



**THE COLLEGE OF NEW JERSEY**  
 CENTER FOR COMMUNITY  
 ENGAGEMENT

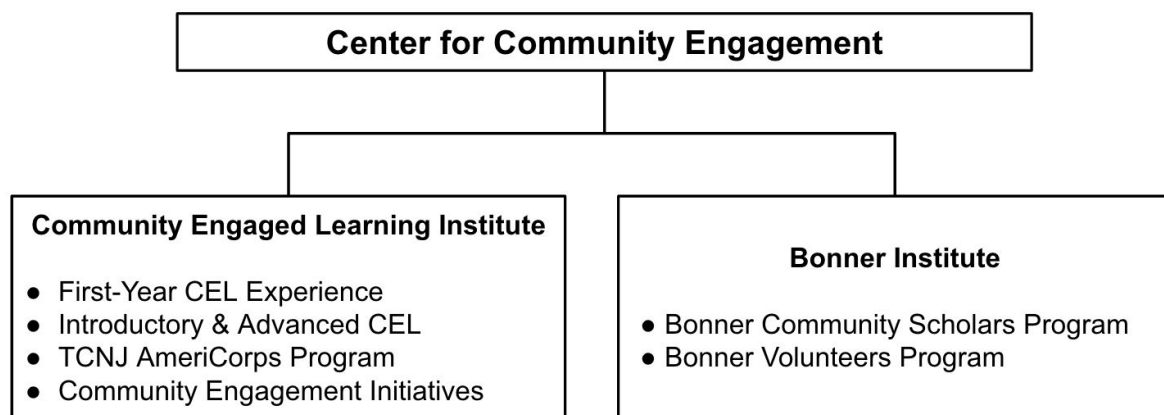
# Annual Report

2023-2024

# CENTER OVERVIEW

## ABOUT THE CENTER

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.



## MISSION

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, action 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

Throughout the Spring 2020 semester, 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](#).



# CENTER OVERVIEW

## QUICK FACTS



**2,300+**

**TCNJ Students Engaged**



**51,000+**

**Hours Served**

TCNJ Students & AmeriCorps Members



**70+**

**Community Partners**

## CONTACT INFORMATION



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**TCNJ** CEL  
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 FYC 100, 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



**1,794**  
FYCEL STUDENTS



**97%**  
COMPLETION RATE



**3,400+**  
HOURS OF SERVICE



**25**  
PARTNERS



**24**  
FACILITATORS

**92.3%**

of first-year students  
reported FYC100  
was a valuable experience

“ The information we learned about our community, and about social issues was very informative. Also [during] the part where we talked about our own social identities I was able to reflect on a lot of privileges in my life, and it made me realize how much I still have to learn. ”

## First-Year CEL

### COMMUNITY PARTNERS

First-year community engaged learning students are connected with a local community partner where they will complete their half-day service project. Many of our FYCEL partners receive a group of TCNJ students weekly throughout the academic year.. Projects at community partner sites could include park clean ups, sorting food at a food pantry, preparing a community garden or bagging diapers to be distributed, among others!

**Arc Mercer  
Arm in Arm  
Artworks**

**Campus as a Living Lab  
Capital City Farm  
Children's Futures  
CYO - Mercer County  
Ewing Community Garden  
Ewing Public Schools  
Ewing Senior Center  
Hollowbrook Community Center  
Homefront  
Hopewell Valley Pantry**

**Maker's Place  
Mercer County Parks Commission  
Mercer Street Friends  
Princeton Justice Initiative  
Rescue Mission of Trenton  
TCNJ Campus Garden  
TCNJ Votes!  
The William Trent House  
Trenton Area Soup Kitchen  
Trenton Circus Squad  
Trenton Police Department  
Trenton Public Schools  
Watershed Institute**

**“ I really enjoyed my service. I worked at Artworks in Trenton and got to see the many stunning artworks presented there and even got to meet one of the artists. I really like the idea of the organization in giving individuals of minorities a platform to create beautiful art and stay passionate about their subject while also sending a message for social activism through their work.**

**”**

## First-Year CEL

### FACILITATORS

A wide variety of TCNJ staff facilitate the first-year community engaged learning requirement from both inside and outside the Center for Community Engagement which allows for a variety of perspectives, backgrounds and stories, which enhances the experience for the students.

“ I think the facilitator did an amazing job at including all of us and making sure we all participated, and I think that's great of her to do for students who are too shy to speak up. ”

“ My facilitator did a great job of teaching Ewing's history and informing us of the responsibilities associated with community service. They were engaging, enthusiastic, and fun. ”

### FYCEL FACILITATORS 2023 - 2024

- Althia Muse, Bonner Institute
- Audrey Cooper, Career Center
- Beth Gallus, Dean of Students
- Chelsea Jacoby, Dean of Students
- Chinasa Thorpe, Center for Student Success
- Crystel Maldonado, Inclusive Excellence
- Erica Kalinowski, School of Arts and Communication
- Gina Marano, Center for Student Success
- Jaclyn Sagona, Center for Student Success
- Jill Bush, Kinesiology & Health Sciences
- Jordan Shyi, Inclusive Excellence
- Katie Kahn, Bonner Institute
- Lori Johansson, CEL Institute

