



The College of New Jersey's  
Center for Community Engagement  
**Annual Report**  
2020-2021

# CENTER OVERVIEW

## ABOUT THE CENTER

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TCNJ's Center for Community Engagement (CCE) is the administrative home for the College's community engagement activities that integrate educational experiences with community service, student development, and civic participation. The CCE houses the Community Engaged Learning Institute and the Bonner Institute. Both Institutes educate students while simultaneously addressing community-identified needs through the Community Engaged Learning Programs, Community Engagement Initiatives, Research & Evaluation, and the three Bonner Programs: Scholars, Volunteers and AmeriCorps.

## MISSION

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Grounded in TCNJ's mission to "empower its diverse students, staff, and faculty to sustain and enhance their communities," as well as TCNJ's commitment to the public purpose of higher education, TCNJ's Center for Community Engagement develops lifelong learners who are prepared to lead lives that are critically informed through community and civic engagement.

We do this by delivering educational experiences, service opportunities, and critical reflection that connect TCNJ students and faculty with community members and organizations in reciprocal collaborations.

These collaborations enhance the ability of participants and organizations to understand and address the contexts and causes of social injustices and community-identified concerns.

## STRATEGIC PLAN

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Throughout the Spring 2020, the Center for Community Engagement created an updated strategic plan through collaborative meetings and assignments with feedback from faculty, staff, and community partners. Please find the current strategic plan [here](#).



# Community Engaged Learning Institute



## First-Year CEL

First-Year Community Engaged Learning (FYCEL) is a graduation requirement that brings the College's values to life, and introduces students to the culture of the campus and community. First Year students complete their FYCEL requirement by taking the course IDS 103, which is a two-week course that consists of three in-class sessions and one half day of service that addresses one of the unmet needs of the local or regional community.

### FYCEL ANNUAL STATS

**1,484**

FY STUDENTS COMPLETED

**97%**

COMPLETION RATE

**723**

STUDENTS - FALL 2020

**87**

STUDENTS - WINTER 2021

**633**

STUDENTS - SPRING 2021

**41**

STUDENTS - SUMMER 2021

**93%** agree or strongly agree "Overall this was a valuable experience"

“Overall, I learned that as a college student, it's important to give back to the community because we are new members of the community. It's important to use the resources and privileges provided by a college education to the community's advantage. It's vital that since we are new members of the TCNJ community, we listen to existing community members about what they need, not what we think they need. That being said, it's also important to educate yourself before doing service, in order to create a successful experience.”

## First-Year CEL

Due to the COVID-19 pandemic, the First-Year Community Engaged Learning Experience was different in the 2020-2021 academic year. The CEL Institute adjusted the process for community partners to enable students to engage in service remotely. Ordinarily the course would be facilitated by a diverse group of educators across campus, but in response to restrictions, all of the facilitators were CCE staff members this school year.

### COMMUNITY PARTNERS

Students were challenged to find a service experience that identifies a need in their community that they're passionate about. A variety of projects were completed in students' local or virtual communities.

- Students connected with organizations in their home communities such as local food pantries, Meals on Wheels, animal shelters and many others.
- Virtual service experiences were done by serving as volunteer listeners with 7 Cups, transcribing documents for the Smithsonian, mapping areas with Missing Maps or assisting with a project through Zooniverse.
- Some students chose to create their own service projects like starting a donation drive for a pantry or shelter, making and donating masks or completing a park/trail clean up.
- Through connections with the CCE, students served with TCNJ partners including Children's Futures, Mercer County Parks Commission and Arm in Arm.

### FYCEL FACILITATORS

**Althia Muse**, *Director of the Bonner Institute*

**Brittany Aydelotte**, *Director of the Community Engaged Learning Institute*

**Megan Teitelbaum**, *CEL Program Manager*

**Katherine Kahn**, *Bonner Scholars Program Manager*

**Luke Thompson**, *Connect Trenton Coordinator*

**Lori Johansson**, *Research and Operations Coordinator*

**Amy Schratz**, *CEL Coordinator*

**Sam Kanig**, *CCE Coordinator*

**Raj Manimaran**, *CEL Coordinator*

## First-Year CEL

### STUDENT OUTCOMES FROM FYCEL

Based on their FYCEL experiences, students indicated whether they agree or disagree with the following statements about their learning:

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	I understand how systems and structures affect individual experiences	4.58%	0.33%	41.29%	53.81%	918
2	I understand how systems and structures affect group experiences	4.47%	0.65%	40.09%	54.79%	918
3	I value interacting with people from different backgrounds and/or different ideas than my own	4.47%	0.44%	24.84%	70.26%	918
4	I value overcoming my own biases about people from different backgrounds and/or different ideas than my own	4.68%	0.22%	25.71%	69.39%	918
5	I am aware of one social issue	4.79%	1.53%	26.36%	67.32%	918
6	I am aware of multiple social issues and how they are interconnected	4.58%	0.33%	30.83%	64.27%	918
7	I am interested in learning more about social identities (e.g., race, gender, socioeconomic status, etc.)	5.34%	3.27%	39.11%	52.29%	918
8	I am interested in learning more about social movements	5.45%	3.81%	39.00%	51.74%	918
9	I am committed to participating in activities for civic engagement	4.79%	3.27%	39.43%	52.51%	918

“Through CEL, I was able to understand how I can be a valuable member of the TCNJ Community. There are many aspects of TCNJ that I have learned about, such as the history of Trenton and why it is so important to give back. I am able to be more understanding about different issues and I am now more aware of my privilege. I also learned about many different volunteer opportunities.”

