



TCNJ Faculty Senate Newsletter

Greetings from the Faculty Senate President

Excerpts of a Conversation with Mark Kiselica

In late August, Provost Bresnahan appointed Mark Kiselica to the position of Vice Provost. Mark began his new role on a part-time basis in September, as he still had teaching responsibilities for the early part of the semester. He became our full-time Vice Provost in late October. I interviewed him regarding his new job at the end of October. Below are portions of the interview dealing with his overall job description and his plans for the Center for Excellence in Teaching. The full text of the interview, including his thoughts about Community Engaged Learning, can be found on the Senate website.

Cindy Curtis: What attracted you to this position?

Mark Kiselica: For many years I have taken a number of leadership roles at TCNJ, and as a result, I developed close ties with people across the campus. Through this work, I also discovered that I enjoy working with people in different disciplines. Since the Vice Provost position involves many cross-disciplinary initiatives, it had a great appeal to me.

CC: What aspect of the job description grabbed you?

MK: I am excited about many aspects of the job, including what my responsibilities will be and are. One of them is starting the Center for Excellence in Teaching and Learning. In my position as Vice Provost, I will be in charge of getting that center started, with consultation from the Teaching and Learning Program Council, which is an advisory group of faculty members, staff members and students from across the campus. I'm very excited about what we have planned so far: we have tentative plans for our first event, which will be on January 27th, and we're doing it in conjunction with the special celebration honoring Eunice Shriver. We plan on, as part of that event, bringing a nationally renowned expert on helping students with disabilities because we have learned there are many faculty members on campus that would like some more advice about how to work with students with special needs. We have other plans to develop major events on grading and the interrelated issues of advising, career education and instruction. We are also in the process of conducting a campus-wide assessment regarding services that can enhance the teaching and learning environment at TCNJ. We are also using an excellent draft mission statement that had been developed in 2008 by the Provost's Ad Hoc Committee on The Teaching and Learning Initiative as our starting point for refining a mission statement for the center.

In addition to my ongoing work associated with the development of the center, I have been working closely with several administrative units and services on the campus that report to me, including International and Off-Campus Programs, Summer Programs, the Liberal Learning Program, the Bonner Center, the Municipal Land Use Center, the WILL program, SOSA, and MUSE. I have monthly meetings with the coordinators or directors of those respective programs, and my work with those individuals has been very exciting because it immerses me in many important initiatives of the college.

Another wonderful aspect of my work is that I report directly to Provost Carol Bresnahan. She has been a great mentor for me, and our weekly meetings are helping me to further define my role as Vice Provost and the duties of my office for the near future.

CC: One of the things I think that the faculty are particularly excited about is the new Center for Teaching and Learning. What kind of programming do you anticipate this year besides the event on the 27th of January?

MK: My colleagues and I on the Teaching and Learning Council are in the process of conducting a campus-wide assessment that will help me to get a more quantitative feel for the needs of faculty, staff and student needs regarding teaching and learning. We were under the impression that there had been a pool of data that we could

rely on for this work, but as it turned out, some of the prior reports pertaining to teaching and learning didn't have much detail about specific needs related to teaching and learning, just support for the a general idea that faculty wanted assistance with their teaching. Since that is the case, what I want to do with the assistance of the Teaching and Learning Program Council is to hold focus group discussions with various stakeholders at TCNJ and to conduct a more quantitatively orientated survey about teaching and learning needs. These sources of information should provide some very rich data about how the center can enhance the teaching and learning process at TCNJ. Based on some preliminary data I have received, it appears that there are some needs that cut across the campus. As I already mentioned, one is helping students with special needs, and another is examining how grading is linked to student learning. A third is promoting the intersection of advising, career education and instruction. There is also a desire by many faculty members for the center to support additional projects that would support the infusion of quantitative reasoning into the curriculum. Those are just a few of the things that are percolating right now.