- Matt Goldsmith, Athletics
- Megan Teitelbaum, CEL Institute
- Melissa Andreas, Dean of Students
- Michelle Ordini, English
- Nicole Harris, Health and Wellness
- Raj Manimaran, Government & Community Relations
- Rayjohn Felicia, CEL Institute
- Ro Multari, School of Business
- Romina Generali, Mentoring, Retention & Success Programs
- Sam Kanig, Bonner Institute
- Sherlene Ayala, School of Education



## 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
I understand how systems and structures affect individual experiences	4.02% 30	1.07% 8	44.44% 332	50.47% 377	747
I understand how systems and structures affect group experiences	3.88% 29	1.74% 13	43.11% 322	51.27% 383	747
I value interacting with people from different backgrounds and/or different ideas than my own	3.75% 28	1.20% 9	29.18% 218	65.86% 492	747
I value overcoming my own biases about people from different backgrounds and/or different ideas than my own	3.88% 29	0.80% 6	32.13% 240	63.19% 472	747
I am aware of one social issue	4.55% 34	2.28% 17	31.19% 233	61.98% 463	747
I am aware of multiple social issues and how they are interconnected	3.75% 28	1.20% 9	35.61% 266	59.44% 444	747
I am interested in learning more about social identities (e.g., race, gender, socioeconomic status, etc.)	5.35% 40	8.57% 64	38.55% 288	47.52% 355	747
I am interested in learning more about social movements	5.62% 42	6.96% 52	41.10% 307	46.32% 346	747
I am committed to participating in activities for civic engagement	4.69% 35	5.22% 39	43.78% 327	46.32% 346	747

“ I think it provided new background, insight, and experience with communities that I had never widely involved myself with in that way before. It helped me understand a social issue and break it down into an individual level and a small group-like level. ”

## First-Year CEL

### 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 TCNJ & Trenton

Students learn about the history of redlining and school desegregation, with a lecturette from history faculty Dr. Rob McGreevey, as an example of how the past still impacts the present and to contextualize the relationship of Trenton and TCNJ.

#### 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.

#### cycle of socialization

Students review the concept of socialization, with Senloy & DiAngelo's definition and Harro's model.

#### personal and social identities

Students introduce themselves through personal and social identities; reflect on which identities impact them in different ways and discuss the concept of intersectionality.

#### 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

#### day 3

Students complete a 3-4 hour service experience organized by CEL staff.

#### 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.

### reflection

#### 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.

## Introductory & Advanced CEL

Introductory & 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.

### INTRODUCTORY CEL REQUIREMENTS

1. Meets **2 [learning goals](#)** with time during class to provide overview of CEL and reflection.
2. Project that addresses a community identified need through **10+ hours of action** and includes a partner as co-educator in course design, planning and implementation.
3. Graded assignment(s), including a reflection activity that helps students understand what they did, why they did it and what they can do next.

### ADVANCED CEL REQUIREMENTS

1. Meets **3 [learning goals](#)** with time during class to provide overview of CEL and reflection.
2. Project that addresses a community identified need through **20+ hours of action** and includes a partner as co educator in course design, planning and implementation.
3. Graded assignment(s), including a reflection activity that helps students understand what they did, why they did it and what they can do next.

### I/ACEL ANNUAL STATS



**381**

I/ACEL STUDENTS



**14,100+**

HOURS OF ACTION



**35+**

PARTNERS



**5**

TCNJ SCHOOLS



**22**

I/ACEL CLASSES



## Introductory & Advanced CEL

### SCHOOL OF ARTS & COMMUNICATION

**COM 261: Introduction to Public Relations (Spring 2024)** Kelli Smith collaborated with Campus as a Living Lab and the Environmental Sustainability Council as students created PR materials.

**AAV 357/IMM 430: User Interface and User Experience (Spring 2024)** Annette von Brandis collaborated with Campus as a Living Lab as students developed websites and apps around CaLL initiatives.

**IMM 280: Design Perspectives (Fall 2023, Spring 2024)** Warren Buckleitner's students created content for the Ewing County Historical Society. They also worked with the Trenton Free Public Library, The William Trent House, the Locust Hill Cemetery and the Ewing County Historical Society.

### SCHOOL OF EDUCATION

**ECE 302: Math & Science in Early Childhood Education (Spring 2024)** Louise Ammentorp's students worked with Camps as a Living Lab to conduct research and engage in native planting on campus.

**MST 203: Environmental Science for Educators (Spring 2024)** Lauren Madden's students assisted the Watershed Institute in assessing their programming for K-12 students.

**IDS 401: Creative Music Movement and Creative Arts (Fall 2023)** Arti Joshi's students prepared resource materials for elementary teachers through a collaboration with Artworks.

### SCHOOL OF NURSING & HEALTH SCIENCES

**PBH 220: Wellness Promotion Across the Lifespan (Fall 2023, Spring 2024)** Danielle Cooper collaborated and helped build capacity at multiple partners organizations throughout the year, including the Red Cross, Dress for Success, The Makers Place, Urban Promise, Isle, The Abilities Team, The Rescue Mission of Trenton, Fernbrook Farms, the Trenton Soup Kitchen, and the Morris Regional Public Health Partnership.

