

TCNJ Faculty Senate Newsletter

Greetings from the Faculty Senate President

Issues for the New Provost

The single most important task that TCNJ faces in 2007-08 is hiring a new provost. Accordingly, the Faculty Senate's major initiative this fall has been the preparation of a document titled "Issues for the New Provost." Our hope is that this document can be as helpful in setting an academic agenda for the College as the Senate's "Ten Big Issues" document of 1998 proved to be.

When Tobie van der Vorm, the search consultant hired by the College, held open forums for faculty and administrators in September we saw one central message emerge: TCNJ is not in need of radical change. Rather, we want to build on and consolidate the major changes of the last few years.

Academically, we need a leader who will help us to realize fully the promise of academic transformation. The effort to deliver more intensive educational experiences to our students has been remarkably successful. But we can do better. We want a provost who will make academic excellence his

or her top priority and who will advance the position of the College both locally and nationally.

The major portion of our document is devoted to what the provost can do to promote excellence in teaching and research. Here we bring together a variety of ideas that were raised by faculty members, including instituting a teaching-learning center on campus, furthering the campus's internationalization, promoting interdisciplinary initiatives, improving advising, increasing opportunities for faculty development, and supporting research of both individual faculty members and faculty-student partnerships.

We also address the topic of leadership and the community. We need a leader who will maintain an environment of open communication and transparency and promote collaboration across the campus. We want someone who can help chairs and dean become better leaders. In an era of diminishing state support, we need a provost who can exercise strong fiscal management, who allocates resources thoughtfully, and who can secure additional funding. And we want a leader who will help us to strengthen our relations with Ewing and Trenton and a variety of other external constituencies.

Additionally, we applaud President Gitenstein's initiative, outlined at her October 31 address to the campus, to integrate academic transformation and the more recent transformation of Student Affairs under the leadership of Jim Norfleet. There are many ways that the academic and student affairs sides of the campus could work together to benefit our students, and we hope that the new provost will bring energy and creativity to this task.

Our document is still in progress; it will receive final approval at the December 11 Senate meeting. I invite you to share your thoughts with me and other members of the drafting committee: co-chair Cynthia Paces and members John Karsnitz, John McCarty, Regina Morin, Romulo Ochoa, Jerry Petroff, Glenn Steinberg, and Don Vandegrift.

Michael Robertson, Department of English
mroberts@tcnj.edu

Recognizing and Responding to Students in Distress

While most students cope successfully with the demands of college life, the pressures can seem overwhelming for others. Following are some tips for recognizing and responding to troubled students.

Recognizing Students in Distress

As a faculty member, you are in a position to observe a student's emotional affect, academic output, social interaction, and communication. You may well be the first person to identify that a student is in distress. Trust your instinct that something may be wrong, as your experience and perceptions have probably led you to a reasonable assessment. You may note one or more of the following indicators:

Attendance – Frequent tardiness or sporadic attendance is often an early warning that a student is struggling with academic or personal issues.

Agitation – The student may be disruptive, restless, hyperactive, or antagonistic.

Affect – A significant change in a student's affect or affect that appears unusual; the student may appear depressed, sleepy, lethargic, 'flat,' or withdrawn. You may see parallel changes in appearance, grooming, or hygiene.

Behavior – Extreme social awkwardness, behavior that significantly and negatively impacts classroom work, and unusual or aggressive behavior. The student may appear to be isolated, and there may be indications of intoxication or substance abuse.

Academic Output – Academic work (e.g., writing, artwork, presentations) that is violent in nature or reflects a preoccupation with weapons or death.

Communication – Written or oral communication to you or fellow students that indicates risk to self or others, is disoriented, or contains violent ideation; conversations with you, or reported to you by other students, that is problematic in tone or content; inappropriate expressions of anger or humor.

