

# TCNJ Faculty Senate Newsletter



## *Greetings from the Faculty Senate President*

### The Big Issues Confronting TCNJ, 2010

In November, 1998, the Faculty Senate unanimously approved a document entitled, “The Ten Big Issues Confronting TCNJ,” for the President-designate. This document and its 2004 successor provided faculty insight into the state of the College which informed planning by the administration. The Senate spent much of the fall semester writing a new document identifying the important issues facing TCNJ from a faculty perspective. “The Big Issues Confronting TCNJ, 2010” is available for all to read on the resource page of the Faculty Senate website at: <http://www.tcnj.edu/~senate/resources/index.html>. Here I provide a brief overview of the issues identified by the Senate.

The first third of the document focuses on academics. The Senate determined that campus-wide discussion and goal-setting has been focused on non-academic issues in recent years; we feel it is time for the faculty and the institution to give attention to our shared academic goals, particularly in three areas. First, we note that the academic transformation is now six years behind us, so it is an appropriate time to review the curriculum. Aspects of the curriculum which cross departmental or programmatic boundaries should be assessed, especially liberal learning, and we should determine our progress towards intensifying the student learning experience and enabling greater faculty scholarly engagement, as these were the stated goals of transformation. Second, we believe the student learning environment could be improved with the continued expansion of undergraduate research and other discipline-appropriate faculty-student collaborative experiences; the establishment of a regular process for team-teaching interdisciplinary courses; continued attention to library holdings with greater attention to open access mandates and digital holdings; careful, faculty-led exploration of new programs and new modes of teaching; continued efforts to diversify the student body racially, economically, and internationally; and careful monitoring of adjunct usage and support systems for students and particular subsets of students. Third, to support faculty, we call for the appointment of a director and the establishment of dedicated space for the Center for Excellence in Teaching and Learning; we express concern that support for scholarship through SOSA, sabbaticals, and grant-writing support lag far behind need; and we identify ongoing needs for faculty mentoring.

The second part of the document focuses on issues of process, including issues of governance, strategic planning, and decision-making outside the governance process. We believe the transparency and inclusiveness provided by the governance process lead to decisions which are accepted and generally embraced by the campus community. We do recommend that the roles of CPP and the planning councils in governance be reviewed. We find that strategic planning is progressing fairly well (and in some cases very well) locally, but greater coordination between plans and increased attention on campus-wide planning is needed; we ask CPP to take leadership in this area. We are concerned that too many decisions which should be made through governance are being made by administrators or ad hoc committees, denying the campus community the needed opportunity for input in the decision-making process. In addition, we are concerned that the principles of governance do not always extend to decision-making at the department and particularly the school level. Therefore we recommend the establishment of school-level governance processes, so that decision-making at the school level becomes more transparent with ample opportunities for input from faculty, staff, and students.

In the final portion of the document we address the issues of development, institutional identity, and affordability. We are clearly aware that the College is facing an ongoing budget crisis, in particular as state support has fallen from 53% of the budget in FY1999 to only 30% in the current fiscal year. We encourage the administration to explore every avenue for increased funding for TCNJ and offer suggestions of our own. However we note that this must be done with the primacy of academics in the mission of the College and the principles of our shared governance system in mind. In particular, the impact of revenue-generating projects on the curriculum should be assessed by the faculty as part of all decision-making for new projects. We note that decisions regarding revenue generation will potentially impact our institutional identity and our curriculum; thus faculty must have a central role in determining how the institution is defined and marketed. Finally, as a public institution, we, must find a way to offer an affordable education without sacrificing quality of the academic experience.

I hope that you will read this document carefully and continue to give feedback to your Senators on issues facing the campus so that we may better represent you.

*Cynthia Curtis, Department of Mathematics and Statistics*

*ccurtis@tcnj.edu*

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## Focus on Teaching-Thinking about Interdisciplinary Teaching

### HON 370: People and Places in the East African Rift

In the spring of 2009 the College Honors Program announced plans to sponsor the development of interdisciplinary team-taught courses with faculty from different schools. When the two of us heard this, we immediately volunteered to teach a course even before we had discussed our ideas privately. Both of our research specialties focus on East Africa, but from very different perspectives. One of us (Maggie Benoit) studies the geologic origin of the East African Rift and its associated features, such as the many volcanoes that exist in the region, while the other (Matt Bender) investigates the historical development of East African societies, in particular the influence of landscape features (such as land and water) on culture, society, and politics. With our common background in East Africa and interest in landscape issues, we figured we had the makings of an innovative interdisciplinary course.