CC: This center is something that faculty have lobbied very hard for a long time. Is there anything that you would like the Senate or the faculty as a whole to be doing to help as you develop this?

MK: I can think of an immediate answer and then I have another request of the Senate. The first is we may need the assistance of the Senate to try to collect the data that I mentioned. Historically, I have found that when the Faculty Senate is behind an initiative, there is much more buy-in by faculty across the campus. I recognize that the Senate is an invaluable resource to me in trying to achieve the objectives of this new center.

A separate issue that in some ways overlaps with the work of the new center is promoting interdisciplinarity at TCNJ, which is an initiative we haven't discussed yet and which I haven't had a chance to get started on because just this past week I finished my teaching responsibilities. However, once I am settled into the Vice Provost position full time, I will head a campus-wide discussion on the issues pertaining to interdisciplinarity. Last year, when Tom Hagedorn and I co-chaired the Ad Hoc Committee on the Structure of the Schools of Arts and Communication and Culture and Society, numerous faculty members brought up interdisciplinary issues during our conversations about structure. In fact, we identified 13 different issues pertaining to interdisciplinarity, which we highlighted in the final report of the committee. Based on that report and her own commitment to interdisciplinarity, Provost Bresnahan decided that a special task force should explore the topic of interdisciplinarity in more depth, and she has asked me to chair that task force. I will turn to the Senate for help on this work because I know the topic is of interest to faculty across the campus.

CC: You are also charged with overseeing the Liberal Learning program. What do you see as the strengths of what we are doing and what would you like to see change over time?

MK: There are several strengths of the Liberal Learning Program. The first is that the program provides our students with a strong foundation in a variety of subjects and helps them to develop a wide range of skills that will serve them well for the rest of their lives. The academic transformation process we completed a few years ago has enhanced the delivery of the program through the transformation-prompted discussions about what we actually want to do in our classes and in the services outside of the classroom that support learning. As a result of those discussions, I think our faculty and staff on the whole have become much more reflective about their pedagogy and practices. Looking at the development of the Freshman Seminar Program, it is clear that a growing number of FSP classes are being linked to community-engaged learning experiences, which is really a wonderful marriage. It creates a kind of reflective learning that can live with students for many years to come and help them retain the material learned through their courses, whatever the subject matter, in a rich way that may not happen when more traditional modes of instruction are used. It is also great to see that the College has put a commitment toward promoting writing across the curriculum. I am really glad to see that conversations across campus are promoting ways that the skills that are a part of good writing become more diversified, such as the movement to address quantitative reasoning in the papers that students write.

Some of the challenges that I see ahead have to do with the College's ability to provide resources to some of the crucial aspects of Liberal Learning. For example, we have brought on some very talented adjunct faculty members to teach crucial writing courses here, but probably not enough space to adequately serve the needs of the instructors. So I am in the process of exploring how we can get a commitment of a permanent infrastructure so that people who provide those important services to our students have what they need to do their jobs. We also have to move ahead with assessment in both more varied and deeper ways. There are three primary forms of data that should be collected in a comprehensive assessment process – enumerative data, opinion data, and outcome data. Some departments at the college are collecting all three types of data, and some are collecting none. So, we

have to find some consistency of data collection across campus, and then use that data to guide us with enhancing the curriculum. There are still questions people have about the pros and cons of transformation: What did we gain from transformation? What have we lost? What are some of the areas where we can make improvements? I think working closely with our colleagues in institutional research and faculty across the campus on assessment issues will help us get a better handle on what transformation has brought and what we still need to do.

Cynthia Curtis, Department of Mathematics and Statistics
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Focus on Teaching — CSC 340: Programming in the Large

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 Piper Kendrix-Williams's FSP 102/Race, The Fictive Imagination, and History.