## First-Year CEL

### First Year CEL Experience

IDS 103, the First Year Community Engaged Learning (FYCEL) co-curricular program, is intended for first-year students to better understand who they are and to learn from their experiences before entering the local community through **education**, **service**, and **reflection**. This is what we cover in the four-day experience::

#### education

community engaged learning

Students learn about **CEL**, the place where the learning objectives of TCNJ and community-identified needs align based on taking perspective, addressing power, involving people, and imagining possibilities.

day 1

history of Trenton, TCNJ, redlining and segregation

Students learn about the history of redlining to contextualize the relationship of Trenton and TCNJ, with a **lecturette**, from history faculty Dr. Rob McGreevey.

Local perspectives & census data

Students hear from students and staff from the local community and review differences between Trenton, Ewing, and Princeton, census block **data** and demographic **data**.

the urgency of intersectionality

Students view and discuss the concept of **intersectionality**, with Kimberlé Crenshaw's **TED Talk**.

personal and social identities

Students introduce themselves through **personal** and **social** identities; review the concept of socialization, with Senloy & DiAngelo's **definition** and Harro's **model**.

day 2

the danger of a single story

Students consider what happens when we are socialized to only know a dominant narrative about particular groups of people or places, with Chimamanda Ngozi Adichie's **TED Talk**; introduced the concept of **counternarrative**.

#### service

Students complete a 4 hour service experience. While on campus, students serve with CCE community partners. While remote, students can choose service in their local community or from virtual options.

day 3

#### reflection

day 4

what?

Students share and reflect on what they chose for their service and why.

so what?

Students discuss why this course this matters, what they are passionate about and how it connects to the content covered in days 1 and 2.

now what?

Students consider what they will do next and how they will take action. Facilitators share information on organizations to continue service **locally** and **virtually**, encourage civic participation through service, politics, activism and education. Shared ideas on **how to stay involved** in CEL at and around TCNJ.

## CEL & Advanced CEL

Advanced CEL applies discipline-specific concepts and skills to address a community-identified need. These experiences are course-based, community engaged learning activities that complement the existing learning objectives of the course.

### ACEL ANNUAL STATS



**381**

ACEL STUDENTS



**11**

ACEL COURSES



**11**

PARTNERS

### ADVANCED CEL COURSES FALL 2020

- AAV 457: Design Center with Jason Alejandro partnered with Connect Trenton to design a new logo and with TCNJ Votes to design marketing materials.
- IMM 280: Design Perspectives with Chris Ault partnered with the City of Trenton's Office of Economic Development to create promotional videos and marketing materials.
- COM 487: Student-Faculty Advanced Research: Virtual reality for Social, Cultural, and Health Issues with Yifeng Hu and CSC 470: Special Topics in Computer Science: 3D Game Development with Sharif Mohammad and Shahnewaz Ferdous partnered with various local community organizations to develop virtual reality applications to address community needs.
- ANT 246: Climate Change and Society with Miriam Shakow focused on several environmental initiatives across campus including Bee Campus USA, promoting vegetarian and vegan menu options, green advocacy & policy, and reducing plastic waste.



## CEL & Advanced CEL

### ADVANCED CEL COURSES FALL 2020 (continued)

- AAV 251: Design Fundamentals with Diane Zatz participated in the AIGA Get Out the Vote competition and shared their designs with TCNJ Votes.
- CRI 202: Penology with Maggie Leigey and CSC 415: Software Engineering with Monisha Pulimood partnered with the Campaign to End the New Jim Crow to create resources for individuals who are incarcerated, organizations who advocate for the population affected by the criminal justice system, and to educate the general public on mass incarceration & the prison industrial system.

### ADVANCED CEL COURSES SPRING 2021

- WGS 374: Ecofeminism with Janet Gray focused on two environmental initiatives on campus: virtual Earth Day programming and a website with Land Acknowledgement resources.
- AAS 321: Race, Gender, and the News with Kim Pearson & ANT 341: Environmental Anthropology with Miriam Shakow partnered with the FreePress' News Voices Project to focus on vulnerable populations within the local food system and create reports with research findings and recommendations, as well webinars that included the perspectives of journalists, civil society leaders and community members who speak to the issues that were identified through research.
- LNG 371: World Englishes with Felicia Steele & CSC 315: Database Systems with John De Good partnered with Trentoniana to transcribe oral histories from Trenton residents and improve the usability of Trentoniana's data in their online archive.