### SCHOOL OF SCIENCE

**CSC 415: Software Engineering (Fall 2023, Spring 2024)** Monisha Pulimood collaborated with Arm In Arm to create web based applications for the partner.

## Introductory & Advanced CEL

### SCHOOL OF HUMANITIES & SOCIAL SCIENCES

**SOC 320: Urban Sociology: Cities, Suburbs, and Community (Spring 2024)** Diane Bates' students worked with Ewing Public Schools and local residents. They completed a literature review, researched comparative programs, and presented their findings.

**SOC 205: Social Work and Human Service Professions (Spring 2024)** Antonino Scarpati collaborated with multiple partners including TASK, Trenton Rescue Mission, El Centro, UIH Family Partners, ESWA, WomanSpace, and others. His students provided volunteer services specific to their community partner's needs.

**HIS 460: Urban History (Spring 2024)** Robert McGreevey collaborated with the William Trent House Museum to create an oral history project through interviews.

**ANT 346/SOC 346: Climate Justice & Social Action (Spring 2024)** Miriam Shakow's students collaborated with the TCNJ Environmental and Sustainable Council (ESC) as students created campaigns around environmental issues.

**PSY 390/492: Collaborative Research: REACH Lab (Spring 2024)** He Len Chung collaborated with Urban Promise Trenton to implement a 7-week wellness program with Youth Street Leaders (ages 14-18) and created a web site that summarizes the sessions and wellness information.

**PUBG 670: American Public Policy (Fall 2023)** Cadence Willse collaborated with Mercer Street Friends Community Schools as her students completed data cleaning, coding, analysis, presentation and writing.

### SCHOOL OF BUSINESS

Not Applicable

### SCHOOL OF ENGINEERING

Not Applicable



## Faculty Fellow: He Len Chung

Dr. He Len Chung, professor in the Department of Psychology, is the Center for Excellence in Teaching and Learning faculty fellow. In this role, she has worked closely with CEL Institute staff to develop communication strategies to expand the I/ACEL program. Her work has been immensely beneficial in supporting the Institute's goals to expand CEL programming.



## Faculty Highlight: Miriam Shakow

Miriam Shakow teaches ANT 346/SOC 346: Climate Justice & Social Action and helps organize the Environmental Sustainability Council's Campus as a Living Lab (CaLL) initiative on TCNJ's campus. Through her work with CaLL, Miriam has connected other faculty with CEL to unite the overlapping goals of CEL and CaLL by utilizing TCNJ as an internal community partner. This has resulted in the addition of five Introductory and Advanced CEL classes in the Spring 2024 semester.

## CEL COUNCIL

**Shamaine Bertrand**, *Faculty*  
**Karen Deaver**, *Staff*  
**Marla Jaksch**, *Faculty, Co-Chair*  
**Hope Margarum**, *Undergraduate Student*  
**Althia Muse**, *Director of the Bonner Institute*  
**Natasha Patterson**, *Faculty*  
**Marina Souza**, *Faculty, Co-Chair*  
**Megan Teitelbaum**, *CEL Institute Staff Appointee*  
**Chinasa Thorpe**, *Staff*

## FACULTY PUBLICATION

### Nurturing a global ecojustice consciousness among preservice teachers through critical place-based learning

**Burroughs, G. C., & Bellino, M. E.**

**Abstract:** Global environmental challenges brought on by over-consumption, limited resources, and climate change will task teacher education programs to prepare teacher candidates with new paradigms in problem-solving, collaboration, and innovation. Skills such as collaborating across cultures and borders, thinking critically and creatively, reflecting on deeply embedded assumptions, and negotiating uncertainty will all be needed to surmount these challenges. EcoJustice education addresses these needs. When combined with critical place-based pedagogies, skills, and attitudes associated with global citizenship may also develop. Four preservice teachers participated in a research trip to Lesbos, Greece, to learn about and aid in the refugee crisis there. Participants documented their experiences via critical reflections and dialogues and analyzed these data. Findings suggest that through engagement in a critical place-based learning experience, preservice teachers challenged conceptions of their role as Americans and shifted towards a more global EcoJustice consciousness.



## TCNJ AmeriCorps

The College of New Jersey hosts the TCNJ AmeriCorps program. TCNJ AmeriCorps programs mobilize the talents and interests of college students and community members, the resources of TCNJ, and the expertise of community-based organizations to address issues related to education, college access, food security, adult education, and job skills development.

### MEMBERS

**One full-time member and four part-time members were directly placed at five nonprofits in Trenton**—Arm in Arm, HomeWorks Trenton, Workwell, TASK and Mercer Street Friends—addressing food security, academic improvement for Trenton youth, and adult education.

The **Summer Community Leaders (SCL)** program is a ten-week summer of service experience and collaborative learning community of 10 excellent TCNJ undergraduates. SCL members serve 30-35 hours per week building the capacity of local non-profit partners 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; and 2) to build the capacity of non-profit organizations in Mercer County and address community-identified needs.

