



TCNJ Faculty Senate Newsletter

Greetings from the Faculty Senate President

Excerpts of a Conversation with Mort Winston

Last June, Mort Winston was nominated by the Committee on Planning and Priorities and appointed by Interim Provost Bakewell-Sachs to co-chair a task force to lead the campus strategic planning efforts. I interviewed him regarding these efforts in mid-March. Below are excerpts from this interview. The full text of the interview can be found on the Senate website.

CC: Good afternoon, Mort, and thank you for agreeing to be interviewed. Please briefly review the process that led to the creation of the draft strategic map.

MW: The process actually began last fall where we held focus groups that were designed to gather campus opinion about where we are now as an institution and what our strengths and weaknesses, critical issues and strategic priorities ought to be. Over 300 people participated in the focus groups that were held throughout the month of November. I led a small group of people who analyzed records of those focus groups. Each group had a recorder as well as a facilitator. We did a thematic analysis. We grouped comments according to themes under each of the four questions. Then we created an executive summary of all of those focus group comments. That became one of the key documents that was given to the members of the strategic planning task force in early February in order for them to prepare for the strategic planning retreat that was held Monday and Tuesday, February 13th and 14th. There was a briefing book that included those focus group summaries as well as some assessment data provided by the Office of Institutional Effectiveness and some general guidelines and background information for the people to consider.

CC: Can you talk a bit about the central challenge? Are we not already doing this?

MW: Well, the way we articulated the central challenge in the end was saying it's to make the decisions necessary to deliver educational excellence in an affordable, sustainable way. I think it does reaffirm what we've been trying to do for many years here at the College of New Jersey, which is positioning our self as an excellent primarily undergraduate institution. But it frames it, I think, and importantly, in terms of affordability and sustainability, which is a recognition of a change in the climate of education here in New Jersey and across the United States, with declining state support and the continuing recession. It's getting more difficult for students and their families to afford to send their sons and daughters to colleges. So in order to prosper, we have to figure out a way of making and keeping TCNJ affordable and doing it in a sustainable, ongoing way. I think that was an important shift of consciousness that happened. For many years, I thought people felt we had a nice niche we had worked ourselves into: best buy, best value higher education. But the world changes and we're losing that niche; it's being eroded, and our affordability is being challenged, both by other public institutions and by some very high quality private institutions. This goes back to what the President said: that we have to be able to demonstrate our value proposition, that we are truly excellent and worth the money. But being worth the money also means we still have to be affordable; we have to be a place that families can afford to send their children to.

CC: The map calls on the campus to identify points of excellence and distinctiveness and also to identify and prioritize signature experiences. Can you provide some examples of what might be points of excellence, distinctiveness and signature experiences? What did the retreat group have in mind here?

MW: I think that is a very good question. I think different members of the group and the retreat task force probably would have picked different exemplars to illustrate this. Some people in the group clearly would have focused on mentored undergraduate research as a signature program and a point of strength. Other people might have focused on the Bonner Program as an outstanding and distinctive engaged learning experience. Other people might have pointed to the performance of particular departments or particular schools, which are recognized nationally as being outstanding programs of their kind. There are probably a number of different things that would qualify as the signature experience. Part of the idea of making it an early priority is to have a conversation on campus, where we really look carefully at our different programs and try to figure out, honestly, which ones are the really outstanding, really excellent, really distinctive kind of education we hope to provide and to distinguish those from others that might merely be good, but not really be excellent or distinctive.

CC: *In the Big Issues 2012, the Faculty Senate called on the campus to set new academic goals. The academic focus of the plan seems to be in identifying, highlighting, and supporting what we are currently doing well. Do you see room in this map for setting new academic goals and aspirations or creating new programs?*

MW: Oh, absolutely! I think that is a key feature of the map. I think the reference to having a culture innovation speaks to that, but also assessing our academic programs is a means to improving them. You don't just assess for its own sake. What you want to learn is which of our programs are achieving their goals and which aren't, and how can we strengthen existing programs to make them more effective in achieving their goals? So, the whole idea of assessment-driven planning is using an empirical method to identify what our real impacts are on our students, to document and, where possible, measure them with appropriate metrics, and then assess our performance against those standards to see what we are doing well and what we can do better. The idea here is to drive innovation of our existing programs but it is also, I think, to be creative and innovative and think about what else we could be doing that we are not currently doing that could help us better achieve our goals. I don't think the map itself speaks explicitly to what those ideas are, but I think that is going to be the work of the next couple years: to bring forth ideas from the campus about new programs, new initiatives, which might pan out as viable additions or substitutions for our current academic program.