The following semester, we developed and taught HON 370: People and Places in the East African Rift. The course was organized around one fundamental question: what is the relationship between physical landscapes and the human societies that inhabit them? Our main goals for the course were for students to understand how unique geological and environmental features came to exist, to analyze how these features affected the various human societies that came to inhabit the regions, and how these landscape features and different societies both evolved through time. We also had a related goal of wanting students to gain a nuanced view of Eastern Africa, a region that is often misunderstood and misrepresented in the West. We organized the course into six two-week modules, each set in a particular region of the rift, that were intended to give students a 'tour' of the region. Within each module we then asked a series of targeted questions relating to the core one.

Our six modules were:

*Olduvai:* How and why do scientists believe the East African Rift formed, and what effect did the rift have on the evolution of humans?

*The Ethiopian Highlands:* How and why do plateaus form and what effect did the Ethiopian Hotspot have on plateau formation in the region? What role did the highlands, in turn, have in the formation of the ancient Kingdom of Axum?

*Mount Kilimanjaro:* Why are there volcanoes in Eastern Africa and how do they affect the formation of precipitation and glaciers in the region? How do these water supplies, in turn, affect culture and economy among the farming societies of the mountain?

*The Great Lakes:* How did lakes form in the East African Rift and why is Lake Victoria unusual? What role do the lakes play in the different societies that border them?

*Northern Kenya:* What is soil and how does it form? How and why do deserts form from natural circumstances and human actions? What role did desertification play in colonial policy in Kenya?

*The Serengeti Steppe:* What is the climate of the steppe and how did it form? What is pastoral life like on the steppe, and how are pastoralists affected by the development of national parks and wildlife reserves?

Within each module, we spent the first week exploring the scientific aspects of the particular landscape, and the second discussing how it shaped aspects of human social development. Our classes consisted of a blend of lecture, discussion, some hands-on activities, and a short field trip (to a river bed, not East Africa, unfortunately). A significant amount of the classroom periods devoted to scientific content were spent helping students to understand the process of the science being done in the region. Each scientific lecture included a lecture-tutorial where students interpreted and analyzed graphs or maps that have been recently published in scientific journals so that students could understand the rationale behind some of the conclusions that scientists have made. The historical portion of the course involved setting the background for the particular landscape and the societies that inhabited them, and then honing in on one salient historical issue that showed interaction between the people and their surroundings.

One challenge we faced with designing the course was finding appropriate readings, as very few scholarly works attempt to synthesize scientific and historical content in this manner. We ended up assembling a reading list consisting of a variety of scientific and historical works, including scholarly articles as well as several books: *Dirt: The Erosion of Civilizations* by David Montgomery, *Human Evolution: A Very Short Introduction* by Bernard Wood, *East Africa: An Introductory History* by Robert Maxon, and *Exploring Geology*, by Reynolds, Johnson, Kelly, Morin and Carter. The latter, a new and innovative geology textbook, is visually stunning and contains significantly more content about scientific inquiry than other student texts.

We developed our course assessments around the six modules. At the end of each, students were asked to write a 4-6 page essay synthesizing the scientific and historical content. Each essay was guided by a question such as “What accounts for the presence of glaciers on Mount Kilimanjaro, and how did these and other water sources affect culture and politics among Chagga mountain societies in the nineteenth century?” Each student also participated in a final group project. Each group, consisting of two students, developed a 12-15 minute presentation in which they applied the core question of the course to a topic of their own choosing. Our students selected topics such as “How does gold form and how does gold mining affect modern day Tanzania?” and “Why does Lake Kivu contain large amounts of methane and carbon dioxide, and how might an ‘explosion’ affect the lives of those who live in its shores?” These presentations were held at the end of the semester, serving as a kind of ‘Capstone’ experience for the course as a whole.