The topic of the course is the “fictional revisions, reconsiderations, and perhaps most importantly, the re-imagining of History” that contemporary black writers undertake in order to counteract “the ‘official’ (read racialized & patriarchal) versions of the past that often depend on omitting or obscuring the stories about people with discernible ‘differences’ in race, gender or sexuality.” The focus of the course, then, is on how black writers use fiction to tell a truer history than the “official” nonfiction history of “mainstream” (= white, heterosexual, male) America. In the class, students “read some historical narratives to help contextualize the fictional works” and then “a number of different stories/histories about black people’s pasts, including stories of the Middle Passage, Slavery, and Jim Crow in the American South.” By examining these fictional African-American revisions of history, students certainly improve their “ability to think critically about their world, their culture, and their own beliefs,” one of the main learning goals of the First Seminar program.

One of the most interesting elements of the course is the Group Circle Reading Presentation. Students sign up on the first day of class to do a presentation on one of the books assigned for the class. At the same time, they sign up for a group circle reading role in relation to that text. The reading roles are a way of directing each student’s approach to the reading with a different focus. Students might, for example, sign up for Sherley Anne Williams’s *Dessa Rose* and for one of four reading roles:

Clarifier:

What terms or concepts does your group need to understand? Find definitions and facts that will help the group grasp the article?

Dialogue Director:

What is shocking or controversial in this reading? What questions would you raise to open a dialogue among different points of view? Why do these questions matter?

Illustrator:

Find or create visuals (artwork, photos, graphs, icons) that illustrate the reading. Your job will be to draw the other group members into the process of interpreting the visuals in relationship to the topic you’re studying.

Passage Maven:

Choose a few special sections of the reading to which the group should return; help people in your group pay attention to the most interesting or puzzling or important sections of the text. In discussion, read the passage, or find another way to call the group’s attention to it.

Other reading roles for other texts in the course include:

Absence Reader:

What is not there in the reading, but either implied or ignored by the author? What questions do these absences raise in your mind? What kinds of information or analysis are needed to address these questions?

Analyst:

What roles do fact, theory, and political advocacy play in the reading, and how would you account for these roles?

Border-Crosser:

Are there “strange” aspects of the reading that may relate to a historical or social context different from your own? What are these, in what ways are they strange, and how do you respond to the strangeness? Or, Are there very familiar aspects that speak to something in your experience?

Impressionist:

What in the reading is particularly striking—tone? word choice? method of argument? approach to the topic?

Investigator:

Dig up some background information—anything that will help the group to understand the reading better. Find something that really interests you, something that struck you as curious or puzzling as you read.

Link-Maker:

What does this reading bring to mind—in other readings or in the world as you know it--by way of comparison or contrast? What do these different materials suggest about one another?

Mapper:

What places does the reading talk about? Get or draw a map; locate the events in the world; provide some description of what this place is like and how it is connected to other places.

Professional Application Expert:

How does this reading apply to your own major field of study? What problems or new insights arise in the application?

Synthesizer:

What are the writer’s key points? What is the central argument, and how is it supported? Are there parts of the reading that are difficult to place within the overall argument or seem to contradict it? How would you connect those points with the author?

In setting up and grouping these roles, the professor tries to create a balance: so that one student in each group has a close-reading role (such as “impressionist” or “passage maven”), while another visually interprets (with a role such as “mapper” or “illustrator”), while another places the reading in a larger context (such as “investigator” or “analyst”), and finally one student is responsible for thinking about how the current reading connects to texts read earlier in the semester or to the larger world as we know and experience it (such as “link-maker” or “border crosser”). This division of labor in the groups helps the students to provide multiple perspectives and balance as they work together and organize the presentation around larger themes for cohesion.

Each group has 15-20 minutes to present and “may use visual aids, hand-outs, or other materials” and “should prepare discussion questions.” On her syllabus, Professor Kendrix-Williams writes, “The goal of these class presentations is to explore different approaches to the reading of the text assigned and will work as a way to introduce new texts or add new perspectives to some of our longer books.”