**TCNJ Bonner Community Scholars** placed 10 AmeriCorps members doing capacity building work at nonprofits addressing food security, adult education, job skill training and improving academic performance for youth in Trenton.

For the 23-24 grant year, **30** TCNJ AmeriCorps members received **approximately \$225,000** in stipends and **\$53,000** in Segal Education Awards to use toward qualifying student loans and tuition costs. Additionally, **\$19,000** in ARP funds were secured to offset match dollars for TCNJ Bonner AmeriCorps members' stipends.

### ANNUAL STATS



**30**  
MEMBERS



**12k**  
HOURS SERVED



**16**  
PARTNERS

## TCNJ AmeriCorps

### COMMUNITY PARTNERS

- ❖ Arm in Arm
- ❖ Bridge to Employment
- ❖ El Centro
- ❖ Homefront
- ❖ HomeWorks Trenton
- ❖ Meals on Wheels
- ❖ Mercer Street Friends
- ❖ Millhill Child & Family Development
- ❖ PEI Kids
- ❖ Rise
- ❖ TCNJ Garden
- ❖ Trenton Area Soup Kitchen
- ❖ Upward Bound
- ❖ Urban Promise Trenton
- ❖ Workwell
- ❖ YMCA Princeton

“Madison is the backbone of Upward Bound. She is often thinking about creative ways to engage the students whether it is virtual or in person.”  
- *Upward Bound Staff*

“Our AmeriCorps members are creating lasting relationships with clients and families, as well as gathering survey data that allows us to tailor our pantry and services to client needs.”  
- *Mercer Street Friends Staff*

“Shania is competent, kind, caring, smart, willing to pivot when the need requires it, and adapts easily to changing situations. She is an example of trauma informed care and provides creative and insightful feedback when she sees opportunities for enhancing program functions and services.”  
- *Homefront Staff*

### OUTCOME HIGHLIGHTS

- ❖ 5,600+ people have been served by TCNJ AmeriCorps Members.
- ❖ 53,705 lbs of food have been harvested.
- ❖ 17 community members have been placed in a job.
- ❖ 13 community partners report increased capacity due to support from TCNJ AmeriCorps members.

“One of the most memorable moments of my service was being able to communicate with a mother who shared similar identities to my own. Seeing her identity being represented in the pantry visibly eased her nervousness and made her open up to me about her difficulties accessing food...I was able to navigate the pantry options to fit her cultural palette and not feel ashamed for asking for help. The opportunity Americorps and Homefront have given me has made me happy as it gave me a sense of belonging in recognizing the importance of my service and serving in the future.”

- *Shania H.*

“By offering a safe, respectful, and resource-rich environment, the pantry helps individuals and families combat food insecurity, improve their nutrition, and foster a greater sense of community support.” - *Neyssa D.*

“Breaking down language barriers is crucial for patrons to feel valued in our community, giving them back some of their pride in obtaining these services. Ensuring customer satisfaction incites greater retention rates & engagement with our services, thus allowing for the great work at ArmlnArm to continue; while there are many structural efforts being done to improve satisfaction with our work, to know that my small act of saying “Hola, como estas?” is making an impact on our patrons means a great deal to me.” - *Julian D.*

## 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.

### 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. The committee does 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.



### Campus as a Living Lab (CaLL) Partnership

Campus as a Living Lab (CaLL) is a conceptual and institutional framework for using the college campus as a core space for student learning. It is also a set of principles, policies, and practices, oriented toward environmental sustainability and social justice, that facilitate interdisciplinary coordination between faculty, staff, and students. Campus as a Living Lab aims to link classwork and faculty research to campus policies and practices across multiple disciplines.

CaLL classes with CEL components include ANT 346/SOC 346: Climate Justice & Social Action, AAV 357/IMM 430: User Interface and User Experience, COM 261: Introduction to Public Relations, JPW 250: Writing for User Experience, and ECE 302: Math & Science in Early Childhood Education.





**TCNJ** Bonner  
Institute

# BONNER INSTITUTE

The TCNJ Bonner Community Scholars Program is celebrating 20 years of service, partnerships, and community connections. TCNJ Bonner 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



**92**  
BONNERS



**23,600+**  
HOURS OF SERVICE



**20**  
PARTNERS



**75**  
BONNER VOLUNTEERS

**85%**

**of Seniors completed  
Legacy Projects**

**Training & Enrichment:** Our structured Training calendar provides Bonner Scholars with educational opportunities to reflect on the social issues we address programmatically. Student Development Interns Cameryn Edwards ('26) and Taylor Aldridge ('27) worked with Bonner staff to deliver engaging workshops this year. Of particular focus was increasing the number of student-facilitated meetings and elevating student voice throughout the program. Through The Know Your Issue (KYI) Project, students connect public policy research with the needs of community-based organizations—especially at the local and state level—working to address pressing social, economic, and environmental issues. 68% of sophomores completed issue briefs this year, an increase of 48% from last year (our pilot year).