We both found the experience of teaching the course to be challenging, and even a bit frustrating at times. Initially, our students had a very difficult time seeing the synthesis of the scientific and historical content. This may have been in part due to the presence of two instructors, each coming from very different academic backgrounds and with different teaching styles, and also with the nature of our course readings (which in themselves were not synthetic). We discussed the issues, made several adjustments in our teaching, and tried to emphasize more of the linkages between the scientific and historical content. Many of the students eventually got the hang of it, but some of them continued to struggle. In our discussions after the course, we concluded that by introducing the course themes from the outset more explicitly, finding more effective readings (or even writing some of our own), and encouraging more collaborative work among students, we could solve many of these issues.

All in all, we feel that teaching the course was a tremendously rewarding experience. We both learned a great deal, not just about the other’s content area, but also about how disparate disciplines such as history and geophysics have many similarities, and can inform one another. In spite of its hiccups, we feel our course illustrates the importance of interdisciplinary teaching, and the potential it has in breaking down disciplinary barriers and providing our students with unique and engaging educational experiences.

*Matthew Bender, Department of History, [bender@tcnj.edu](mailto:bender@tcnj.edu)*

*Maggie Benoit, Department of Physics, [benoit@tcnj.edu](mailto:benoit@tcnj.edu)*

## Mildred Dahne Award for Academic Excellence

The Mildred Dahne Award Committee is pleased to announce this year's winner of the Mildred Dahne Award. The Department of Accounting & Information Systems' application was judged to be outstanding and will receive the \$6000 award. The department presented its accomplishments in the areas of excellence in teaching, academic excellence and student involvement. Some of the notable accomplishments were development of an innovative capstone course, along with presenting multiple stakeholders' testimonies regarding the program's high standards. The application also highlighted a continuing and strong collaboration of students with faculty in research, along with an impressive list of scholarly work by faculty.

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## Colloquium for the Recognition of Faculty Research and Creative Activity

The Faculty Senate's Committee on Intellectual Community was honored to sponsor two Colloquia this year, featuring Mark Kiselica of Counselor Education (Fall 2009) and Ellen Friedman of English and Women and Gender Studies (Spring 2010). Mark Kiselica described his work counseling men and boys as well as his research in this area. Ellen Friedman shared the first chapter of her forthcoming book, *The Seven: A Holocaust Story*. Both presentations were warmly received. For the 2010-11 academic year, we are pleased to announce presentations by Avery Faigenbaum of Health and Exercise Science and David Holmes of Mathematics and Statistics.

In Fall 2010, Avery Faigenbaum will discuss his work on childhood obesity. His nominator, Jie Kang, describes Faigenbaum as an "exceptional educator" and a "distinguished scholar ... recognized nationally and internationally in the field of pediatric exercise science." Faigenbaum has authored or co-authored eight books, 25 chapters, and over 130 peer-reviewed journal articles. He has spoken nationally and internationally at such diverse venues as Harvard Medical School/Children's Hospital Boston, the US House of Representatives, and the International Conference on Strength Training in Odense, Denmark. Furthermore, Faigenbaum volunteers in the community, working with Trenton YMCA youth activity programs and the health/physical education teachers of Hillsborough School District.

David Holmes will present in Spring 2011, describing his work using statistics to determine authorship of letters and literary works. His nominator, Aigli Papantonopolou, describes Holmes as "one of the world's preeminent authorities" and "by far the most cited practitioner" in the field of stylometry. Holmes has worked with classicists, Milton scholars, experts in aphasic speech, and members of the TCNJ faculty. He has published numerous refereed journal articles and has been interviewed by the BBC, CBS, and local media. However Papantonopolou tells us that Holmes' "real joy" has been "the ability and encouragement he has had to bring this work into the classroom at TCNJ and also to students through Capstone experiences and independent study."

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## Board of Trustees Report

Faculty Representatives: John Allison, [allison@tcnj.edu](mailto:allison@tcnj.edu), Orlando Hernandez, [hernande@tcnj.edu](mailto:hernande@tcnj.edu)

At the December 8th Board of Trustees meeting, all committee work was postponed to the first meeting of the Spring semester. There was only a brief conference call on a simple agenda to ratify personnel actions and no-bid solicitations. The first full Board of Trustees meeting this semester was on February 23rd, although the Executive Committee of the Board did meet on February 2nd. At the February 23rd meeting, the Board received a presentation by Information Technology on security and a presentation on the School of Engineering by Dean Schreiner. These presentations were very well received by the Board. In the Buildings and Grounds Committee, there were reports on the various construction projects, including a presentation of plans for the new Education Building. Discussions of the Campus Town Center continued as well. During the public session, the President briefly addressed the economic challenges faced by the College and discussed positive issues such as the high number of high quality applications received this year by Admissions.