## CEL & Advanced CEL

### ADVANCED CEL COURSES SPRING 2021 (continued)

- SOC 345: Inequality, Pollution, & Environment with Diane Bates and LIT 499: EcoCriticism with Glenn Steinberg partnered with the Ewing Green Team on the following projects: 1) interviews with certified and non-certified Ewing gardeners; 2) the creation of the content for profiles of certified Ewing gardeners; 3) a presentation of the results of each group's interviews and gardener profile; 4) the creation of content for new web pages for the Ewing Community Wildlife Habitat Project website.
- CSC 415: Software Engineering with Monisha Pulimood & STA 498: Capstone with Michael Ochs partnered with Capital City Youth Violence Coalition to identify specific challenges and questions related to their data, then propose, design and develop statistical models and web-based applications to address these questions.
- WGS 350: Gender Equity in the Classroom with Marla Jaksch & ETE 341: Environmental & Biotechnology Systems with Matt Cathell partnered with General Raj Schools and Sprouting Stems in Delhi, India to develop a series of STEM based, transnationally informed, and intersectionality situated design activities to be piloted with Sprouting STEMS cohort.
- ELC 251: Electrics I with Anthony Deese & MGT/BUS 375: Innovation with Kevin Michaels partnered with the City of Trenton on urban innovation projects.

## Community Engagement

The Center aims to seek out opportunities to support the community through research and initiatives that build on TCNJ's student, faculty, and institutional strengths.

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### TCNJ Votes!

TCNJ Votes! works to inform the campus community on how politics affects them now and in the future, and prepares them to engage politically in different ways. They do this by providing students and campus community members the resources and opportunities necessary to participate effectively, including voting, becoming politically informed, and exploring multiple venues of political engagement.

## MERCER COUNTY HUMAN SERVICES

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### Capital City Youth Violence Coalition (CCYVC)

The Center facilitates CCYVC, a data-driven, participant-driven planning board that is comprised of community stakeholders from the greater Trenton area. CCYVC's mission is to create a city where youth are safe through collaboration, coordination and the sharing of resources. CCYVC developed a Youth Safety Playbook, based on the model from the National Forum for Youth Violence.

### Reentry Task Force

The Mercer County Reentry Task Force is a subcommittee of the Human Services Advisory Council. The group began in 2006 as the Mercer Ex-Offender Partnership. It changed its name in 2009 when it was connected to the county's planning body for human services. Their mission is to build a safer and more just Mercer County through advocacy, awareness building, and collaborative action.

## Community Engagement

### NJ BONNER AMERICORPS

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#### Summer Community Leaders

The Summer Community Leaders (SCL) program is a ten-week summer of service experience and collaborative learning community of 13 excellent TCNJ undergraduates. SCL members serve 35 hours a week building the capacity of local non-profit partner while receiving rigorous academic, professional, and personal support from faculty, staff, and community mentors. The purpose of the Summer Community Leaders program is twofold: 1) To provide mentored internships that develop student skills in leadership and civic engagement, enhance the academic experience, and inform career goals; 2) To build the capacity of non-profit organizations in Trenton and address community-identified needs.

### COLLABORATING ACROSS BOUNDARIES

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#### National Science Foundation Grant Support (NSF)

Dr. Monisha Pulimood was awarded NSF funding to investigate the benefits students derive from a new model of multidisciplinary, community-engaged learning. The funding is provided by a competitive grant from the NSF's Improving Undergraduate STEM Education (IUSE) Program. The IUSE program is a core NSF undergraduate education program that aims to improve the effectiveness of undergraduate STEM education for both majors and non-majors.



## Community Engagement

### PRINCETON AREA COMMUNITY FOUNDATION

#### Connect Trenton

Partnering with the Princeton Area Community Foundation and Trenton's Ninth Grade Academy, [Connect Trenton](#) serves as a referral source and connection point for out-of-school youth services for students and their families. Aligning with the CDC's Whole School, Whole Community, Whole Child model, Connect Trenton's goal is to promote student attendance, academic achievement, and safer behaviors.



- 1,500** visitors to the Connect Trenton website
- 21** students participating in *TNGA Time* restorative circle groups
- 7%** average percentage point increase in student grades
- 4%** average percentage point increase in attendance among caseload

#### CONNECT TRENTON STATS

**49**

STUDENTS SERVED

**21**

PARENTS/FAMILIES SERVED

**157**

COMMUNITY MEMBERS SERVED

**103**

SCHOOL STAFF ENGAGED

# Bonner Institute

# BONNER INSTITUTE

The TCNJ Bonner Community Scholars program is celebrating 16 years of service, partnerships, engagement and community connections. The TCNJ Bonner Community Scholars Program creates unique opportunities for students to engage with the community, learn about issues affecting people locally, regionally, nationally and provide support to meet community –identified needs. Bonner Scholars continue to fulfill TCNJ’s mission of sustaining and enhancing local communities.