CC: *You have led the campus successfully through this process, along with the interim provost, can you tell me, in the end, what excites you about the result; are you happy?*

MW: I am happy so far. I think the process this year has gone extremely well. It has stayed on track and has gotten a lot of engagement from the campus. I have enjoyed working with Susan Bachwell Sachs and the other members of the task force and CPP, and I think what we have produced so far is good. However, you never know how good a plan is until you begin to implement it. The proof of the plan is not, does it look good or do people like it, but does it work. So, even though I think the planning has been sound and successful, I am not ready to say the whole thing is a success until I see how the implementation goes. People who have been at the college for a long time know from experience that sometimes in the past we have planned and then fallen down in the implementation phase. We are determined, or at least I am determined, but I think many other people involved in this process are also determined, not to let that happen this time, which is why we are putting so much attention on planning implementation and assessment. This is not going to be a plan that we put on the shelf and say "ah, here, we planned this" and do business as usual. The idea is we are going to, beginning next academic year, start doing things differently and seeing, honestly, whether what we are doing is working or not working. So, that is what excites me about it. I do see it as moving to the next level of organizational development as an institution in terms of our ability to effectively deploy our resources for strategic positioning.

CC: *What else would you like the faculty to know, in conclusion?*

MW: I'd like the faculty to know that their participation in this process is absolutely critical to its success. The faculty perspective, of course, is not the only perspective that was represented in the task force and retreat but it was, certainly, an important perspective and one that was very well represented. Faculty members who were not personally involved in the process should come away thinking, "My interests and the interests of the faculty were spoken for and spoken for well." When you look at the plan and see the emphasis on support for faculty, support for faculty research, support for faculty development, support for outstanding programs that faculty members are involved in, I think you will see that a great deal of the emphasis of the plan is on faculty work and faculty roles. This is not the only thing the plan contains, but it is certainly an essential element of the plan. The faculty, I think, should feel, "Maybe we didn't get everything we were wishing for. But we got a significant amount of it, and it's good".

Focus on Teaching

An Update from the Center For Excellence in Teaching and Learning

Why are some students drawn to the blended learning mode of course delivery? According to a recent study polling a nationally representative sample, students prefer classes with some online components, and report that they learn more when instructors include technology and online learning in their courses [Educause 2011]. The Center for Excellence in Teaching and Learning (CETL) was charged to study feedback from the Blended Learning Pilot program, which offered eight courses during summer 2011. This opportunity included courses from the Schools of Business, Education, Humanities & Social Sciences, and Nursing, Health & Exercise Science. Students reported that they enrolled in the classes to meet liberal learning requirements as well as to move ahead in their major studies.

What is the mode of delivery in a blended learning course at TCNJ? Each class meets once a week on campus and the students work in a learning environment created and supported by the faculty instructor. Each instructor determines the best use of the face-to-face time, such as group discussion, student presentations, or traditional lectures. During the rest of the week, students engage in learning activities that are supported through online collaboration and communication with the class community (students and faculty member). Students may have assigned readings, videos to watch, research to conduct, or online learning modules to complete. There may be traditional homework exercises to supplement their weekly activities. A sample of some of the non-traditional learning activities from the pilot includes approaches such as online group discussions, blogging, collaborative writing, and even online office hours via Skype. These approaches may help form a stronger learning community.

During the development of each blended learning course, faculty had the opportunity to experiment with technology they had not previously used. John Kuiphoff, a faculty member in the Interactive Multimedia program, served as the course design technology consultant. The Blended Learning Pilot faculty welcomed his expertise and assistance in selecting appropriate technology and learning how to use it.

Some faculty participants report that they have integrated components from their blended learning class experiences into their traditional course offerings. This is just one of the positive outcomes from the Pilot program. In a survey of the student participants in the 2011 Blended Learning Pilot, 84% of the respondents indicated that they were interested in taking another blended learning course. Many of the students enjoyed the convenience of the course schedule. The faculty also commented that they liked the flexibility of the once a week class time, though they found that they needed to set clear expectations about the amount of time they were available for online communication.