## Board of Trustees Report (cont'd)

The Board conferred the following faculty promotions (effective Sept. 1, 2010):

*To Librarian 2:*

Terrence Epperson

*To Librarian 1:*

Linda Dempf

Cathy Weng

*To Associate Professor:*

Eileen Alexy, *School of Nursing*

Christopher Ault, *Interactive Multi Media*

Karen Becker, *Management, Marketing, & Interdisciplinary*

Paul D'Angelo, *Communication Studies*

Peter DePasquale, *Computer Science*

Jody Eberly, *Elementary/Early Childhood Education*

Curt Elderkin, *Biology*

Jeffrey Erickson, *Biology*

David Holleran, *Criminology*

Susan Hume, *Finance & International Business*

Tomoko Kanamaru, *Music*

Jikai Li, *Computer Science*

Xinru Liu, *History*

Emily Meixner, *English*

Jia-yan Mi, *English & Modern Language*

Susanna Monseau, *Management, Marketing & Interdisciplinary*

Teresa Nakra, *Music*

Sarah Pulimood, *Computer Science*

Atsuko Seto, *Counselor Education*

Jean Slobodzian, *Special Education, Language & Literacy*

Kathryne Speaker, *Special Education, Language & Literacy*

Elisabeth van der Heijden, *Art*

*To Professor:*

Miriam Lowi, *Political Science*

Janet Morrison, *Biology*

Cynthia Paces, *History*

Jeanine Vivona, *Psychology*

The Board awarded the following sabbatical leaves:

Charles Juda Bennett, *English*, FY 2011

Timothy Clydesdale, *Sociology & Anthropology*, FY 2011

Deborah Compte, *Modern Languages*, Fall 2010

Avery Faigenbaum, *Health & Exercise Science*, Spring 2011

Jo-Ann Gross, *History*, FY 2011

Deborah Hutton, *Art*, FY 2011

Michael Iannone, *Mathematics & Statistics*, Spring 2011

Lorna Johnson, *Communication Studies*, Spring 2011

Stuart Koch, *Political Science*, Fall 2010

Regina Morin, *Modern Languages*, Spring 2011

Kim Pearson, *English*, FY 2011

Shridevi Rao, *Special Education, Language & Literacy*, FY 2011

Catherine Rosemurgy, *English*, FY 2011

Glenn Steinberg, *English*, Spring 2011

Ursula Wolz, *Computer Science*, FY 2011

Mark Woodford, *Counselor Education*, Fall 2010

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## Faculty Senate Actions 2009-10

- Wrote "The Big Issues Confronting TCNJ, 2010" to inform planning by the administration and CPP
- Sponsored a faculty-wide meeting with the Provost
- Co-hosted open forums with CAP, CFA, and CPP addressing nine issues: proposed changes to the Promotion and Tenure document to better recognize interdisciplinary work, a proposed new course approval process, proposed guidelines for syllabi, proposed definitions for the types of majors offered at TCNJ, a proposed change to the transfer credit policy, proposed guidelines for the establishment of graduate certificate programs, a proposed policy on faculty accessibility, proposed guidelines for disciplinary standards, and a proposed process for the evaluation of applications for SOSA, sabbaticals, and MUSE from committee members
- Co-hosted the annual Governance reception with the Staff Senate and the Student Government Association; honored Michael Robertson for his service as Faculty Senate President
- Created a listserv for untenured faculty to facilitate communication and community building
- Hosted presentations by Assistant Vice President of Student Affairs Magda Manetas, Vice President for Facilities Management, Construction, and Safety Curt Heuring, and President Barbara Gitenstein
- Sponsored Colloquia for the Recognition of Research and Creative Activity with presenters Mark Kiselica and Ellen Friedman
- Administered the Mildred Dahne award
- Sponsored a Faculty and Administrator Community Event
- Sent requests to Steering to ask governance to create a policy on office hours and to create guidelines for disciplinary standards
- Hosted Professor Cary Nelson, the president of the AAUP, who spoke to the campus about his new book *No University Is an Island: Saving Academic Freedom*