## BONNER ANNUAL STATS



**85**  
BONNERS



**17,832**  
HOURS OF SERVICE



**23**  
PARTNERS



**32**  
BONNER VOLUNTEERS

## 94% of Seniors completed Senior Legacy Projects

**Training & Enrichment:** Our structured semester-based Training and Curriculum calendar provided Bonner Scholars with consistent bi-weekly education and opportunities to reflect on service and the social issues we address programmatically. Elevating and increasing student voice during the meetings was accomplished via careful analysis of student feedback, student-facilitated meetings, and student organization of career panels and guest speakers. Through the contributions of our full-time Know Your Issue Bonner AmeriCorps Member, Bonner Scholars used their desire to learn and share more deeply about self-selected social issues and related policies, and in the first year of implementation produced 7 final Issue Briefs.

“ The support and collaboration between my team members really helped this semester. Through their constant encouragement, I gained the confidence to lead a Unified Learning lesson at my service site, and it was one of the most rewarding experiences. I am all around so grateful to be in this program, and I am so excited for the next three years.

**Antigone Antonakakis, Class of 2024**

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## PARTNERSHIP WITH BONNER FOUNDATION

The TCNJ Bonner Institute is a part of the Corella and Bertram F. Bonner Foundation, located in Princeton NJ. The Foundation was started with the hope and expectation that the impact of the founders' support would be far-reaching in the areas of hunger and education. Drawing on their own personal experiences, as well as the knowledge of friends and visionaries in the philanthropic and educational communities, the Bonners created the Crisis Ministry and Bonner Scholars Programs. In 1990 the first Bonner Scholars Program was designed to provide "*access to higher education and an opportunity to serve*" for students in the program.

TCNJ established the Bonner Community Scholars Program in 2004. The Bonner Institute, now housed in the Center for Community Engagement (CCE), works to achieve the mission of the Bonner Foundation and also helps to support the College's First-Year Community Engaged Learning (FYCEL) requirement, and the Advanced Community Engaged Learning (ACEL) experience. We have received national Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. Our Bonner Community Scholars Program remains one of the largest in the nation.

The Bonner Foundation partners with TCNJ Bonner Institute and all schools in the 65+ national network to create greater recognition and intentionality for the work of community engagement and community-engaged learning as a profession and field. They support the development and advancement of civic engagement leaders and professionals and offer developed competencies, methods of teaching social action, educational opportunities, resources and networking opportunities based both on literature and practice.



*Bonner Foundation President Robert Hackett engages TCNJ Bonner Scholars at an all-Bonner meeting on campus.*



## BONNER CONGRESS

Generally hosted each fall on a Bonner campus, Bonner Congress is a gathering of about 125-150 student leaders from across the Bonner Network. Students engage in important training, discussion, networking, and planning on key initiatives that can strengthen their Bonner Programs, campus-wide engagement, and impact. Typically each November the foundation sponsors a retreat for 150+ campus staff and faculty partners in the Bonner Network who manage Bonner Programs and campus-wide community and civic engagement. Bonner leadership can share strategies, approaches, best practices, and models. Additionally, each summer the foundation offers the Summer Leadership Institute, a themed national conference filled with invigorating sessions, including an opening session, elective workshop offerings, a networking fair with national nonprofit organizations and graduate schools, and community building activities for students and administrators. TCNJ is well represented at each of these and several other foundation sponsored events. Due to the pandemic and virtual operations, more than 25 TCNJ Bonner Scholars have been able to participate in opportunities offered by the Bonner Foundation in the past year.

## KNOW YOUR ISSUE



The Know Your Issue (KYI) project is an initiative that emerged from collaboration with the Corella and Bertram F. Bonner Foundation. College students connect their public policy research interests with the information needs of community-based organizations — especially at the local and state level — that are working to address pressing social, economic, and environmental issues.

This research opportunity provides students with structure to explore the extent of, and effective solutions to, systemic problems facing communities, while giving students the freedom to choose and research a topic they are passionate about.

Here at TCNJ, a group of student leaders in the Bonner Institute are collaborating with staff from the Center for Community Engagement and faculty in the School for Humanities and Social Sciences to create and offer KYI research opportunities to TCNJ students. Looking long-term, this structure will provide for a credit-bearing component of the KYI project on campus. The KYI project hopes to make community-based research available to TCNJ students across all departments through continued collaboration with faculty, course integration, and independent studies.

## Environment & Food Security Division

The Bonner environment and food security division focuses on the social issues of environmental justice, food access, and sustainability. Our Bonners perform a variety of services, from growing and donating produce to local nonprofit organizations, to researching and creating sustainability education and policies for TCNJ, to delivering hot meals to elderly homebound adults, to providing environmental education to local youth, and much more.