There are interesting findings emerging from the study of the Pilot. Recently, the blended learning faculty from the Pilot participated in a panel discussion, sharing their experiences with the campus community. (If you missed that session on February 29th and would like to view the panel discussion video, please contact Deborah Knox.) CETL works with the Teaching and Learning Program Council (TLPC), which is part of the College's governance system and serves as the advisory group for CETL. The Council approved a newly developed survey for blended learning faculty to gather information about their experiences. Feedback from the participating faculty and students will be used in making recommendations about the future of blended learning at the College. The Teaching and Learning Program Council is working on a report on blended learning, including the study of the Pilot program of 2011. This report will be shared with the campus community in June.

Summer 2012 is bringing some fresh additions as we begin a new phase of the Blended Learning Pilot, including the following: faculty who are novices to blended learning are trying an innovative approach to pedagogy and content delivery; some faculty with blended learning experience are developing content for a different course or are enhancing the course offered last summer; and more opportunities are being offered for our students interested in taking a blended learning class. The courses are slated for six week sessions, offered at various times during the summer months. During the course development phase, faculty members participated in a blended learning workshop, and met with John to discuss options for creating a strong community of inquiry. The faculty cohort will participate in a peer review of course syllabi and share best practices, thereby increasing our collective expertise as we explore the fit of blended learning in the TCNJ community. The full listing of blended learning courses offered summer 2012 can be found at <http://summer.pages.tcnj.edu/courses/blended-learning/>. These courses are associated with the Schools of Arts & Communication, Business, Education, Humanities & Social Sciences, Nursing, Health & Exercise Science, and Science.

If you have interest in exploring blended learning or would like to visit with an early adopter of the blended learning mode, please feel free to contact me.

*Deborah Knox, Associate Professor, Computer Science
Interim Director, Center for Excellence in Teaching and Learning*

[Educause 2011] Dahlstrom, Eden, Tom de Boor, Peter Grunwald, and Martha Vockley, with a foreword by Diana Oblinger. The ECAR National Study of Undergraduate Students and Information Technology, 2011 (Research Report). Boulder, CO: EDUCAUSE Center for Applied Research, October 2011, available from <http://www.educause.edu/ecar>.

Mildred Dahne Award for Academic Excellence

The Mildred Dahne Award Committee is pleased to announce that this year's winner of the Mildred Dahne Award for Academic Excellence is the Department of Special Education, Language and Literacy Department (SELL). The department houses a range of programs including special education, deaf/HOH education, reading, and teaching English as a Second Language. Despite its diversity, it has demonstrated exemplary accomplishments in the areas of excellence in teaching, academic excellence, departmental impact, and creativity and innovation. In particular, it has excelled in winning significant grants to support its programs, over \$7,000,000 in the past five years. The department exemplifies the College's commitment to the teacher-scholar model and is impacting numerous fields regionally and nationally.

For further information contact the co-chairs:

Matthew Bender, bender@tcnj.edu, Marc Meola, meolam@tcnj.edu

Colloquia for the Recognition of Faculty Research and Creative Activity

The Faculty Senate's Committee for Intellectual Community was pleased to have two wonderful colloquia presentations during the 2011-2012 academic year. In October, Dr. David Hunt, Department of Chemistry, shared his work, "Organic Chemistry as Applied to Drug Discovery - A Sampling of Projects in the Hunt Lab." In February, Dr. Timothy Clydesdale, Department of Sociology, presented his work, "Is there life after college? Understanding emerging adults after the party ends." Both presentations were warmly received. The Committee is pleased to announce the speakers for the 2012-2013 academic year: Dr. Cynthia Paces, Department of History, and Dr. Miriam Lowi, Department of Political Science.

In the Fall of 2012, Cynthia Paces will discuss her investigations of history through the lenses of visual culture and gender. She will present her analysis of late 19th/early 20th-century Europe's competing characterizations of Europe's "New Woman." At the time, there were numerous images of mothers in traditional roles as caregivers (breastfeeding, nursing ill children, or grieving because they failed to protect their child's health); yet mothering guides and public health campaign materials often suggested an image of women as the "fully developed person," the mother-professional. Dr. Paces was nominated by Tom Hagedorn, who noted that she is a thoughtful, serious scholar in European history. Professor Paces has authored a recent book and co-edited another book; she is also the author of six book chapters and several journal and encyclopedia articles. She has given invited addresses at a number of institutions both in the U.S. and abroad. Dr. Paces received her Ph.D. in history from Columbia University with a concentration in East Central European history.