## College Governance Standing Committees

### Committee on Academic Programs (CAP)

*Cathy Liebars, Chair, [liebars@tcnj.edu](mailto:liebars@tcnj.edu), Brenda Leake, Vice-Chair, [bleake@tcnj.edu](mailto:bleake@tcnj.edu)*

CAP made final recommendations for two of the charges: Types of Program Nomenclature and the charge regarding Transfer Credit Policy. These were forwarded to the Steering Committee. Currently CAP is working on two charges. The first charge is looking at the need for a college wide policy on mid semester grades/evaluation. Secondly, CAP has received the institutional data and will continue to review the academic load issue.

### Committee on Faculty Affairs (CFA)

*Jeanine Vivona, Chair, [jvivona@tcnj.edu](mailto:jvivona@tcnj.edu), Donald Hirsh, Vice-Chair, [hirsh@tcnj.edu](mailto:hirsh@tcnj.edu)*

This semester CFA is working on three charges received from the Steering Committee. These include 1) to develop procedures to be used in the evaluation of applications submitted by a current member of the SOSA or Sabbatical Committee; 2) to determine whether and, if yes, how a policy should be established to set out specific expectations for faculty office hours; and 3) to review and provide general guidelines for developing the departmental disciplinary/interdisciplinary standards for scholarly work that are clear and reasonably equitable. CFA has formed three working groups with each being targeted on one of the three charges. Initial comments and suggestions made by working groups will be presented to CFA for deliberation. It is CFA's plan to present their final recommendations on these charges to the campus community in April.

### Committee on Planning and Priorities (CPP)

*Carol Bresnahan, Co-Chair, [cbres@tcnj.edu](mailto:cbres@tcnj.edu), Mort Winston, Co-Chair, [mwinston@tcnj.edu](mailto:mwinston@tcnj.edu), Helene Anthony, Vice-Chair, [anthonyh@tcnj.edu](mailto:anthonyh@tcnj.edu)*

CPP has been engaged in discussions concerning: Guidelines for Approving Graduate Certificates and Courses, a possible Student Honor Code, Principles for Constructing the Academic Calendar, and the preparation of the Middle States Periodic Review Report. We completed a preliminary recommendation on the graduate program guidelines and are hosting an open forum to take further testimony. We finalized a proposed revision of the Principles for Constructing the Academic Calendar adopted in 2003 and sent our preliminary recommendation to the steering committee. The initial discussion of the possible student honor code resulted in sending the proposal back to the SGA for further development.

CPP's main project for this academic year is the writing of the Middle States PRR. This report is supposed to contain six prescribed sections dealing with developments and strategic plans since our last Middle States Self-Study in 2004. We completed a draft document and held two open forums to receive feedback on these.

CPP received a charge from Steering in early March asking that we develop principles of prioritization for individual program closure decisions that will "preserve the integrity and excellence of the educational programs and services through which the College realizes its mission." This charge has high priority, and along with the completion of the PRR, will be the focus of CPP's activities for the remainder of this academic year.

### Committee on Student and Campus Community (CSCC)

*Wayne Heisler, Chair, [wheisler@tcnj.edu](mailto:wheisler@tcnj.edu), Manish Paliwal, Vice-Chair, [paliwal@tcnj.edu](mailto:paliwal@tcnj.edu)*

Regarding CSCC's draft of a College-wide Travel Policy, completed in May 2009, the Committee is still awaiting completion of the policy's review by Tom Mahoney, TCNJ's General Counsel. Meanwhile, CSCC expects a charge from Steering to review the College's discipline policies and procedures for students. In preparation for this charge, the Committee invited Angela Lauer Chong, Associate Dean of Students, to our March 24 meeting. Angela provided an overview of the current policies and procedures and suggested areas for revision. Angela identified several key goals that would be critical in this review process. These included a) developing policies that are based on an understanding of holistic student development and the values of the College, b) defining behavioral expectations positively and clearly, c) ensuring transparency in policy and procedures, and d) developing an inclusive Code of Conduct that embraces both academic and non-academic areas. It is expected that CSCC will get an opportunity to review the policy before June 2010.