### SERVICE SITES

- **Fernbrook Farms:** Non-profit organization that provides educational opportunities regarding environmental sustainability and health. Bonners work with Fernbrook to create opportunities for youth.
- **Meals on Wheels Mercer County:** Non-profit organization committed to providing nutritious meals and related services. Bonners deliver meals in Trenton and surrounding region.
- **TCNJ Environmental Sustainability Council:** Dedicated to achieving climate neutrality on campus. Students develop and execute campus-wide projects including recycling initiatives, Reduce for Good campaigns, and a tree mapping project.
- **TCNJ Campus Garden:** The team maintains the TCNJ Campus Garden, including weeding, watering and planting fresh fruits and vegetables on a regular basis. This community garden provides food for the Trenton Area Soup Kitchen as well as a space to build community and educate urban youth
- **Mercer Street Friends Food Bank:** Primary source of government and privately donated food targeted for hunger relief programs in the county. MSFB channels 2.7 million lbs of food annually. Their food distribution and hunger prevention programs help over 30,000 people.
- **Rescue Mission:** Agency that serves people in need of shelter, food, and clothing. Bonner Scholars support the mission by selling the Mission's store to the campus community and donating the profits back to the Rescue Mission. Bonners also assist with other projects such as GED tutoring.
- **Sustainable Jersey:** Supports New Jersey municipalities and schools in enhancing sustainable operations, and applying for grant funding to support these operations.
- **The Shop @ TCNJ:** On-campus food pantry providing meals, hygiene items, and SNAP application assistance to TCNJ and Ewing community members.

## Youth Education Division

The Bonner youth education division supports K-12 education initiatives in the local community and works to strengthen the pipeline of youth gaining access to higher education and TCNJ. Bonner scholars provide tutoring, homework assistance, college preparation, and mentorship services.

### SERVICE SITES

- **Academic Sports Academy:** An elementary after school program that fosters learning through academic tutoring and play. Bonners serve as teacher assistants and help co-facilitated classes and lead tutoring efforts.
- **Urban Promise Trenton:** Non-profit organization committed to equipping youth with the skills necessary for academic achievement, life skills, and spiritual growth. Bonners tutor local students and offer monthly life skills workshops.
- **Bridge to Employment (Trenton & Ewing):** A grant partnership with Johnson & Johnson which focuses on increasing the number of students enrolling in higher education and increasing the number of students interested in pursuing STEM2D careers. Bonners deliver weekly workshops on a variety of topics and act as tutors and mentors to high school students.
- **Gregory Elementary School:** A new reading initiative with Community in Schools and Mercer Street Friends where Bonner Scholars provide reading enrichment designed to help elementary students build stronger literacy skills.
- **PEI Kids:** Supportive programming for youth in the Greater Mercer County community with the mission of promoting and maintaining a safe environment for all children. Bonners support efforts to reduce youth recidivism, and provide mentoring and tutoring services.
- **Rivera Middle School Mentoring Program:** One-on-one mentoring program for middle school students designed to combat chronic absenteeism and improve overall academic performance.
- **Boys & Girls Club:** A national organization which provides after school programs for youth. Bonners build meaningful connections with high school students through recreational activities and serve as mentors.
- **Upward Bound:** TRIO Upward Bound is an educational program offered during the summer and academic year for high school students from low-income families. The goal is to increase the rate at which participants complete secondary school and graduate from institutions of postsecondary education.

## Adult Education / Self-Sufficiency Division

The Bonner adult education and self-sufficiency division works to address and respond to the needs of the adult population in the local community. TCNJ Bonners support a variety of services from immigration assistance, to offering workplace readiness skills, tutoring and preparation for high school equivalency examinations, as well as supporting criminal justice reform and addressing housing and food insecurity.

### SERVICE SITES

- **The Latin American Legal Defense and Education Fund, Inc. (LALDEF):** LALDEF is a grassroots nonprofit organization formed to defend the civil rights of Latin Americans and facilitate their access to health care and education, as well as to advance cross-cultural understanding in the Mercer County area.
- **Trenton Area Soup Kitchen (TASK):** TASK is a private, non-sectarian, charitable organization that depends almost entirely on the help of dedicated volunteers and generous financial support from individuals, churches, local businesses and community organizations. Bonner Scholars regularly serve on the food line, tutor GED students, help register patrons into the food stamp program, staff the pantry, and organize various drives as well as enrichment programs.
- **The Streetlight:** The Streetlight is a newspaper that is produced for and with the homeless. This is a major collaborative effort that involves journalism professors, journalism students, volunteers and a few community partners (including the Mercer Alliance, TASK, and the Rescue Mission). Bonner Scholars fill the top management positions and Alliance staff members are the publishers, helping with the weekly supervisory tasks as well.
- **Jones Farm:** Jones Farm is an all-male minimum security facility where volunteers tutor one-on-one in the classroom during class time. Bonners and TCNJ volunteers do service at Jones Farms under the direction of the Petey Greene Program. The Petey Greene Program supplements education in correctional institutions by preparing volunteers, primarily college students, to provide free, quality tutoring and related programming to support the academic achievement of incarcerated people.
- **Arc Mercer:** The Arc Mercer is a grassroots, family focused organization dedicated to creating opportunities for people with intellectual and developmental disabilities (I/DD) to achieve their goals. Their focus is to provide those they serve with the resources, support, and services needed to reach their highest level of independence regardless of diagnosis, and at all stages of life. Bonner Scholars design and support programming for the Arc Mercer community.
- **El Centro:** El Centro de Recursos Para Familias is a multi-service, family-focused community resource center and community building program serving Mercer County with special emphasis on meeting the needs of the Latino community in Trenton. Bonner Scholars work with El Centro to teach three levels of basic language/pre-ESL classes twice a week to families in an effort for them to achieve self-sufficiency and confidence in their language skills.



