Task Force completed and released a series of recommendations designed to be adopted by different levels; Used regularly scheduled SoS meetings for speakers, interactive conversations, and to share example recommendations; Task Force led two workshops and two brown bag discussions.
		Continued support of travel to conferences/workshops related to pedagogy, teaching and learning, high-impact practices, scholarly practice, and outcomes assessment.	Supported faculty and staff travel to several key meetings, such as: Understanding Interventions that Broaden Participation in Science, CUR Dialogues, CUR Conference, NSF and NIH grant proposal development and management conferences, and SIGCSE; TCNJ and the SoS hosted the CUR Transformations kick-off meeting for their major national curricular project, and TCNJ was highlighted in a plenary presentation.

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Building a Robust Intellectual Community	Recruitment and Development of Diverse and Intellectually Courageous Students, Staff, and Faculty	Prepare advertisements, evaluation criteria, and interview schedules for faculty and staff positions that are well-aligned with the teacher-scholar model in a primarily undergraduate, residential and inclusive institution and our mission.	Added language to all full-time faculty ads requiring applicants to submit a "Statement of commitment to inclusivity and diversity;" Hired three tenure-line faculty members, several visiting faculty members, and one staff member; Held productive meetings with the Offices of Human Resources and Admissions.
		Continue to enhance department-level and school-level recruitment efforts for prospective students.	Revised and enhanced all of our departmental recruitment presentations and open house events; Enhanced participation at open house events; These efforts had a positive impact on yield.
		Identify and submit grant proposals focused on supporting students traditionally underrepresented in the SoS; Implement funded grants.	Submitted an invited full-proposal to the Howard Hughes Medical Institute's (HHMI) "Inclusive Excellence" program, and we were awarded a \$1M grant (For context, 594 schools submitted proposals; only 57 institutions were selected.); Continued to successfully implement our three NSF-IUSE and NSF-S-STEM grants.
	Deepened Engagement in Events Where Teaching and Scholarship are Shared within the SoS and Campus Communities	Continue to enhance SoS and departmental colloquia series.	Held 44 colloquia, including disciplinary and interdisciplinary presentations with a broad range of external and SoS faculty speakers.
		Broaden participation at colloquia both inside and outside of their home department.	Colloquia and lecture presentations were well-attended; Hosted two major interdisciplinary colloquia on team science and the mathematics of gerrymandering; In collaboration with two other Schools (Business; Nursing, Health, and Exercise Science), hosted a four-part lecture series on Understanding Obesity, sponsored by Novo Nordisk.
	More Time and Opportunities for Pedagogy, Scholarship, and Professional Development for Faculty and Staff	Continue to support travel to conferences/workshops related to pedagogy, teaching and learning, high-impact practices, scholarly practice, outcomes assessment, academic advising, time management, etc.	Supported faculty and staff travel to several key meetings, such as: Understanding Interventions that Broaden Participation in Science, CUR Dialogues, CUR Conference, NSF and NIH grant proposal development and management conferences, and SIGCSE; TCNJ and the SoS hosted the CUR Transformations kick-off meeting for their major national curricular project, and TCNJ was highlighted in a plenary presentation.

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Building a Teaching and Research Supportive Infrastructure	Integration of New Facilities, Instrumentation, and Computing into Curricular and Research Programs	Continue to implement broad usage of new strategic laboratory and computing equipment/instrumentation.	Completed move into the new buildings; Finalized installation of new equipment/instrumentation; Expanded utilization of equipment/instrumentation into curricula, courses, and research programs.
		Engage in planning and communication about progress of the renovation of SoS facilities during Phase 2 of the STEM Complex project.	Held many meetings with the campus construction managers, contractor, and architects; Regularly communicated with department chairs and other key faculty and staff members about project.
	Maintenance, Support, and Training for Instrumentation and Computing	Provide group and one-on-one training sessions on high-performance computing and virtual computing.	Delivered several presentations to groups of faculty and students; Provided multiple faculty members with one-on-one instruction on using the Science HPC cluster resources; Worked directly with multiple students to help install, configure, and utilize resources on the cluster; Offered a new course on HPC system management; Collaborated on hosting the NJBDA conference at TCNJ.
		Continue to coordinate discussions on long-term maintenance, training, and service needs.	Reviewed and revised our equipment/instrumentation maintenance approaches in relevant departments.
	Enhanced SoS-focused Information and Technology Support	Identify opportunities for grant proposals and opportunities for interdisciplinary/multidisciplinary and interinstitutional/consortial collaborations.	Submitted two programmatic proposals (NSF-Campus Cyberinfrastructure–funded, \$500,000), NSF-Major Research Instrumentation–still pending), and one individual faculty research proposal with significant hardware for the High Performance Computing cluster (funded, ~\$100,000 for the cluster).
		Provide new support for the High-Performance Scientific Computing Cluster.	Completed set-up and transition to new Scientific Data Center; Provided considerable training through one-on-one and group sessions; Taught a new course on HPC system management; Contributed to multiple grant proposals to facilitate new research and curricular efforts.