“

I made my first official connection with a student! She hugs me, we chat, she asks me questions, and I feel like a true mentor. I can't stop talking about her because I really think we help each other and I can't wait to see the amazing things she accomplishes. *Jacqueline Faulk, Class of 2026*

”

## PARTNERSHIP WITH BONNER FOUNDATION

The TCNJ Bonner Institute is a part of the Corella and Bertram F. Bonner Foundation, located in Princeton, NJ. 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 its 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. 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 70+ schools in the 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.

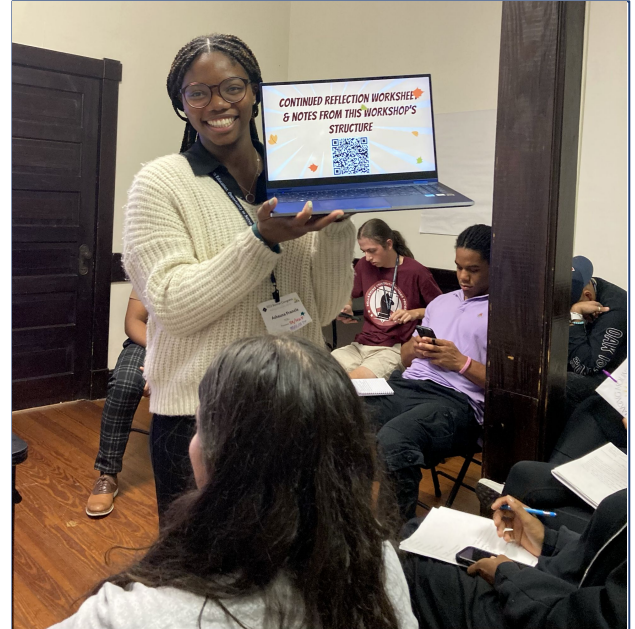


*Bonner Scholars at Bonner Orientation in August 2023.*



## BONNER CONGRESS

Bonner Congress is a gathering of about 150 student leaders from across the national Bonner Network. Bonner Congress offers student leaders an opportunity to gain new skills and knowledge to bring back to their Bonner Program and campus. Students engage in important training, discussion, networking, and planning on key initiatives that can strengthen their Bonner Programs, campus-wide engagement, and impact. This year the Bonner Congress was held October 27th-29th in Black Mountain, NC. TCNJ was represented by Bonner leaders Ashauna Francis ('24), Bryan Wood ('24), Wilmar Torres ('26), and Miguel Hernandez-Delgado ('27). Reported highlights include an opening session that focused on approaches to social change, and strategy sessions focusing on social issues and career connections. TCNJ student representatives returned with new ideas for how to deepen and expand our work here at TCNJ Bonner.



*Senior Bonner Scholars Ashauna Francis '24 led a workshop entitled, "Leading with your whole self: How to do it & Why it's so important."*

## SUMMER LEADERSHIP INSTITUTE



More than 300 students, staff, and faculty members from 65 colleges and universities within the Bonner Network attended the 2023 Bonner Summer Leadership Institute hosted at Montclair State University from May 31 to June 3, 2023. TCNJ was represented by four Bonner Scholars and two Bonner staff members.

The theme for the conference was **"Together Towards Tomorrow: Juntos Lo Logramos."** These words celebrate the abilities and strengths of the Bonner community in service, community engagement, and social justice. The theme highlights the idea that we have connection and community through a network of colleagues, alumni, and professionals. As a part of the Bonner national network, we all work together to build a better and more equitable future for the hundreds of communities we serve. This theme also emphasizes the importance of interdependence and diversity.

## QUOTES FROM OUR PARTNERS



TCNJ Bonner PEI Kids team featured with community partners Rob Fiorello and TCNJ Bonner alumna Arianna Rodriguez.

“Your commitment to making a difference in the lives of others exemplifies the values of corporate social responsibility and community stewardship. We are truly honored to partner with the College of New Jersey in our efforts to ensure that no one in our community goes hungry or feels isolated. **Amy R. Flynn, CEO of Meals on Wheels Mercer County**”

“[The BTE Trenton Bonner Team] had concurrent cohorts running. First site globally to ever do so! **Nicole Dent, Health Professions Academy Chairperson & Trenton High School Bridge to Employment Partner**”

“Bonner did an absolutely tremendous job this year! Likely one of the best years we have had with the organization. A great highlight was them connecting us with other community members to partner with as well as provide a grant for a new community enclave. **Kirk Ponton, Director of Community Based Day Program at The Arc Mercer**”



## Service Sites

### Environment & Food Security Division

*Tackling issues of hunger, environmental sustainability, and conservation, TCNJ Bonners in this division work closely with the organizations listed below:*

Fernbrook Farms  
Meals on Wheels Mercer County  
TCNJ Environmental Sustainability Council  
TCNJ Campus Garden  
Rescue Mission  
Sustainable Jersey  
The Shop @ TCNJ

### Youth Education Division

*The Youth Education division focuses on tutoring, mentorship, and college-access programs for youth k-12 and beyond in partnership with:*

Anchor House  
Academic Sports Academy  
UrbanPromise Trenton  
Bridge to Employment (Trenton & Ewing)  
Mercer Street Friends  
PEI Kids  
Upward Bound

### Adult Education & Self-Sufficiency Division

*Focused on helping adults from all walks of life gain independence, achieve their personal and professional goals, and build meaningful relationships, this division partners with:*

Trenton Area Soup Kitchen (TASK)  
The Streetlight  
Arc Mercer  
El Centro  
Isles Youth Institute  
United Way of Mercer County  
William Trent House

## BONNER LEADERSHIP TEAM

The Bonner Leadership Team (BLT) is a group of students who assist in the governance and visioning of a Bonner. BLTs allow the student voice to be heard and lead programming. BLTs are also excellent tools for student accountability and policy generation. The TCNJ Bonner Leadership Team consists of current students who serve as Site Team Leaders or Student Interns in the program.