In the Spring of 2013, Miriam Lowi will discuss the relationship between Islam and oil. The central question that she will address is: "How, if at all, and to what extent, have interpretations of Islam – as a system of norms and values, and a code of conduct – shaped the exploitation of oil and the allocation of oil revenues, and how has the latter influenced adherence to and the practice of Islam?" She was nominated by Dean Ben Rifkin, who indicated that Dr. Lowi was a recognized expert on the politics of the Middle East, particularly with respect to the politics of the natural resources of oil and water. Dr. Lowi holds a Ph.D. in politics in association with the Near Eastern Studies Program at Princeton University. She is the author of two books and a co-editor of a third. Professor Lowi has also authored numerous journal articles and book chapters, as well as having given several invited presentations at a variety of institutions worldwide related to her expertise on the Middle East.

For further information contact the co-chairs:

Jody Eberly, eberly@tcnj.edu, John McCarty, mccarty@tcnj.edu

Board of Trustees Report

Faculty Representatives: John McCarty, mccarty@tcnj.edu, Mike Martinovic, mmartin@tcnj.edu

Buildings & Grounds Committee

Construction Update Report

Education building is expected to be completed ahead of schedule by the beginning of this summer. The college has managed to save between \$5M-\$6M due to favorable construction pricing!

Campus Town Update

The PRC Group representatives presented the latest status on the Campus Town Project. Overall, the project is moving forward as planned and building permissions are expected to be obtained in the near future.

Use of Campus Property Policy

A draft was presented. The draft is an attempt to strike a balance between college's commitment to provide opportunities for expressions of free speech, and its need to maintain conditions for its normal functioning.

Asset Renewal Plan

Presented.

Student Life & Enrollment Management Committee

Introduction of Vicky Triponey, Interim VP for Student Affairs (and overview of plans for the interim period)

Off-campus Alternative Housing During Cromwell Hall Construction

Presented.

Student Code of Conduct and Graduate Students

Because the population of our graduate students has a slightly different characteristics from our undergraduate student population, a somewhat different student code of conduct is needed for graduate students from the one adopted for undergraduates.

Student Discipline Numbers & Update

Number of student cases of drug and alcohol intoxications has dropped significantly. This was attributed to a collaborative relationship between township and the college.

Finance & Investment Committee

Investment Report & Policy – Updated Language

Presented.

Series 2002C Bond Refunding Update

This refunding is expected to be beneficial for overall college finances.

Financial Reports- FY12 Budget Update

It was joyfully reported that TCNJ is (due to a great amount of effort and skills) managing to balance its budget successfully for this year.

FY13 Budget Assumptions

Presented.

Academic Affairs Committee

Strategic Planning/Master Planning Update

Enrollment Management

Admission numbers of Fall 2012 were presented. Numbers are very strong and the pool of applicants continues to be improving from year to year. It was stressed that for a number of years now, the strongest pool of applicants is noted for SoS, and in particular for Biology and Chemistry.

January Winter Term Report

January semester offerings were characterized as a great success for all but one of the offered courses (Economics). This was based on both, students and faculty feedbacks. An idea of a three weeks long January semester was circulated and discussed. It was argued that if adopted, this would involve a number of other related adjustments.

Peer and Aspirant List

Presented. It was argued that a better marketing may be necessary to compete with and join our aspirant institutions.

Visits to Classes

A list of willing faculty hosts was distributed to the trustees. They were asked to provide us with possible dates and times for their planned visits.

Executive Committee

Faculty Actions

Promotions (*Effective 09/01/2012*)

Associate Professor

Margaret Benoit	<i>Physics</i>
Benny Chan	<i>Chemistry</i>
He Chung	<i>Psychology</i>
Jason Dahling	<i>Psychology</i>
Margaret Leigey	<i>Criminology</i>
Nathan Magee	<i>Physics</i>
Leeann Thornton	<i>Biology</i>
Piper Williams	<i>English & African American Studies</i>

Professor

Cassandra Jackson	<i>English</i>
John Sisko	<i>Philosophy, Religion & Classical Studies</i>
Michelle Tarter	<i>English</i>
Yenfeng Wang	<i>Mechanical Engineering</i>

BOT Membership Changes:

Brian Markison – Trustee	<i>Fougera Pharmaceuticals, Inc.</i>
Albert M. Stark – Trustee	<i>Stark & Stark</i>
Stephanie Shestakow	<i>TCNJ Staff Representative</i>

SOSA Awards for 2012

Heba Abourahama, Chemistry — *Crystal Engineering of Pharmaceuticals*

John Allison, Chemistry — *New Instrumentation for Forensic Science*

Matthew Bender, History — *Water Brings No Harm: Knowledge, Identity, and the Struggle for Water on Kilimanjaro*

David Blake, English — *Book Manuscript: Ike Day: Mad Men, Hollywood, and the Birth of Celebrity Politics & Related Articles*

Michelle Bunagan, Chemistry — *Spectroscopic Studies of Protein Folding: Distinguishing Folding Pathways*

Luke Butler, Biology — *Environmental Influences on the Plumage Renewal Process in Free-living Birds*

Jo Carney, English — *Representations of Queenship in Early Modern Fairy Tales and History*

Chung Chak, Art — *Promise of Gold Mountain*

Sarah Chartock, Political Science — *Ethnic Corporatism in Latin America*

Celia Chazelle, History — *Early Medieval Studies and Modern Social Justice*

Jarret Crawford, Psychology — *Change They Don't Believe In: Examining How Different Kinds of Political Conservatism Influence Voting in the 2012 Presidential Election*

Anthony Deese, Electrical Engineering — *Research in Power and Energy Systems*

Jeffery Erickson, Biology — *The Influence of Prenatal Nicotine Exposure on Cardiorespiratory Function in Neonatal Serotonin-deficient Mice — a Model System for Understanding Sudden Infant Death Syndrome*

Jana Gevertz, Math & Statistics — *Mathematical Modeling of Tumor Growth*

Lisa Grega, Mechanical Engineering — *Effect of Inlet Flow Conditions on Flow Uniformity Within a Fuel Cell*

Jo-Ann Gross, History — *Sufism and Shrine Culture in Central Asia*

Connie Hall, Biomedical Engineering — *Modeling Microparticle Movement in Blood Flow to Understand Their Role in the Risk of Blood Clots*

Nancy Hingston, Math & Statistics — *Resonance for Loops*

Yifeng Hu, Communication Studies — *Writing and Developing a College Textbook Titled: New Media and Health Communication: Challenges and Opportunities*

Julie Hughes, Psychology — *Contributing Factors to the Emergence of Interracial Anxiety*

Marla Jaksch, Women's & Gender Studies — *The Virtual Freedom Project: Re-visioning African Liberation History in Tanzania*

Allen Katz, Electrical & Computer Engineering — *Advanced Linearization for Electronic and Optical Transmission Systems*

Tracy Kress, Biology — *Exploring the Mechanism by which Multiple Steps of Gene Expression are Coordinated*

John Leonard, Music — *The Preparation of a New Conductor's Handbook, Score and Orchestral Parts for Publication of Christoph Willibald Gluck's Opera 'Orfeo ed Euridice'*

SOSA Awards for 2012 (cont'd)

Xinru Liu, History — *Women in State Formation, Early South Asia*

Miriam Lowi, Political Science — *Islam and Oil: the Economy of Meaning*

Robert McGreevey, History — *Borderline Citizens: The United State, Puerto Rico and the Politics of Colonial Law and Migration, 1898-1948*

Sudhir Nayak, Biology — *Recovery of Promoter/Enhancer Elements from Unaligned DNA Sequences*

Hossein Nouri, Accounting & Information Systems

Cynthia Paces, History — *Nursing the Nation: A Cultural History of Breastfeeding in Europe, 1867-1938*

Manish Paliwal, Mechanical Engineering — *On Stability Criteria for Total Joint Replacement Implants for Lower Extremities*

LeeAnn Riccardi, Art & Art History — *Alternate Assignment for Scholarly Activities*

Melinda Roberts, Philosophy, Religion & Classical Studies — *3 Related Papers: "Why the Modal Actualist Must Concede the Moral Status of the Merely Possible"; "Harming by Causing to Exit"; "Early Abortion and the Moral Significance of Merely Possible People" and "What We Owe Future People — An Introduction to Population Ethics"*

Michael Robertson, English — *The Last Utopians*

Catie Rosemurgy, English — *The Small Museum of Our Burning*

Jess Row, English — *Novel (The Immigrant); Collection of Stories (Storyknife); Criticism and Essays*