As you would expect, some indicators are of greater import than others—a single instance of disheveled appearance should not cause the same level of concern as repeated aggressive outbursts in the classroom. So, too, the presence of several or more signs or symptoms would be of greater concern than that of a single indicator.

Responding to Students in Distress

If at any time, you feel that you or your students are at immediate risk, you should contact Campus Police at ext. 2167. When the situation is not an emergency but needs to be addressed, there are several actions you may take and resources you may utilize:

1. Speak to the student privately and communicate your concern and support. If you are uncomfortable doing so in a private setting, you might choose to arrange for a colleague to be present or nearby. Based

on this interaction, you may be able to determine if any other action is necessary and, if so, what that might be.

2. Avoid escalation, which can result from threatening, humiliating, or intimidating responses. Distressed students need listening and support.

3. Document the situation and follow up in writing. A log of what you have observed and copies or notes of any written or oral communication you have had with the student can be helpful later. This will help you clarify to yourself and others what has been happening. After a conversation with the student, it is often helpful to follow up with a note or e-mail to that student, clarifying your expectations and recommendations. This can be particularly helpful should behavioral problems recur and progress to disciplinary intervention.

4. Refer the student to campus resources. For an emotional or psychological issue, Psychological Counseling Services (PCS) is available to consult with you or help the student. Reassure the student that counseling provided by PCS is free and confidential. It may be helpful to accompany the student to PCS, located in Eickhoff 107; please call ahead to ext. 2247 to alert the staff to the student's visit. Should the issue be in physical in nature, the student may be referred to Health Services, in the same location at ext. 2483.

5. Consult with campus resources. Prior to or after any discussion you may have with the student, you may find it helpful to consult with Community Standards, Psychological Counseling Services, Anti-Violence Initiatives, Campus Police, or the Assistant Vice President for Student Services. Staff from these departments can help you focus your concerns, assess for risk, or determine if further action is appropriate.

A more detailed guide for helping distressed students may be found at: <http://www.tcnj.edu/~salcounseling/faculty.html>.

At TCNJ, faculty and staff members share responsibility to respond to students regarding their personal well-being along with concern for their academic success. To better support you in this role, we have realigned key student services and are establishing the Dean of Students office as part of the first phase of the Student Affairs transformation. This office will serve as a primary point of contact for students and as a resource for the campus community in educating the whole person and extending learning beyond the classroom. A national search is underway to fill the dean's post, and we expect the office will be staffed and fully operational this coming summer. These and other changes will enlarge our capacity to fulfill our mission of helping the whole student.

Jim Norfleet, Vice President for Student Affairs
norfleet@tcnj.edu

Focus on Teaching—FSP 121/Human Ability: Unplugged

The College of New Jersey offers a wide range of First Seminars (FSPs). Choosing just one FSP to feature in the Faculty Senate Newsletter is a difficult task, but one FSP among many that stands out is Jerry Petroff's FSP 121/Human Ability: Unplugged.

The topic of the course is “the variance of ability among us and the opportunity to embrace and celebrate difference.” The stated learning goals of the course include comparing and contrasting the major perspectives on disability (i.e., moral, social and medical models); identifying political, economic, and social forces that have shaped Western society's understanding of disability; demonstrating an understanding of such concepts as “disability,” “handicap,” “impairment,” “normal,” “stigma,” “eugenics,” “inclusion,” and “discrimination”; articulating an understanding of the disability community's position on a variety of issues (including prenatal testing, physician assisted suicide, inclusion, and cochlear implants); demonstrating an understanding of the intersectionality of disability, race, class, gender, and sexuality; demonstrating a basic knowledge of the rights of people with disabilities; and articulating key moments in the history of the disability rights movement.

The most exciting element of the course, however, is its participation in TCNJ's Career and Community Studies program, which brings students with intellectual/developmental disabilities onto campus as full-time students. For the participating students, the program provides an inclusive post-secondary education based in liberal learning, provides transition services and peer mentorship, makes typical coursework accessible, and provides reasonable and appropriate accommodations.