Reading List: The required textbooks in the course are Frederick Douglass’s *Narrative of the Life of Frederick Douglass*, Harriet Jacobs’s *Incidents in the Life of a Slave Girl*, Octavia Butler’s *Kindred*, James Baldwin’s *Blues for Mister Charlie*, and Sherley Anne Williams’s *Dessa Rose*. In addition, students read shorter pieces by Gwendolyn Brooks, Robert Coles, Brent Staples, Tony Horwitz, and Richard Rubin.

Assignments: In addition to the group presentation, students are expected to read all assigned material, attend class, and participate in discussion. Students also write three short papers (4-5 pages), a longer, researched final paper (7-8 pages), and three graded feedback assignments (1-2 pages designed to help students brainstorm for the other writing assignments). Students are, moreover, required to comment weekly on a SOCS discussion board, responding to a reading or class discussion or continuing a discussion started by someone else. Students also participate in a community-engaged learning project, developing a small, interactive “lesson” for a group of students from a specific K-12 educational group (school or after-school program) in Trenton.

Glenn Steinberg, Coordinator of the First Seminar Program
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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 will be 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 5, 2010

For further information, including a nomination cover sheet, see the Faculty Senate website:

<http://www.tcnj.edu/~senate/colloquium.html> or contact Maggie Benoit, Chair, Intellectual Community Committee: benoit@tcnj.edu

Previous Honorees

Alan Waterman, <i>Psychology</i> , Spring 2007
Donald Lovett, <i>Biology</i> , Fall 2007
Jo-Ann Gross, <i>History</i> , Spring 2008
Gary Woodward, <i>Communications Studies</i> , Fall 2008
Bruce Rigby, <i>Art</i> , Spring 2009
Mark Kiselica, <i>Counselor Education</i> , Fall 2009
Ellen Friedman, <i>English, Women's and Gender Studies</i> , Spring, 2010

Mildred Dahne Award for Academic Excellence

Call for Applications

The Faculty Senate's Mildred Dahne Award Committee calls for applications for the fifth annual Mildred Dahne Award for department or program excellence. Since the inception of the Mildred Dahne Fund, this award has included a cash prize of up to \$8000, depending on market conditions and the earnings realized from the fund at the conclusion of the fiscal year. The prize 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), Biology and Elementary and Early Childhood Education (co-winners in 2006-07), Psychology (2007-08), and English and Sociology and Anthropology (co-winners 2008-2009). The winning applications from past years and instructions for applying are on the Faculty Senate webpage: www.tcnj.edu/~senate/dahneaward.html.

Applications Deadline: February 5, 2010

For further information contact the chair: *Arti Joshi*, ajoshi@tcnj.edu

College Governance Standing Committees

Committee on Academic Programs (CAP)

Cathy Liebars, Chair, liebars@tcnj.edu

Brenda Leake, Vice-Chair, bleake@tcnj.edu

CAP has made final recommendations in support of a new course approval process, content for course syllabi, a Chinese Minor, a Business and Society Minor, and changes in the Counselor Education Program. CAP is currently working on clarifying nomenclature associated with types of majors and other academic terms used to describe components of majors or programs such as self designed majors, double and dual majors, concentrations, and specializations. The committee is currently waiting for additional institutional data on Student Feedback on Teaching and Academic Load. CAP has been requested to consider an exemption for the maximum number of transfer credits allowed for Engineering majors.

Committee on Faculty Affairs (CFA)

Jeanine Vivona, Chair, jvivona@tcnj.edu

Donald Hirsh, Vice-Chair, hirsh@tcnj.edu

CFA has made changes to the Promotion/Reappointment document that would facilitate the evaluation of interdisciplinary work in the promotion and reappointment process. These changes were presented to the faculty in an Open Forum on Wednesday, 10/21/09, and are being finalized and incorporated into the 12/08 version of the promotion/reappointment document for use in the next promotion cycle that begins in 2010.

