



# TCNJ Faculty Senate Newsletter

## *Greetings from the Faculty Senate President*

### A Conversation with Incoming Provost Carol Bresnahan

Carol Bresnahan takes up her position as TCNJ's new provost in July. Currently a vice provost and professor of History at the University of Toledo, she earned her A.B. from Smith and Ph.D. from Brown. Recently we had a cyber-conversation.

*M.R. Tell us about your scholarly work. What are your intellectual passions?*

*C.B.* I came of scholarly age at a time when quantitative social history was the rage, but I was never comfortable with the idea that counting things transformed history into a (social) science. I did a dissertation on Florence's Monte di Pietà, a civic charitable pawnshop whose creation in 1495 went hand-in-hand with legislation

expelling the Jews from Florence. I had intended to study the poor people who took small, subsidized loans against pawns from the monte. As it turned out, the record books of these transactions are no longer extant. What I did discover was much more interesting and important: that an institution set up to promote civic charity acquired, in the mid-sixteenth century, considerable liquidity that allowed it to function as both a kind of bank and a tempting source of patronage in the hands of Florence's Medici dukes. The pawnshop continued its original function but also became part of Medician statecraft. I was able to avoid any quantitative analysis beyond what I could do on a financial calculator.

Since then, I have become interested in the state and the environment in the sixteenth century, in intrafamily litigation in the same period, and in hunting (of all things!) in early modern Italy. I have published or given papers in these areas. Because I care about teaching and learning, I have also had the chance to review "Western Civ" textbooks and to write student and faculty manuals to accompany some of the better ones.

Recently, in collaboration with my friend and colleague Prof. Diane Britton of the University of Toledo, I have become a convert to public history. Diane and I gave a paper, "Recovering Hidden Pasts: Public Portraiture at the University of Toledo," at last spring's annual meeting of the National Council on Public History. This work brought together my interests as a historian, my passionate belief about the inextricable ties between academic excellence and diversity, and my administrative interests.

Obviously, as an administrator, I have had to put my own scholarship on a back burner, but I do try to stay as active as my responsibilities permit. I just submitted an article on sixteenth-century Tuscany for publication, and I usually manage to write a book review or two a year, typically for journals like *Renaissance Quarterly*.

*M.R. Give us an administrative autobiography. What drew you into administration?*

*C.B.* When, as a brand-new potential instructor, I visited Toledo for my interview with the Department of History, I was told I also had an interview scheduled with the dean. I thought (naively), "Dean, schmean! Deans are people who couldn't cut it as faculty members!" Serving a three-year term as a department chair did not do much to change my mind.

However, almost ten years ago, my current institution went through a traumatic 17-month presidency. At that time, I became involved in faculty governance through election to the Faculty Senate Executive Committee and then as chair of the Senate. I had the chance to work closely with the new interim president, Bill Decatur, and then a new permanent president, Dan Johnson, both of whom were deeply committed to rebuilding meaningful shared governance and open communication. The chance to observe them made me realize that it really does matter who the administrators are -- that smart people with good values and leadership ability can make a huge difference in an institution.

President Johnson suggested that I consider an American Council on Education Fellowship as a way to develop my skills and to see whether administration held interest for me. ACE Fellows spend a year at another campus under the tutelage and mentorship of that campus's president or chancellor. I was fortunate to arrange placement with Nancy Cantor, then chancellor of the University of Illinois at Urbana-Champaign (now president of Syracuse University) and a leading spokeswoman for diversity in education, the mission of the engaged university, and interdisciplinarity. That year was a life- and career-changing experience. I learned about many issues in public higher education: budgeting; the special challenges of being a woman administrator; even what to do when student and community activists take over the administration building, as happened at UIUC while I was there.

After I returned to Toledo, the position of vice provost for academic programs and policies unexpectedly became available. To my great surprise, I found that I loved working in the provost's office

Although I am working with terrific people, I am eager to take the next step in administration, which logically would be as a provost. Although my own educational background is in private institutions, I have become a zealous advocate for public higher education as a result of my teaching and administrative experience at Toledo and Illinois. TCNJ offered exactly the kind of opportunity I was looking for, and I am thrilled to be joining President Gitenstein's leadership staff.