Each year, FSP 121/Human Ability: Unplugged enrolls a half dozen students from the Career and Community Studies program along with a dozen typical college freshmen. As a result, students in the course not only objectively examine issues of disabilities as an intellectual topic in class but also encounter life with disabilities firsthand. As with all FSPs, the students in FSP 121/Human Ability: Unplugged are housed together in the residence hall and become intimately familiar with the day-to-day obstacles and successes experienced by their peers from the Career and Community Studies program.

Reading List:

Students read Jean-Dominique Bauby's *The Diving Bell and the Butterfly* (a 1997 book by a man almost entirely paralyzed by a stroke), Ruth O'Brien's *Voices from the Edge: Narratives about the Americans with Disabilities Act* (2004), and *The Disability Rights Movement: From Charity to Confrontation* (2001) by Doris Zames-Fleischer and Frieda Zames. In addition, students are responsible for material from several web sites and watch several films, including *The Elephant Man* (1980), *Edward Scissorhands* (1990), *Mask* (1994), and *Rainman* (1988).

Assignments:

The course emphasizes collaboration and teamwork. As a result, many assignments are done in small groups, including posting chapter summaries for class readings and leading discussion on assigned films in class. Each group, called a “Collaborative Team,” participates in a “book club” that chooses a book regarding some aspect of human ability or disability culture that the group reads and discusses throughout the semester outside of class. The group's discussions culminate in a written review of the book by each individual student.

Perhaps the course's most innovative group assignment, however, is the ethnography/oral history project. Each group conducts an interview with an individual with disabilities or a family member of an individual with disabilities and, from that interview, composes an oral history or short story. The individuals interviewed are currently living in the community but spent the majority of their early life in an institution. The final result of this assignment is a written and recorded oral history of the individual with commentary from the student researchers. These oral histories prepare the students to become disability advocates through their enhanced understanding of the issues; provide individuals with disabilities with an opportunity to document their lives and experiences; and build an active online repository for stories of the unique life experiences of remarkable people.

Other assignments include a cumulative essay exam at the end of the semester, a personal essay that explores the student's ideas of what is normal, and a special topics/issues paper of 8-10 pages.

Glenn Steinberg
Coordinator of First Seminar Program
gsteinbe@tcnj.edu

Mildred Dahne Award for Academic Excellence

Call for Applications

The Faculty Senate's Mildred Dahne Award Committee calls for applications for the fourth annual Mildred Dahne Award. This annual award for department or program excellence includes a cash prize of \$8,000. The funds may be used to augment departmental funds or as stipend and professional development funds that may be used to cover the costs of attending conferences, the purchase of equipment and resource materials, etc.

Any academic department or program (including library) may apply for the award. However, no department or program may receive the award more than once in a five-year period.

Past winners are Philosophy and Religion (2004-05), Women's and Gender Studies (2005-06), and 2006-07 co-winners, Biology and Elementary and Early Childhood Education. The winning applications from past years and instructions for applying are on the Faculty Senate webpage: www.tcnj.edu/~senate/dahneaward.htm.

Applications Deadline: February 8, 2008

For further information contact either of the co-chairs:

Amanda Norvell, norvell@tcnj.edu or Pamela Kravitz, kravitz@tcnj.edu.

Colloquium for the Recognition of Faculty Research and Creative Activity

Call for Nominations

The Senate Committee on Intellectual Community calls for nominations for its semi-annual colloquium featuring the research and/or creative activity of TCNJ faculty. Two faculty members will be chosen through the annual nomination and selection process to present their research and participate in a reception to follow in their honor. A colloquium is conducted each semester, recognizing one faculty member in the fall and one in the spring.

Any full-time tenured faculty member may be nominated by a dean, chair or colleague through a simple application process.