John Ruscio, Psychology — *Applications of Quantitative Indices*

Linghui Tang, Finance & International Business — *Export Intensity, Employee Motives and Innovation Success in Developing Countries*

Michele Tarter, English — *The Pen and the Penitentiary: Writing with Women Behind Bars*

LeeAnn Thornton, Biology — *How do Plants Grow? A Biochemical Analysis of Proteins that Regulate Plant Growth*

Liseot van der Heijden, Art — *Looking, Seeing and Being Seen: The Viewer as Actor, Protagonist and Voyeur*

Donald Vandergrift, Economics — *Competitive Behavior/Land Use Issues*

David Ventura, English — *Studies in the Language & Culture of the Long 18th Century and Related Topics*

Jeanine Vivona, Psychology — *Bridging the Verbal/Nonverbal Divide*

Yunfeng Wang, Mechanical Engineering — *Swarm Intelligence Based Multi-robot Systems*

Matthew Wund, Biology — *The Role of Ancestral Phenotypic Plasticity in Adaptive Radiation*

Karen Yan, Mechanical Engineering — *Heart Tissue Damage Characterization Using a Dynamic Heart Phantom (DHP) and Magnetic Resonance Imaging (MRI)*

College Governance Standing Committees

Committee on Academic Programs (CAP)

Brenda Leake, Chair, bleake@tcnj.edu, Christopher Fisher, Vice-Chair, fisherc@tcnj.edu

CAP has approved the request for closure of the International Business Program, and has also approved an International Business specialization within the Business Administration major that consists of “Business + International Studies program.” CAP has also approved the request for a Russian Minor. CAP is also close to completing a charge concerning possible revisions to the academic integrity policy. There are also six additional charges that CAP is trying to address this academic year by breaking into subcommittees: (i) Repeating Courses policy, (ii) Course Withdrawal policy, (iii) Academic Dismissal policy, (iv) Absence & Attendance policy, (v) Off-campus led programs and (vi) a charge on graduate policies. Other charges include student feedback on teaching and retention of student examinations

Committee on Faculty Affairs (CFA)

Barbara Strassman, Chair, strassma@tcnj.edu, Matthew Bender, Vice-Chair, bender@tcnj.edu

This semester, CFA is working on numerous charges received from Steering. It has drafted preliminary recommendations for three - (1) to develop a policy regarding the recording of lectures, (2) to create a definition for the term “teacher-scholar” that will serve to describe the model of faculty work at TCNJ, and (3) to determine whether pre-tenure, pre-promotion faculty should be eligible to serve as program and department chairs. Each is currently in the process of being revised based on feedback from various constituencies, and they all should be submitted to Steering as final recommendations by the end of the semester. CFA is also working on two additional charges, (1) to revise the College’s policies regarding faculty behavior, and (2) to determine whether there should be a policy regarding the modification of faculty duties and, if so, to develop a policy. The Committee plans to have preliminary recommendations drafted by the end of the semester, with campus feedback solicited early in the fall semester 2012.

CFA is also in the process of reviewing departmental disciplinary standards. Following the process outlined by governance in 2010, the Committee is evaluating the standards to ensure that they are of consistent quality and feature the same fundamental elements in the following areas:

1. Alignment with key institutional documents and values.
2. Categories of acceptable scholarly/professional/creative work.
3. Criteria to evaluate different types of scholarly/professional/creative activity
4. Scope, quality, importance, and coherence of scholarly/professional/creative program.
5. Authorship

This process is nearing completion. By the end of the semester, departments will receive comments from CFA and a list of suggested changes.

Committee on Planning and Priorities (CPP)

Susan Bakewell-Sachs, Co-Chair, sbakewel@tcnj.edu, Brian Potter, Co-Chair, potter@tcnj.edu, John Landreau, Vice-Chair, landreau@tcnj.edu

CPP continues to work with the Task Force on Strategic Planning on the development and vetting of the strategic plan for the college. Currently, we are holding focus group sessions with stakeholders to vet a draft of the ‘strategic map’ that we developed in February. Once the strategic map is finalized it will serve as a kind of visual sign post to guide the more detailed work of strategic planning and assessment in the three year cycle that begins in July 2012.