## BONNER LEADERSHIP TEAM

The Bonner Leadership Team (BLT) is a group of students who assist in the governance and visioning of a Bonner Program on a campus. It is highly encouraged for a Bonner program to strive to have a strong BLT structure so that the student voice can be heard and lead programming. BLTs are also excellent tools for student accountability and policy generation. The TCNJ Bonner BLT has taken various forms after an exploratory year to reevaluate its goals and structure.

In 2020-2021, the TCNJ Bonner BLT team consisted of 23 student who were Bonner Site Team Leaders and Bonner Student Interns. Even after transitioning to a virtual setting, the BLT was able to meet bi-weekly to share updates. The BLT successfully developed and created committees to address areas they identified within the TCNJ Bonner Program including First-Year Support, Handbook & Bonner Policy, Social Media, etc. Throughout the year, each team worked on their individual responsibilities and attended whole group meetings. For example, the First-Year Support team held a monthly session with the First-Year Bonner scholars on salient topics, like adjusting to college or best ways of incorporating service into your schedule. This initiative allowed First-Year students to meet upper class Bonner Scholars, and increase their comfortability during the first-year transition. During the school year, the entire team also met bi-weekly sharing updates. Kaitlyn Wesner, class of 2022 will chair the BLT for the upcoming year.



“To me, Bonner orientation is the best way to start off the year. It’s about building relationships and learning more about others and your community.

Kaitlyn Wesner, Class of 2022

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## Community Engagement

The Center aims to seek out opportunities to support the community through research and initiatives that build on TCNJ's student, faculty, and institutional strengths.

### NJ BONNER AMERICORPS

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#### TCNJ Bonner Community Scholars

TCNJ Bonner Scholars are a diverse group of 80+ students who complete 300 hours of service and training, and receive a need-based tuition scholarship. TCNJ Bonner Scholars complete capacity-building service at over 20 local organizations. They engage in workshops to develop leadership and civic engagement skills, and travel around the country and globally to broaden their horizons.

#### Full / Part Time Members

The College of New Jersey in collaboration with the Corella and Bertram F. Bonner Foundation oversees both the National and New Jersey Bonner AmeriCorps program. The Bonner AmeriCorps programs mobilize the talents and interests of college students and community members, the resources of institutions of higher education, and the expertise of community-based organizations to address issues related to college access, food security, job skills development, and youth literacy. TCNJ manages New Jersey Bonner AmeriCorps members both at TCNJ and local nonprofit organizations and institutions of higher learning. Bonner Community Scholars are among the over 40 AmeriCorps and Education Works members who commit a minimum of 300 hours of service to the community each year.

### MERCER COUNTY HUMAN SERVICES

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#### Capacity Building Projects

Bonner Community Scholars supported Trenton Public Schools, Urban Promise, El Centro, Mercer Street Friends, and Meals on Wheels of Mercer County in building their capacity through provision of direct service, research, evaluation, planning, training or similar forms of assistance with the support of Mercer County Human Services.

## Community Engagement

### JOHNSON & JOHNSON - BRIDGE TO EMPLOYMENT PROGRAM

#### Trenton Central HS - Janssen Pharmaceutical



*Bridge to Employment students celebrate the completion of their first full year of college with Community partner Nicole Dent and TCNJ Bonner Coordinator Destiny De La Rosa.*

BTE-Trenton is a partnership with Trenton Central High School, TCNJ Bonner Institute and Janssen Pharmaceuticals. Bridge to Employment is a Johnson & Johnson youth global initiative program that focuses on increasing the number of students from economically disadvantaged communities who enroll in higher education, while simultaneously increasing the number of students interested in pursuing (STEM2D) careers. In 2020, 33 graduated from this 3-year program where students participated in weekly workshops to build skills, attend cultural trips and engaged in mentorship relationships with TCNJ Bonner and Janssen Career Coaches. With continued sustainable efforts, this program will be able support approximately 20 students per grade level on an annual basis until their graduation year.

#### Ewing HS - Johnson & Johnson Consumer Inc. Skillman

In partnership with Johnson & Johnson Consumer Skillman, FHI 360, Ewing High School and TCNJ Bonner Institute, BTE Ewing will launch in the fall 2022 at Ewing High School. Fifty-three current ninth grade students were selected to participate in this 3-year program. BTE is designed to benefit Ewing's youth and address key challenges, including the disproportionate amount of students performing below state expectations on state and national assessments in English language arts and mathematics. TCNJ Bonner Scholars in conjunction with 17 J&J volunteers are eager to lead activities for Ewing in the areas community engagement and leadership, academic enrichment, career exploration and higher education preparation.