Guidelines for Nomination

The intention of this Faculty Senate-sponsored initiative is to provide a means to highlight the accomplishments and scholarship of the TCNJ faculty. To this purpose, the Intellectual Community Committee requests that nominations for outstanding research or creative work by tenured faculty should come from academic leaders and faculty colleagues. Evidence should be submitted that follows these broad guidelines:

- Nominee's research or creative activity is recognized as significant in the respective field of study.
- Nominee can deliver a lecture on his or her research or creative activity that will be of wide interest to the campus community.

Nomination/Application Process

Academic leaders and faculty are invited to nominate a colleague for the 2008-2009 Colloquium for the Recognition of Faculty Research and Creative Activity. Nominations must be accompanied by (1) a statement not to exceed two pages that provides a concise rationale for the nomination; (2) nominee's curriculum vitae; and (3) an abstract of the research or creative activity to be presented. It is critical that the two-page statement document the nominee's field of knowledge; important research contributions and where the contributions stand in relationship to his or her peers and discipline(s); and ability to deliver a lecture having broad audience appeal.

Applications Deadline: February 8, 2008.

For detailed information see the Faculty Senate website: <http://www.tcnj.edu/~senate/colloquium.html> or contact Jerry Petroff, chair of the Intellectual Community Community: petroff@tcnj.edu

Past Honorees:

Alan Waterman (Psychology), Spring 2007
Donald Lovett (Biology), Fall 2007
Jo-Ann Gross (History), Spring 2008

Board of Trustees Report

Faculty Representatives:

Tim Clydesdale, clydesda@tcnj.edu

Amanda Norvell, norvell@tcnj.edu

The Board of Trustees met on October 2, 2007. At the fall Board meeting the newest Student Trustee, Jenna Klubnick, was sworn in and the incoming Faculty and Staff Board Representatives, Timothy Clydesdale and Philip Hernandez, began their terms. Several faculty personnel actions were taken, including the appointment of seven new tenure-track faculty members in departments across the College.

One of the major acts of the Board at this meeting was the passage of a resolution to discontinue six programs in the School of Education: M.A. in Speech Pathology, M.Ed. in Learning Disabilities Teacher Consultant, M.Ed. in Elementary Education (Elementary Supervision), M.Ed. in Elementary Education (Master Teacher), M.Ed. in Early Childhood Education, and the Post-Master's Certificate in Substance Abuse and Addiction Counseling.

Finally, the Board of Trustees voted unanimously to grant President R. Barbara Gitenstein a one-time bonus in recognition of the progress that has been made in the area of development.

College Governance Standing Committees

Committee on Academic Programs (CAP)

Amanda Norvell, Chair, norvell@tcnj.edu

John McCarty, Vice-Chair, mccarty@tcnj.edu

This semester CAP is considering three issues of major importance. The Steering Committee has charged CAP with reviewing the current definition of minors. Presently minors are optional, and they generally consist of at least five course units. CAP's review is intended to provide a reasonably consistent definition of minor programs across campus.

CAP is also charged with reviewing the current class-scheduling grid. The current grid was implemented during the 2004-2005 academic year, after transformation of the curriculum. Among the issues to be considered is whether the current schedule supports the transformed curriculum. An ad hoc committee of CAP members and additional individuals will be convened to perform the initial review.

Finally, CAP is continuing to review recommendations for program closure.

Committee on Faculty Affairs (CFA)

Terrence Bennett, Vice-Chair, tbennett@tcnj.edu

Jeanine Vivona, Vice-Chair, jvivona@tcnj.edu

This semester, CFA has been reviewing the report "Recommendations on Peer Evaluation of Teaching," which was submitted in May by the Faculty Senate/CFA Committee on Teaching Excellence. The report, which may be found on the Faculty Senate Resources webpage (<http://www.tcnj.edu/~senate/resources/index.html>), addresses the most recent scholarship on peer review of teaching and makes recommendations for a process to be implemented at TCNJ. In particular, CFA is considering how peer reviews of teaching should be used in the new tenure, reappointment, and promotions document.