CFA has also completed its responses to the revisions made by the Provost with regard to the Five-Year Professional Review document. CFA is currently in the process of making additional changes to the Promotion/Reappointment document. These changes include 1) revising the process and procedures for handling incomplete promotion applications, appeals, and department voting on reappointment decisions, and 2) adding instructions to link the evaluation of the candidate more closely to the disciplinary standards.

Committee on Planning and Priorities (CPP)

Carol Bresnahan, Co-Chair, cbres@tcnj.edu

Mort Winston, Co-Chair, mwinston@tcnj.edu

Helene Anthony, Vice-Chair, anthonyh@tcnj.edu

The major activity for CPP this year is to oversee the preparation of TCNJ's Middle States Periodic Review Report (PRR) that will be due in June 2010. TCNJ's last Middle States Self Study Report was completed on 2004, just as we were beginning the implementation phase of transformation. Our next full Middle States Self-Study will be due in 2014. This Periodic Review gives us an opportunity to look back at what we have done (and not done) over the past five years, to assess where we are at present on a variety of issues, and to develop a set of strategic goals and objectives that the college should complete in the next five years when the next accreditation self-study report is due. Our plan calls for CPP to finalize a complete preliminary draft of our PRR submission to share with the campus community in the spring. In part to inform this process, the Faculty Senate is working to identify the big issues facing the campus from the perspective of the faculty. Similar discussions are taking place in the Staff Senate and the Student Government Association.

While this will be the major activity for CPP for this year, we will also be addressing some smaller issues, such as the structure of reading days and final exams in the spring semester, the principles for developing the academic calendar, and the role of graduate certificate programs at TCNJ.

Committee on Students and Campus Community (CSCC)

Wayne Heisler, Chair, wheisler@tcnj.edu

Manish Paliwal, Vice-Chair, paliwal@tcnj.edu

CSCC reviewed the status of the charges that came to its attention during 2008-2009. The policy on Alcohol and Other Drugs is complete. The Involuntary Health or Safety Withdrawal Policy was approved by the Board of Trustees on October 6, 2009. It has been posted on TCNJ's website. Behavior Assessment and Response Team (BART) training sessions for the campus community are under way. A draft of the College's new Travel Policy, which CSCC completed in spring 2009, is currently being reviewed by Thomas Mahoney, TCNJ's General Counsel. CSCC is planning to hold campus-wide fora in the future.

Board of Trustees Report

Faculty Representatives:

John Allison, Allison@tcnj.edu,

Orlando Hernandez, hernande@tcnj.edu

Following an evaluation of security on our campus, the college is now developing a plan for a campus-wide security camera system. Funds were approved to begin planning for the addition of two larger classrooms on the second floor of the old library (which will be renovated). Funds were also approved for repair of the Green Hall exterior envelope. Planning for the new Education building is proceeding on schedule. Two requests were approved for emergency procurements - funds needed immediately, for repair of the Hopewell Dam (owned by the College; EPA requested emergency repairs) and for cleanup on campus due to building flooding from rain.

There was discussion of "Campus Town" (one of the names), a possible residential and retail development that could be constructed either along Pennington Road, and/or Carlton Avenue. The development could house hundreds of additional beds on upper floors for students, and possibilities such as a book store, coffee shop, grocery, fitness center, etc. with more than ample parking space, for both residents and retail shops.

The board completed its annual review of the President; she received an excellent evaluation.

Spotlight on Senators

Cynthia Curtis is our new Faculty Senate President. She is a mathematician; her research is on knots and 3-dimensional spaces. Her most recent preprint, coauthored with Samuel Taylor '09, is entitled "The Jones polynomial and boundary slopes of alternating knots." She spoke about this research at a seminar at the CUNY Graduate Center in October, 2009.