Committee on Student and Campus Community (CSCC)

Paul D’Angelo, Chair, dangelo@tcnj.edu, Marc Meola, Vice-Chair, meolam@tcnj.edu, Carol Wells, Secretary, wells@tcnj.edu

CSCC met on February 22. The committee reviewed Tom Mahoney’s changes to the Use of Campus Property Policy and agreed to them. The committee then formed a subcommittee to work with CAP on the charge for Undergraduate Certificate Programs.

Faculty Senate Actions 2011-2012

- Wrote a cover memo to be forwarded with the Big Issues 2010 to all finalists for the position of Provost and Vice President for Academic Affairs
- Participated in the campus strategic planning efforts by acting as a focus group to provide input into the process and holding an open forum to address the draft strategic plan
- Hosted a discussion with Interim Provost Bakewell-Sachs and Interim Vice Provost Behre concerning plans for the Winter Term pilot and concerning communication about pilot programs.
- Co-hosted open forums with CFA addressing the issues of the definition of the teacher-scholar, SOSA policy and procedures, eligibility of faculty to serve as Chair or Program Leader and the recording of lectures.
- Co-hosted the annual Governance reception with the Staff Senate and the Student Government Association; honored Mort Winston for his service to the College
- Hosted presentations by President Gitenstein on Strategic Finance and on the 2012-2013 budget
- Hosted a presentation by William Rudeau, director of Campus Construction, Lynda Rothermel, campus architect, and Anthony Gattone regarding planned parking changes in conjunction with plans for the Campus Town Center
- Hosted a presentation by Matt Golden on the institutional marketing plan
- Held discussions on school-level governance focused particularly on the school governance documents developed by Humanities and Social Sciences and Engineering.
- Sponsored Colloquia for the Recognition of Research and Creative Activity with presenters David Hunt and Tim Clydesdale
- Administered the Mildred Dahne award
- Co-sponsored a Faculty and Administrator Community Event with Academic Affairs
- Hosted a Faculty Happy Hour at the Rat following the Celebration of Student Achievement
- Hosted Professor Robert Arno of Indiana University, who spoke to the campus about his new book "Talent Abounds"

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

Matthew Bender
bender@tcnj.edu

Staff Secretary

Paulette LaBar
plabar@tcnj.edu

Arts & Communication

Chung Chak, Art (13)
Robert McMahan, Music (12)
Susan Ryan, Communication Studies (13)
Elizabeth van der Heijden (14)

Business

Andrew Carver, Finance (13)
Waheeda Lillevik, Management (13)
John McCarty, Marketing *+
Kevin Michels, Marketing (12)+
Lynn Tang, Finance (12)

Education

Louis Ammentorp, EECE (14)
Helene Anthony, SELL (14)
Jody Eberly, EECE (12)+
Donald Leake, EASE (12)
Shri Rao, SELL***
Kathryne Speaker, SELL (13)

Engineering

Brett BuSha, Biomedical Engineering (13)
Ralph Edelbach, Technological Studies **
Michael Horst, Civil Engineering (14)
Steve O'Brien, Technological Studies (12)+

Humanities & Social Sciences

Rachel Adler, Sociology & Anthropology (13)
Matthew Bender, History (14)+
Holly Didi-Ogren, World Languages & Cultures (12)
Holly Haynes, Classical Studies (14)

David Holleran, Criminology (14)
John Landreau, Women's & Gender Studies (14)
Rebecca Li, Sociology (14)
Annie Nicolosi, Women's & Gender Studies (13)+
John Ruscio, Psychology (12)
Teresa SanPedro, World Languages & Cultures (12)
Glenn Steinberg, English (13)+
Jeanine Vivona, Psychology (12)

Library

Mark Meola (12)+

Nursing, Health & Exercise Science

Eileen Alexy, Nursing (12)
Anne Farrell, Health & Exercise Science (13)

Science

Carlos Alves, Math/Statistics (14)
Margaret Benoit, Physics (12)
Benny Chan, Chemistry (13)
Cynthia Curtis, Math/Statistics (13)+
Leona Harris, Math/Statistics (13)
Don Lovett, Biology (11)
Miroslav Martinovic, Computer Science (14)*+
Amanda Norvell, Biology (12)+
Paul Wiita, Physics (14)

** Faculty Representative to the Board of Trustees*

+ Senate Executive Board Member

*** AFT Representative*

**** One year replacement for Noreen Moore (13)*