CFA is also awaiting the recommendations of the ad hoc committees on grade distribution and external review in order to determine the place of grade distributions and external reviews of scholarly activity in the tenure, reappointment, and promotions process. During the Spring semester, CFA will conduct its regular review of the Support for Scholarly Activities (SOSA) committee.

Committee on Planning and Priorities (CPP)

Andrew Clifford, Co-Chair, cliffan@tcnj.edu

Beth Paul, Co-Chair, bethpaul@tcnj.edu

Joyce Vincelette, Vice-Chair, vincelet@tcnj.edu

This semester CPP has addressed two major tasks. First, we provided feedback to President Gitenstein as she prepared her strategic plan, which was presented to the campus on October 31 and which is available online at <http://www.tcnj.edu/~pres/documents/FiveStrategicInitiatives10-31-07fordistribution.pdf>.

Next, we are reviewing the planning structures on campus, including the planning councils, and investigating how best they can act as resources to help meet the five initiatives outlined in the president's strategic plan. In addition, we will investigate whether new planning entities should be developed to serve this purpose.

Committee on Students and Campus Community (CSCC)

Lynn Bradley, Chair, bradley@tcnj.edu

Tony Conte, Vice-Chair, contea@tcnj.edu

During the fall 2007 semester, the CSCC continued to answer the charge to review college discipline policies. Due to the breadth of this charge, members of the CSCC decided to focus on two areas of particular import for the college community at this time: the

student travel policy and campus alcohol policy. Our first task was to review the current student travel policy and identify its strengths and weaknesses, including a serious consideration of the purpose of policies (as opposed to “guidelines” and “procedures”). We have identified “best practices” among peer institutions and will make a recommendation for revising the policy on student travel at TCNJ.

Another charge to the CSCC for the fall semester was to review the college’s guidelines for the posting of flyers for campus events. The CSCC reviewed current guidelines and procedures, and issued a recommendation that the following statement be added to the existing guidelines: “Materials to be posted must include the name of the sponsor(s). Abbreviations of sponsor(s) name are acceptable subject to approval by the Office of Student Activities and Leadership Development.”

Committee on the Teaching and Learning Initiative

Deborah Knox, Chair, knox@tcnj.edu

Terry O’Connor, Vice-Chair, occonnort@tcnj.edu

During recent years, a number of ad hoc committees have identified faculty desire for continued professional development, including the Task Force on the Teacher-Scholar Model, which called for the creation of a Center for Teaching and Learning. In response to faculty requests, Interim Provost Beth Paul has established an ad hoc Committee on the Teaching and Learning Initiative, which is to deliver a report to the Interim Provost in Spring 2008. The Committee has been charged to form recommendations around strengthening the support of the teacher-scholar in a manner that is central to our community and will help us engage in and offer powerful learning experiences.

This fall, two members of the Committee attended the Professional and Organizational Development (POD) Network in Higher Education conference in Pittsburgh and attended workshops on teaching/learning centers. These workshops will enable the committee to explore the national context of faculty development opportunities in order to examine best practices.

The Committee is currently meeting with stakeholders across campus. If you would like to share ideas with us, please contact either chair Deborah Knox or vice-chair Terry O’Connor.

Ad Hoc Committees on the Promotion Document

When the new Promotion document was approved last spring, two areas were left unfinished: the use of grading distributions and external review of scholarship/creative activity. This fall, working with the Committee on Faculty Affairs (CFA), the Senate established two ad hoc committees. Their charge is to deliver recommendations to CFA by the end of this semester.

The draft reports of both committees will be made available to the entire faculty in early December. The Faculty Senate will sponsor an open forum on the two reports on December 11 at 10:00 a.m. in Science Complex P-101. Following consideration of feedback received at the forum, the committees will deliver their final reports to CFA.