## Bonner Alumni

# 302

TOTAL BONNER  
ALUMNI TO DATE



### Ariana Rodriguez *Class of 2020*

Ariana Rodriguez was a Political Science major with a minor in Gender, Women, and Sexuality Studies. Her primary site in the Bonner program was PEI Kids. She now works full-time at PEI Kids where she is a social work case manager for youth victims and offenders of gang/community violence. She is also going to Pace Law School part-time to study law.

*"Bonner was my family away from home, it was my support system, motivator, advocate and it challenged me to grow beyond my expectations."*

### Raj Manimaran *Class of 2016*

Raj Manimaran was an Interdisciplinary Business major with a concentration in Social Justice. He was an intern for three of his four years in the Bonner program and supported the Downtown Trenton office and Advanced Community Engaged Learning (ACEL). He has finished his Master's in Higher Education and works as TCNJ's Director of Community Relations. In leading TCNJ's Office of Government and Community Relations, he seeks to foster positive and effective ongoing relationships with the Trenton, Ewing and Mercer County communities; local, county, and state government offices; and legislative units, while improving the understanding of and support for TCNJ's academic and public service agenda.

*"What would you do if you knew you could not fail?"*



# Faculty



# FACULTY



## Faculty Fellow: Robert McGreevey

Dr. Robert McGreevey, professor of History, is the Center for Community Engagement faculty fellow. He has been instrumental in providing the Center with faculty perspective through the creation of the strategic plan and other Center operations.



## Faculty Highlight: Monisha Pulimood

Dr. Monisha Pulimood is Professor and Chair in the Department of Computer Science. She was the Barbara Meyers Pelson Chair in Faculty-Student Engagement during academic years 2018-2021, and in this role she has been instrumental in coordinating the Collaborating Across Boundaries (CAB) project at TCNJ. CAB is also funded by the National Science Foundation, NSF Award #1914869. Dr. Pulimood moderated a panel discussion, Collaborating Across Boundaries (CAB) to Solve Complex Problems, as part of the Annual Barbara Meyers Pelson Lecture Series in November 2020. Learn more about her work with the program [here](#).

## CEL COUNCIL

*Eric Laprade, Faculty*  
*Zakiya Adair, Faculty*  
*Robert McGreevey, Faculty*  
*Monisha Pulimood, Faculty*  
*Drew Hopkins, Staff*  
*Chinasa Thorpe, Staff*  
*Rajbir Toor, Undergraduate Student*  
*Sara Gonzalez, Undergraduate Student*  
*Brittany Aydelotte, Director of the Community Engaged Learning Institute*  
*Althia Muse, Director of the Bonner Institute*

## FACULTY PUBLICATION

### Civic Engagement Across the Computing Curriculum

**Mark Goadrich, Michael Goldweber, Matthew Jadud, S. Monisha Pulimood, Samuel A. Rebelsky**  
**In Proceedings of the 50th ACM Technical Symposium on Computer Science Education (SIGCSE '19)**

Abstract: "As outlined in the ACM Computer Science Curricula 2013 Guidelines section on Social Issues and Professional Practice, "Students must also be exposed to the larger societal context of computing to develop an understanding of the relevant social [and] ethical ... issues." In this panel, we demonstrate diverse approaches used to achieve this goal with respect to civic engagement. Drawing from experiences with non-major, introductory computing, mobile applications, software engineering, and interdisciplinary courses, we discuss how to move beyond surface-level discussions of ethical case studies toward an integration of civic engagement activities and personal reflection into standard computing curriculum."

<https://dl.acm.org/doi/10.1145/3287324.3287335>



## SUMMER COMMUNITY LEADERS

The Summer Community Leaders program is a collaboration between the CCE, NJ Bonner AmeriCorps, and TCNJ's Career Center. This ten-week program provides our excellent students with a summer of service experience and collaborative learning community. SCL members serve 30 hours a week building the capacity of local non-profit partners while receiving rigorous academic, professional, and personal support from TCNJ faculty, staff, and community mentors. Many students use this opportunity for their capstone or internship requirement. This summer, 17 students were placed with 10 community partners to address issues such as food security, youth education, and adult education.