This year the TCNJ BLT was structured into four committees addressing key components of the program. The Internal Development Committee focused on enhancing cornerstone experiences such as the First Year Experience, Senior Capstones, Accountability and Assessment, and Student Development. The Recruitment Committee spearheaded high school outreach, tabling at TCNJ open houses and accepted students day, and supported Bonner application scoring and interviews.

The Bonner Love committee organized group bonding activities, promoted wellness throughout the program and also coordinated alumni and community partner events. The Campus and Community Outreach committee focused on social media and days of service, and encouraged the growth and development of our Bonner volunteer program. During the school year, the entire team met on a bi-weekly basis and Bryan Wood '24 served as chair of the Bonner Leadership Team.



*Members of the BLT pose at a leadership retreat, hosted in the fall at YMCA Camp Fairview Lakes*

**“...students in our program continue to invest in their partners, educate our campus community, and serve with authentic purpose. The commitment and hard work of our students continues to drive the success of our program.**

***Bryan Wood, BLT President 2023-2024***

## Garden Interns: Miles Jean-Louis '25 & Evan Cresci '26



Miles and Evan performed hands-on maintenance of the TCNJ campus garden through planting, watering, weeding, and harvesting every week. They also performed research to support our knowledge of sustainable gardening practices, and worked closely with our full-time AmeriCorps member to implement more efficient and sustainable watering and soil amendment practices. With their support, the garden grew and donated over 200 pounds of produce between April and September, 2023.

## Social Media Intern: Rebecca Heath, '25

Rebecca 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. Rebecca 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: Kelly Booth '26, Matthew Falletta '26, Melanie Diaz '23



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 rising juniors, Kelly and Matthew utilized their recent experience as first-year students to create programming that was not only informative, but created an environment where all new and returning students could bond and build their teamwork and leadership skills effectively. Melanie provided perspective and leadership as seasoned Bonners to ensure the week-long event ran smoothly.

## Special Project Intern: Neerjah Upreti '24

Each summer the TCNJ Bonner Institute welcomes an exceptional upperclassman to work on a variety of projects including Bonner curriculum development, strategic communications, and building and maintaining community partnerships. The special projects intern also serves as a leader and role model for the other interns, supporting project management and communication among the teams. A highlight of Neerjah's work with us was planning our senior service trip to Puerto Rico, and supporting the recruitment of urban students to TCNJ and the Bonner program.





## Community Engagement

### JOHNSON & JOHNSON - BRIDGE TO EMPLOYMENT PROGRAM

#### Trenton Central HS - Johnson & Johnson Innovative Medicine

#### Ewing HS - Kenvue



*Bridge to Employment students meet at a workshop where the senior class provides mentorship to the sophomore class.*

Bridge to Employment (BTE) is a partnership between a local high school, college/university non-profit agency and a member of Johnson & Johnson global youth initiative programs. In our partnerships, The Bonner Institute at TCNJ serves as both the institution of higher education and the non-profit agency. We coordinate BTE programs at both Ewing and Trenton High schools in partnership with Kenvue and Johnson & Johnson Innovative Medicine. The BTE Ewing program ended in June with the graduation of our most recent three-year cohort. Our BTE Trenton site operates on a two-year cycle and continues to serve as a sustainable global program having graduated three cohorts to date. Both programs focus on increasing the number of students from economically disadvantaged communities who enroll in higher education as well as those interested in pursuing (STEM2D) careers.

This year, BTE Trenton became the first site to globally succeed in running both Sophomore and Junior cohorts simultaneously. This is a monumental achievement for the program, and it wouldn't have been possible without the incredible dedication of the Trenton Central High School Staff, J&J Career Coaches, TCNJ Bonner Scholars, and most importantly, our outstanding BTE students past and present. Their hard work, dedication, and eagerness to learn are what truly make this accomplishment so special. This achievement highlights Bonner and BTE Trenton's commitment to providing exceptional opportunities for all students, regardless of grade level. In addition to our success at TCHS, Destiny De La Rosa-Santos, Bonner Scholar Coordinator is also the first globally to succeed in running three BTE cohorts simultaneously, with the graduation of 30 students from Ewing High School. We are proud to announce that seven of these students will be attending TCNJ in the fall. To date we have had eight other alumni from the BTE Trenton program enroll at TCNJ, 5 of whom have also been TCNJ Bonner scholars.