Ad Hoc Committee on External Review

Cindy Curtis, Chair, ccurtis@tcnj.edu

The committee is charged with determining whether external review of scholarship/creative activity should be a required part of the promotion process and making recommendations for a standardized system of selecting external reviewers, soliciting their participation, and guiding the format and content of their evaluation if external review is to be used. The committee has interviewed individuals at nineteen other colleges; read and discussed relevant literature; and solicited input from TCNJ deans, chairs, and past and present chairpersons of the College Promotions Committee.

Ad Hoc Committee on Grading

Lisa Grega, Co-Chair, grega@tcnj.edu

Felicia Steele, Co-Chair, steele@tcnj.edu

The committee has met to discuss the significance of grade distributions, the relationship between grading and teaching, and the varied methods for grading across disciplines. The committee has examined peer institutions for grading policies and conducted an extensive literature review. Although most institutions, apart from notable exceptions such as Princeton University, do not specify institutional standards for grading or grade distributions, scholarship provides a number of models for best practices in grading and the significance of grading philosophy, grading practices, and grade distributions for faculty development, tenure, and promotion.

Spotlight on Senators

Orlando Hernandez (Electrical and Computer Engineering) received a Small Technology Transfer Research grant from the U.S. Navy, in conjunction with a commercial partner, DSCI of Freehold, NJ. The research involves the development of control algorithms and models for the precision stabilization of a positioning system with wide applications. The School of Engineering will be able to acquire research level licenses of engineering design software tools, and students will benefit from 320 hours of paid research assistantships, working on real world engineering problems that are important to security and defense

Deborah Knox (Computer Science) was invited to participate as a national program evaluator for computer science programs seeking accreditation by ABET, the accreditor for college and university programs in applied science, computing, engineering, and technology. Training took place over the summer, and in October she participated in a review of a program's self study and a three-day campus visit. Program evaluators receive no compensation for their professional service, but the TCNJ Computer Science Department as a whole benefits from an expanded understanding of the accreditation process as it prepares for an upcoming re-accreditation.

Rebecca Li (Sociology and Anthropology) was invited to give a talk at the City University of Hong Kong over the fall break. The title of her talk was "From White Lotus to Taiping: Will History Repeat Itself in China?" The talk was attended by faculty, graduate students, and undergraduates interested in development in China, and was cited by the *Handelszeitung* in Zurich, a German language business weekly.

Teresa Nakra (Music Department) has recently completed work on an interactive musical software system that will allow members of the public to "conduct" an orchestra on a large screen by waving a hand-held game controller. The system has been built into a kiosk that will travel around the U.S. and Europe to performing arts venues, including Avery Fisher Hall (NYC), Symphony Hall (Boston), the Kimmel Center (Philadelphia), the Ravinia Festival, and the Montreux Jazz Festival, with stops in Chicago, Los Angeles, St. Louis, Seattle, St. Paul, and Salt Lake City. The project was sponsored by UBS and involved a cross-disciplinary effort with a team of designers and technologists, including **Chris Ault** (Interactive Multimedia), who designed the graphics for the system.

Stephanie Smith, a student of **Cynthia Paces** (History) was awarded the first Mary Roebbling International Travel Grant, an award established by alumna Gale Wayman (English Education, 1970).

Stephanie, who was also mentored by **Jo-Ann Gross** (History), traveled to London and Woking, England to conduct research on her honors thesis: "A Mosque Unveiled: Woking, England's Shah Jahan Mosque and the Making of a Muslim-British Identity, 1889-1918." The Woking Mosque, built in 1889, was the first mosque established in England. In addition to archival research at the British Library, Stephanie visited the mosque where she met with the Imam and congregation members. Faculty mentoring students with international research projects should encourage them to apply for the Roebbling Grant. Information is at: www.tcnj.edu/~culture/awards/roebbling.html.