## Public Safety Advisory Council

*Michael Robertson, Chair, mroberts@tcnj.edu, Jacqueline Deitch-Stackhouse, Vice-Chair, deitch@tcnj.edu*

The Public Safety Advisory Council (PSAC) is a new group formed last fall. The impetus for this council came from the report of the Ad Hoc Committee on Campus Police of April 2007. That report revealed a Campus Police department in serious disarray, disconnected from the broader college community. As a result of the report, the position of Chief of Police was created and filled by John Collins. Chief Collins has instituted major reforms and was instrumental in the creation of the PSAC.

The membership of the PSAC consists of two Faculty Senate appointees (currently Jim Bricker and Michael Robertson), two Staff Senate appointees, two SGA appointees, the Captain of Campus Police, and representatives from the Office of Anti-Violence Initiatives, Student Affairs, Town & College Together Committee (TACT), and the President's cabinet. The Chief of Campus Police is an ex officio member.

The PSAC was formed on a trial basis; at the end of this semester it will send a report to the President with recommendations for the future. The council has already prepared a document on mission, membership, functions and procedures, and it expects to become a permanent organization. The council's major work this year has been reviewing the police department's response to the Ad Hoc Committee's report. In addition, at every meeting the council reviews crime statistics, complaints against Campus Police, police training, changes in police policies and procedures, and activities and programs to enhance communication with the community.

The council reviewed the issue of whether it could be placed within the Governance system, but determined that this was impossible because of New Jersey state regulations for campus police departments. However, faculty, staff and student representatives intend to be proactive in making sure that both the PSAC and Campus Police are transparent in their operations and maintain strong communication with the campus community.

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## Spotlight on Senators

Wayne Heisler (*Music*)

Following the publication of his monograph *The Ballet Collaborations of Richard Strauss* (Eastman Studies in Music series, University of Rochester Press) in August 2009, Wayne Heisler delivered a paper entitled "Richard Strauss, Jugendstil, and Ballet" at the annual European Studies Conference hosted by the University of Nebraska-Omaha in October. He is currently preparing an essay on choreographies of Strauss's *Vier letzte Lieder* (Four Last Songs, 1949). Heisler's next large-scale project is a collection of essays on gender, authorship, and authority in popular music performance. To that end, he implemented two new courses in fall 2009: "Issues in Music Performance Studies," a capstone seminar for Music Performance majors; and the honors topics course "Gender, Sexuality, and Pop Music in the 1980s." In January 2010, he presented a paper entitled "'You'll never get away from the sound of the woman that loves you': Stevie Nicks Haunts Fleetwood Mac" at the annual winter conference of the American Musicological Society–Greater New York Chapter.

John Allison (*Chemistry*)

Looking back on 2009, John Allison (Chemistry) reports having a good year. He made seven presentations at national (American Society for Mass Spectrometry), local (Northeast Association of Forensic Scientists) and campus (Instructional Technology Workshop) meetings, which included a total of 8 student co-authors. He published one paper in 2009 with two student co-authors, one paper with a collaborator at the University of Michigan, and one paper (2010) with four student co-authors. An article written by John just appeared in the February issue of "The Teaching Professor". He also regularly reads and reviews books for Current Reviews for Academic Libraries (CHOICE). Apart from scientific endeavors, John writes monologues. He participates in Monologue Mania (Bloomfield, NJ), a "cabaret" that had 5 shows in 2009. At those shows, a total of 10 of his monologues were selected to be part of the programs. You can find "Dr. Allison, from the College of New Jersey" using mass spectrometry to fight crime, in a 2009 (fictional) murder mystery written by Heath P. Boice, *Murder 101* (Orchard House Press).