### The 2021 Roster

- Arm in Arm: Hannah Quinn - Junior, Public Health major
- Arm in Arm: Atif Warraich - First-Year, Accounting major
- Arm in Arm: Vanessa Pacheco - Junior, Public Health major
- Capital Area YMCA: Marissa Peña - Sophomore, Psychology major
- Isles, Inc: Anna Hackett - Junior, Sociology major
- Meals on Wheels: Tyreek Best - Sophomore, Urban Education major
- Mercer Street Friends: Arianna Ceballos - Junior, Public Health major
- Millhill Child and Family Development: Daïssa Déréomé - First-Year, Early Childhood Education major
- Millhill Child and Family Development: Camila Guayasamin - First-Year, Women and Gender Studies major
- Millhill Child and Family Development: Rachel Guloy - First-Year, Psychology major
- Millhill Child and Family Development: Ryan Yacovino - Junior, Public Health major
- Princeton YMCA: Kiara Fernandez - First-Year, Urban Education major
- Trenton Area Soup Kitchen: Sara Cadiz - Junior, Psychology & Criminology major
- Trenton Area Soup Kitchen: Allison Bronander - Junior, Sociology major
- Trenton Health Team: Sofia Cartagena - Sophomore, Public Health major
- Urban Promise: Nancy Bowne - Sophomore, International Studies major
- Urban Promise: Alexander Cocco - Sophomore, Interactive Multimedia & Music major

Members received training in Youth Mental Health First Aid, the history & context of Trenton, Leadership, the Social Determinants of Health, TCNJ DocuStory perspectives, Managing Difficult Conversations, data collection & reporting, Know Your Issue, self-care, resumes & networking, public speaking, and more.

# SUMMER & WINTER

## BONNER SUMMER INTERNS



### Garden Intern: Kari Carmody, Class of 2022

Kari performed hands-on maintenance of the TCNJ campus garden through planting, watering, weeding, and harvesting every week. Kari also performed research to support our knowledge of sustainable gardening practices. With Kari's support, the garden grew and donated over 100 pounds of produce between May and August, 2021.

### Social Media Intern: Camryn Legra, Class of 2022

Camryn was responsible for keeping our Bonner community connected and engaged throughout the summer while working with various members of the Bonner community to grow our social media presence. Camryn utilized Facebook, Instagram, and Twitter to highlight the awesome work of our Bonners and partners while growing our following and expanding our reach.

### Orientation Interns: Kaely Sturges, Class of 2023; Amanda Nunes, Class of 2023; Maya Sharpe, Class of 2024

The orientation interns work closely as a team to plan a welcoming event for the first-year Bonners, as well as a fun and insightful orientation for all returning Bonners. As a rising sophomore, Maya noted that her class started Bonner with a full year of virtual service and many of them have yet to see each other and experience college in person. It was important to her "...to make sure the sophomore class has a voice in planning orientation, so we can make the most out of this upcoming year and make up for lost time!"

### Bonner Foundation Know Your Issue Interns: Aamore Richards, Class of 2023; Briana Brown, Class of 2023

Aamore and Briana collaborated with other Bonners across the national network towards developing a Know Your Issue research structure that provides space for students to pioneer KYI on their campus and take on leadership while doing so. They have been integral in developing a credit-bearing, civically-engaged research opportunity for all TCNJ students to engage in.



# PARTNERSHIPS

## Partners & Committees

CCE staff and students have served with many partners and committees both on and off TCNJ's campus over the 2020 - 2021 academic year.

94ft Greg Grant Academic Sports Academy

A Better Way

All Kids Thrive Initiative

AnchorHouse

Arc Mercer

Arm in Arm

Bonner Foundation

Boys & Girls Club

Capital City Community Coalition

Children's Futures

City of Trenton

East Trenton Collaborative

El Centro

Ewing High School

Ewing Public Schools

Fernbrook Farms

FHI 360

Fisher Middle School

Gregory Elementary School

HomeFront

Isles, Inc.

Janssen Pharmaceuticals

Johnson & Johnson Consumer

Juneteenth Children's Literacy Village

Latin American Legal Defense and Education Fund, Inc.

Meals on Wheels

Mercer County Human Services

Mercer County Reentry Task Force

Mercer Street Friends

Millhill Child and Family Development

Neighborhood Improvement Association

NJ Watershed Ambassadors Program

PEI Kids

Petey Greene Program

Princeton Area Community Foundation

Rescue Mission

Rivera Community Middle School

TASK

TCNJ Campus Garden

TCNJ Campus Police

TCNJ Dean of Students

TCNJ Environmental Sustainability Council

TDI Connect

The Shop @ TCNJ

The Streetlight

Trenton Central High School

Trenton Police Department

Trenton's Ninth Grade Academy

Trenton Public Schools

TRIO Upward Bound - MCCC

Urban Promise

Trenton College Access Network

...and many more!

# OUR SUPPORTERS

To support the Center's programming—including the TCNJ Bonner Community Scholars program, Community Engaged Learning, Research and Initiatives, and staff support for these programs—we rely upon the contributions of individuals and organizations. If you are interested in donating to the Center, please visit <https://give.tcnj.edu/give-now/> and choose "Bonner Community Partner Fund" as the designation.

In 2020-2021, in addition to our TCNJ operational support, we received more than \$945,000 in grants, donations, and programming funds that went to support community engagement in the region and student scholarships, including:



# 2020-2021 CCE STAFF

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*\*We congratulate Raj on his new role of  
TCNJ Community Relations Director  
as of June 2021*