Faculty Senate Actions Fall 2007

- Provided feedback to President Gitenstein on a draft of her strategic plan, which was presented to the campus on October 31.
- Prepared "Issues for the Provost" document, which lays out an academic agenda for TCNJ and which will be given to finalists for the provost position.
- Sponsored a "Colloquium for Faculty Research and Creative Activity" with Don Lovett (Biology) speaking on "What a Crab Can Tell Us about Our Cells."
- Formed three ad hoc collegewide committees: the Teaching-Learning Initiative committee and two committees, co-sponsored with CFA, that will make recommendations for the Promotion document—External Review and Grading Distributions.
- Sponsored a Faculty and Administrators Community Event.
- Hosted the first meeting of faculty senate presidents from the eight New Jersey state colleges.

Save the Dates!

Open Forum

Tuesday, December 11, 2007, 10:00-11:00
Science Complex P-101

To respond to draft reports of the ad hoc committees on the promotion process regarding use of grading distributions and external review of scholarship/creative activity.

Faculty and Administrators Community Event

Wednesday, March 26, 2008, 12:30-1:30
Social Science Atrium

Colloquium for Faculty Research and Creative Activity

Jo-Ann Gross, History
Wednesday, April 2, 2008, 12:00-1:00
Forcina 134

Officers and Members of the Faculty Senate of The College of New Jersey

The Faculty Senate is made up of forty members elected by the faculty for a term of three years, plus the President of the AFT and the two faculty representatives to the Board of Trustees.

President

Michael Robertson
mroberts@tcnj.edu

Vice President

Amanda Norvell
norvell@tcnj.edu

Parliamentarian

John Karsnitz
karsnitz@tcnj.edu

Staff Secretary

Paulette LaBar
plabar@tcnj.edu

Art, Media, and Music

Deborah Hutton, Art (09)
Teresa Nakra, Music (08)
Philip Tate, Music (10)

Business

Pamela Kravitz, Business Admin. (09)+
Bozena Leven, Economics (09)
John McCarty, Marketing (10)
Don Vandegrift, Economics (10)

Culture and Society

Rachel Adler, Sociology (09)
Tim Clydesdale, Sociology *+
Christopher Fisher, AFAM (08)
Holly Haynes, Classical Studies (10)
Cassandra Jackson, English (10)
Lorna Johnson, Comm. Studies (08)
Richard Kamber, Philosophy (09)
Rebecca Li, Sociology (08)
Regina Morin, Modern Languages ***
Ann Marie Nicolosi, History/WGST (08)
Cynthia Paces, History (09)+
Melinda Roberts, Philosophy (08)
Michael Robertson, English (09)+
Felicia Steele, English (10)
Glenn Steinberg, English (10)

Education

Donna Adomat, SELL (08)
Stuart Carroll, EECE (09)
Jody Eberly, EECE (09)
Arti Joshi, EECE (10)
Jacqueline Norris, EASE (10)
Jerry Petroff, SELL (08)+

Engineering

Ralph Edelbach, Technological Studies **
Orlando Hernandez, Engineering (09)
John Karsnitz, Technological Studies (08)+
Nabil Al-Omaishi, Engineering (10)

Library

Maureen Gorman (09)

Nursing, Health and Exercise Science

Eileen Alexy (10)
Leslie Rice (09)

Science

Carlos Alves, Math/Statistics (10)
Lynn Bradley, Chemistry (09)+
James Bricker, Biology (08)
Cynthia Curtis, Math/Statistics (10)+
Deborah Knox, Computer Science (09)+
Don Lovett, Biology (08)
Amanda Norvell, Biology*+
Marcia O'Connell, Biology (10)
Romulo Ochoa, Physics (08)

* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

** AFT Representative

*** One-semester replacement for Lorna Johnson

Comments or Suggestions? Send them to:

senate@tcnj.edu

TCNJ Faculty Senate Website:

<http://www.tcnj.edu/~senate>