Orlando Hernandez ran another successful Robotics Engineering Camp this past summer. This residential camp for High School students experienced a three-fold increase in attendance from the previous year, and had students coming from as far as Ireland to enjoy two weeks of TCNJ's hospitality. The purpose of the camp, where admission is competitive, is to showcase TCNJ's Engineering infrastructure for recruitment purposes, as well as seek much needed additional revenue streams for the College. In a separate effort, his paper on a novel image compression architecture will be published in the next issue of the Journal of Computer Science and Technology. This new architecture achieves much better performance than current methods and was conceived through collaborative research with a Computer Engineering student.

John Ruscio (Psychology) co-authored *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior*, published by Wiley-Blackwell (2009). Four of his articles on statistical methods have appeared in the journals *Psychological Assessment*, *Multivariate Behavioral Research*, and *Assessment* in 2009, and five additional articles will appear in forthcoming issues of these and other journals. John has also been invited to participate as a Distinguished Lecturer in the Teaching Institute of the annual meeting of the Association for Psychological Science in Boston (May, 2010) and will be delivering a talk titled "Embracing the Challenges of Applying Psychological Science."

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

Cynthia Curtis
ccurtis@tcnj.edu

Vice President

Amanda Norvell
norvell@tcnj.edu

Parliamentarian

Shridevi Rao
raos@tcnj.edu

Staff Secretary

Paulette LaBar
plabar@tcnj.edu

Art, Media, and Music

Wayne Heisler, Music (11)
Robert McMahon, Music (12)
Philip Tate, Music (10)

Business

John McCarty, Marketing (10)+
Kevin Michels, Marketing (12)
Lynn Tang, Finance (12)
Don Vandegrift, Economics (10)

Culture and Society

Matthew Bender, History (11)+
Elizabeth Borland, Sociology (11)
Holly Didi-Ogren, Mod. Languages (12)
Cassandra Jackson, English (10)
Richard Kamber, Philosophy (10)
Rebecca Li, Sociology (11)
Regina Morin, Modern Languages (11)
John Ruscio, Psychology (12)
Teresa SanPedro, Modern Languages (12)
Felicia Steele, English (10)
Glenn Steinberg, English (10)
Jeanine Vivona, Psychology (11)
Mort Winston, Philosophy (11)

Education

Jody Eberly, EECE (12)
Arti Joshi, EECE (10)+
Donald Leake, EASE (12)
Jerry Petroff, SELL (11)
Shri Rao, SELL (11)+
Kathryne Speaker (10)

Engineering

Nabil Al-Omaishi, Engineering (10)
Ralph Edelbach, Technological Studies **
Orlando Hernandez, Engineering *+
John Karsnitz, Technological Studies (11)+
Steve O'Brien, Technological Studies (12)

Library

Mark Meola (12)

Nursing, Health and Exercise Science

Eileen Alexy, Nursing (12)
Jie Kang, Health & Exercise Science (10)+

Science

John Allison, Chemistry *+
Carlos Alves, Math/Statistics (10)
Margaret Benoit, Physics (12)
Cynthia Curtis, Math/Statistics (10)+
David Hunt, Chemistry (11)
Don Lovett, Biology (11)
Amanda Norvell, Biology (12)+
Marcia O'Connell, Biology (10)
Thulsi Wickramasinghe, Physics (11)

** Faculty Representative to the Board of Trustees*

+ Senate Executive Board Member

*** AFT Representative*

Save the Dates

January 20, Noon

Faculty meeting, Mildred and Ernest E. Mayo Concert Hall. This is to be a meeting of the ENTIRE FACULTY. Provost Bresnahan will address us.

March 3, Noon

Colloquium for Faculty Research and Creative Activity, Mildred and Ernest E. Mayo Concert Hall. Presenter-Ellen Friedman, Department of English and Women's and Gender Studies.

March 24, 12:30

Faculty and Administrators Community Event, Social Science Atrium.

Comments or Suggestions? Send them to:

senate@tcnj.edu

TCNJ Faculty Senate Website:

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



The College of New Jersey