## 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.*

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### President

Cynthia Curtis  
[ccurtis@tcnj.edu](mailto:ccurtis@tcnj.edu)

### Vice President

Amanda Norvell  
[norvell@tcnj.edu](mailto:norvell@tcnj.edu)

### Parliamentarian

Shridevi Rao  
[raos@tcnj.edu](mailto:raos@tcnj.edu)

### Staff Secretary

Paulette LaBar  
[plabar@tcnj.edu](mailto: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, SELL (10)

### Engineering

Nabil Al-Omaishi, Engineering (10)  
Brett BuSha, Engineering  
Ralph Edelbach, Technological Studies \*\*  
Orlando Hernandez, Engineering \*+  
Steve O'Brien, Technological Studies (12)

### Library

Marc 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*

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Comments or Suggestions? Send them to:

[senate@tcnj.edu](mailto:senate@tcnj.edu)

TCNJ Faculty Senate Website:

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



The College of New Jersey



## SOSA Awards for 2011

- Heba Abourahama – Chemistry – Crystal Engineering of Pharmaceuticals: A Means to Improving Physical Properties and Controlling Polymorphism
- John Allison – Chemistry – The Chemistry of Forensic Science
- Matthew Bender – History – “Water Brings no Harm”: Water and Identity in the History of Kilimanjaro, Tanzania
- Mary Biggs – English – American Fiction Classics from New Critical Perspectives: Completion of Current Project; “Wear a Dress”: Poets, Poetry, and Poetry Publishing of the “Second Wave” American Feminist Movement: Resumption of Partially Completed Project
- David Blake – English – Ike Day: America at the Crossroads of Politic Celebrity
- Luke Butler – Biology – Causes and Consequences of Variation in the Plumage Renewal Process in Free-Living Birds
- Jo Carney – English – Shakespeare and the Great Fairy Tale Tradition
- Celia Chazelle – History – Early Medieval Studies and Modern Social Justice
- Deborah Compte – Modern Languages – The Avisos of Jeronimo do Barrionuevo
- Daniel Crofts – History – Caught in the Middle: the Collapsing Center November 1860- April 1861
- Cynthia Curtis – Math & Statistics – Knots and Three-dimensional Spaces
- Jeffery Erickson – Biology – Serotonin, SIDS, and the Development of Breathing Behavior: Continuing Studies of the Serotonin-Deficient Pet-1 Knockout Mouse
- Jana Gevertz – Math & Statistics – Mathematical Modeling of Tumor Growth
- Janet Gray – Women & Gender Studies – Reconstructing Kunsan
- Lisa Grimm – Psychology – Stereotype Fit Effects in Golf Putting Novices and Experts
- Jo-Ann Gross – History – Mapping the Sacred Landscape: Muslim Shrines in Tajikistan – Fifteenth Century to Present
- Holly Haynes – Philosophy & Religion – Submission, Pleasure, and the Ethics of Freedom in Early Imperial Rome
- Yifeng Hu – Communication Studies – Survey of Second Life’s Disabled Community
- Jimno Huang – Chemistry – Analytical Method Development for Bio-Molecular Anions Using Capillary Electrophoresis
- Julie Hughes – Psychology – Influence of Racial Discrimination Awareness on Adolescent Occupational Aspirations
- Allen Katz – Electrical/Computer Engineering – Advanced Linearization for Electronic and Optical Communications Systems
- Darrell Killian – Biology – The Genetic Regulation of Sex-Specific Programmed Cell Death in C. Elegans
- Tracy Kress – Biology – Exploring the Mechanism by which Multiple Steps of Gene Expression are Coordinated
- Lisa LaJevic – Art – Arts Integration; Pre-service Teacher Education

Waheeda Lillevik – Marketing – Ethics of Changing Identities for Organizational Objectives: An Exploration of A  
“Culturative Stress and Emotional Labor of Migrant and Expatriate Workers.”

Margaret Martinetti – Psychology – The Behavioral Economics of Alcohol Consumption in College Students:  
Effects of Next-Day Obligations

Robert McGreevey – History – Borderline Citizens: Puerto Ricans and the Politics of Migration, Race, and  
Empire, 1898-1948

Susanna Monseau – Management

Sudhir Nayak – Biology – Development of Proteasome Inhibitors Using *Caenorhabditis Elegans*

Hossein Nouri – Accounting & Information Systems

Manish Paliwal – Mechanical Engineering – Orthopedic Biomechanics Research

Kathleen Philbin – Nursing – Effects of Newborn Intensive Care Unit Noise on the Development of Avian  
Neonates

Conseulo Preti – Philosophy & Religion – G. E. Moore: Early Philosophical Development

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