## Community Engagement

### Fall Campus Involvement: Day of Service

On Saturday, October 28th, TCNJ Bonner hosted its annual Fall Day of Service. Co-sponsored by The Zeta Sigma chapter of Alpha Kappa Alpha Sorority, TCNJ ASTA, Chi Upsilon Sigma Latin Sorority, Inc., TCNJ Student Government, and the Occupational Therapy and Physical Therapy Club, the TCNJ Day of Service is an opportunity for TCNJ students to come together and support a variety of local organizations. This year, our service partners were the Neighborhood Improvement Association, the Capital City Farm, Mercer Street Friends, The New Jersey Watershed Ambassadors, and Ewing Township. Over 40 TCNJ students participated in the event.

### Spring Campus Involvement: Earth Week

For the third consecutive year, TCNJ Bonner led the campus-wide Earth Week celebrations including hosting a small appliances recycling drop-off; a screening of *Chasing Carbon Zero* in collaboration with the TCNJ ESC; Greenstock celebration at the TCNJ garden where multiple organizations hosted tables and activities; a sustainability scavenger hunt; and Day of Service at three partner sites (TCNJ Campus Pollinator Meadow, the TCNJ outdoor classroom, and the NJ Watershed Ambassadors).



*TCNJ student volunteers at the D&R Canal Stream Clean Up*

### Middle School Day: MLK Jr Middle

“My favorite part about the day was watching the kids gain confidence and start asking more questions about TCNJ and the process to go here. I enjoyed telling them about my experience as a first generation student and how TCNJ helped me pay for college and many students also related. I could tell they left inspired.” ~MS Day Mentor

This annual campus-wide initiative led by the TCNJ Bonner Institute and School of Education brings hundreds of eighth graders onto campus. On March 27th TCNJ hosted 300 eighth-grade students from Martin Luther King Jr. Middle School in Trenton, NJ. Starting as early as September, Bonners Jessica Gallagher, '27 and Maya Sharpe, '24 worked closely with School of Education Professor Dr. Bellino to create an inspiring day for the students. Bonners, TCNJ staff and students facilitated a multitude of events including club performances, campus tours, a college department and organization fair, and lunch at Eickhoff Dining Hall. The Bonner Institute and School of Education's long-term commitment to Middle School Day provides youth with an opportunity to envision themselves on a college campus and feel empowered by what college has to offer.



## Service-Learning Trips



*TCNJ Bonners pose outside a home where they rebuilt the subfloor.*

### First-Year Trip: NOLA

17 Bonners participated in our 17th annual trip to New Orleans. Bonners engaged with the local culture and history to understand how social problems intersect with natural disasters, and the resilience of areas affected. Bonners also participated in service with Rebuilding New Orleans, helping to rebuild homes that have been affected by natural disasters.

### Sophomore and Junior Trip: New York, NY

10 sophomores/juniors traveled to NYC this spring for a one-day enrichment trip. Students engaged in the culturally enriching experience of viewing *MJ The Musical*. Students reflected on ways to use the arts to increase awareness on social issues, community building, and social issues reflected in celebrity culture to name a few.



*MJ the Musical served as a cultural experience for TCNJ Bonner students.*



*Seniors feel the bomba in the home of Puerto Rican artist and activist Samuel Lind.*

### Senior Trip: Puerto Rico

Nine Bonner seniors traveled to Puerto Rico where they engaged in an immersive service experience with two organizations on the island focused on environmentally sustainable practices. While supporting their missions, the students learned about the use of solar power, rainwater collection and bioceramic domes for hurricane resistance. In addition to service, the Bonners learned about the rich history and culture of Puerto Rico by way of community leaders, artists and local residents.

## Bonner Alumni Highlights

# 375

TOTAL BONNER  
ALUMNI TO DATE



### **Estefany Rodriguez** *Class of 2020*

Estefany Rodriguez earned her BA in Art Education from TCNJ, and recently finished an MA in Arts Administration from Drexel University. As a high school student, Estefany received mentorship and tutoring from the Urban Promise Camden program, which inspired her service in Bonner with the Bridge to Employment program. She now works as a visual arts teacher for both Pennsauken High School and the Princeton University Preparatory Program (PUPP).

***“Thanks to UrbanPromise I was inspired to pursue a career in the arts as a teen...Now my mission is to help inspire the next generation of artists!”***

### **Bonner Friendships**

Bonner not only provides an opportunity for students to serve, but to connect with one another. It's these deep friendships that were the subject of TCNJ Magazine's spring 2024 issue. Bonner students Adesuwa Osemwegie, Maya Sharpe, and Neerjah Upreti (right) were featured in the article.

***“In Bonner, there's explicit time to reflect on our identities. It lit the match for the three of us to be open and vulnerable with each other.”***





TCNJ CCE

Partnerships

# PARTNERSHIPS

## Partners & Committees

CCE staff and students have served with many partners and committees both on and off TCNJ's campus over the 2023 - 2024 academic year.

94ft Greg Grant Academic Sports Academy

African Link Initiative

American Red Cross

AnchorHouse

Antheil Elementary PTO

Arc Mercer

Arm in Arm

Artworks

Bonner Foundation

Boys & Girls Club

Campus as a Living Lab

Capital City Farm

Center for Family Services

Children's Futures

CYO Mercer County

Dress for Success

East Trenton Collaborative

Eastern Service Workers Association

El Centro

Ewing Community Garden

Ewing High School

Ewing Public Schools

Ewing Senior Center

Fernbrook Farms

FHI 360

Gregory Elementary School

Hollowbrook Community Center

HomeFront

Hopewell Valley Food Pantry

Isles, Inc.

Johnson & Johnson Innovative Medicine

Kenvue

Maker's Place

Martin Luther King Middle School

Meals on Wheels

Mercer Cemetery at Trenton

Mercer County Medical Reserve Corp

Mercer County Parks Commission

Mercer Street Friends

Morris Regional Public Health Partnership Project

NAACP

Neighborhood Improvement Association

NJ Department of Environmental Protection

NJ Kids Count

NJ Watershed Ambassadors Program

Passage Theater

PEI Kids

Princeton Justice Initiative

Project Firstline

Rays of Hope

Rescue Mission

Rivera Community Middle School

Silvies Valley Ranch

South Hunterdon School District

TCNJ Campus Garden

TCNJ Campus Police

TCNJ Dean of Students

TCNJ Environmental Sustainability Council

TCNJ Votes!

The National Alliance on Mental Illness

The Shop @ TCNJ

The Streetlight

The William Trent House

Trenton Area Soup Kitchen

Trenton Central High School

Trenton Circus Squad

Trenton College Access Network

Trenton Free Public Library

Trenton Ninth Grade Academy

Trenton Police Department

Trenton Public Schools

TRIO Upward Bound - MCCC

Urban Promise

United Way of Mercer County

Watershed Institute

WomanSpace

Work Well

YMCA

...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 2023-2024, in addition to our TCNJ operational support, we received more than \$547,000 in grants, donations, and programming funds that went to support community engagement in the region and student scholarships, including:



**AmeriCorps**



THE CORELLA & BERTRAM F.  
BONNER FOUNDATION

*Johnson+Johnson*

**fhi**360  
THE SCIENCE OF IMPROVING LIVES

THE ROBERT SYDNEY

**NEEDHAM**  
FOUNDATION

**NJM** Insurance  
Group

**K** kenvue

**15 donors** contributed **\$2,444**  
to the Center’s 2024 Day-of-Giving campaign.

**Thank you for supporting the Center for Community Engagement!**





TCNJ CCE

Staff

2023-2024

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# STAFF HIGHLIGHTS

## Campus Service

- Brittany continued her term as a staff senator and served as the Staff Senate Vice President.
- Katie served as an elected senator and Megan, Lori, and Althia all served as associate staff senators. Megan served on the Staff Mentorship Council, Elections and Constitution Committee, and the CEL Council; Althia on the CEL Council, CAUSE; and Katie served as co-chair of CSCC and on the Environmental Sustainability Council and Staff Mental Health Council.
- Brittany is co-chair of the Carnegie Elective Classification for Community Engagement committee, participated in working groups for the LIONS plan, TCNJ Middle States Reaccreditation process, and the Co-Curricular working group.
- Lori serves on the Title IX committee, on the Women's Professional Network Steering Committee, is an active member of TCNJ Pride, actively participated on the Restroom Project, and is on the Bias Education & Support Team (BEST).
- Amy continues to serve as a Commencement volunteer coordinator; Brittany, Katie and Lori served as captains for volunteer areas, and multiple CCE staff served as volunteers.
- Megan continues to serve on the FYS committee and was selected to be a member of the Academic Reorganization Working Group.
- Katie, Megan and Lori continue to serve as facilitators for the Summer Reading Program.
- Destiny and Althia are members of the Middle School Day Committee.
- Destiny serves on the TCNJ Alumni Association Board, TCNJ Executive Minority Council, the Greater Trenton Access Network (TCAN) and STEM Council.
- Althia and Katie are members of the TCNJ Hunger Task Force.
- Victor serves on the Campus Property Use Committee (CPUC).
- Rayjohn is a member of the TCNJ Asian and Asian American Pacific Islander Coalition (AAAPIC).

## Presentations and Awards

- Megan presented on the FYCEL model at the Annual Conference on the First-Year Experience in Seattle.
- Brittany and CEL faculty fellow, He Len Chung, presented at the 3rd Annual Teaching and Learning Summit on the importance of high-quality community partnership practices.
- Brittany was awarded by her fellow staff senators for the R. Barbara Gitenstein Staff Senate Governance Award, which is awarded to a staff senator who best exhibits the shared governance values.
- Althia and Katie presented on developing and managing a Bonner Program to the national Bonner network at the Bonner Foundation New Staff Orientation.
- Destiny delivered a workshop on LGBTQ issues for graduate students in Counselor Education with Dr. Stuart Roe and with Lynette Harris-Love on LGBTQ issues in the workplace for undergraduate students
- Althia and Sam provided a community engagement workshop to the ARC Mercer staff.
- Sam was appointed to the board of directors of the Trenton Area Soup Kitchen.
- Destiny presented at Alliance Building and Training Session (ABTS) in Montreal, Canada on best practices for running an effective BTE program, and was presented an award from BTE PA for her continued commitment to the program and determination to increase minorities in STEM2D careers.