*M.R. You spent a brief but intense couple of days at TCNJ in February. What were your impressions?*

*C.B.* I was impressed with the condition of the physical plant, especially given the lack of state funding in New Jersey for capital expenditures in higher education. More so, I was very impressed by the teacher-scholars and the students I met. The faculty embrace the tremendous responsibility that the College's model places on them: to be excellent at research as well as teaching and to apply one to the other seamlessly. Above all, everyone I met really loved teaching and learning at TCNJ – people seemed very happy to be part of the community.

*M.R. What do you see as TCNJ's strengths?*

*C.B.* TCNJ has many strengths! The leadership and the faculty agree on and believe in the direction that the institution has taken over the last decade. This direction has transformed the curriculum and the student body, and has placed special demands on the faculty, who are rising to meet those demands. Morale seems very high, and it comes from the shared conviction that The College is on the right course. The members of The College's Board of Trustees whom I met are committed to The College and serve as great ambassadors for it. The students are very talented. The ones I spoke with – including a cousin of mine who is a junior at TCNJ – love the challenging curriculum and the opportunity to do research as undergraduates. The toughest transformation has already occurred, so TCNJ is in a position of strength as it moves ahead to become even better.

*M.R. What do you see as the institution's future direction?*

*C.B.* Academically, I think that TCNJ will continue the direction it has been taking. The precise steps it will take will, I hope, be the subject of fruitful dialogue. Certainly, interdisciplinarity offers some intriguing possibilities; I observed how Illinois, under Nancy Cantor, leveraged very diverse faculty and student interests into interdisciplinary centers spanning the campus. Students at TCNJ told me unanimously that they want to examine how advising can be strengthened, and I would hope that a center for teaching and learning might help lead such an effort. Closer collaboration between Academic Affairs and Student Affairs will also make for an improved experience for the students.

As is the case with every public institution with which I am familiar, budgetary challenges will continue to demand our attention. I know that President Gitenstein has been working hard to find creative ways to fund the initiatives that are important for TCNJ's continued progress. I look forward to helping in any ways I can in this arena.

*M.R. How do you imagine your first six months on campus?*

*C.B.* I see the first six months as a very steep learning curve, where I listen at least as much as I speak!

*M.R. On a personal note: What are your leisure interests?*

*C.B.* My partner Michelle Stecker and I both enjoy friendly rivalry on the tennis court. We also appreciate travel and hope to get back to Italy soon; I am scheduled to go to China next month for the fourth time for The University of Toledo. I am a die-hard Boston Red Sox fan (sorry, Yankee fans!) and have been since I was a child growing up in Massachusetts. Cooking and wines are interests of mine. We also have a polydactyl cat, Emma Jean, who will no doubt be her vocal self during the entire drive from Ohio to New Jersey.

*Michael Robertson, Department of English*

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## Focus on Teaching—FSP 103/ Incarceration Nation: Literature of the Prison

*The College of New Jersey offers a wide range of First Seminars (FSPs). As usual, choosing just one FSP to feature in the Faculty Senate Newsletter is a difficult task, but one FSP among many that stands out is Michele Tarter's FSP 103/ Incarceration Nation.*

The topic of the course is “literature by and about prisoners from 600 AD to the present.” As the course syllabus notes, the class is “interdisciplinary in nature” and “weaves together the study of gender, criminology, psychology, sociology, and, most notably, literary analysis,” examining “groundbreaking, provocative material written by one of the most neglected, silenced, but all-too-critical sectors of our population – the prisoners.” Perhaps the most extraordinary element of the course is that the students “help current-day prisoners in the production of their own autobiographical writings,” transcribing and editing prisoners’ narratives as part of Tarter’s prison education program in New Jersey’s only maximum-security prison for women, a program in which Tarter co-teaches an inmates’ memoir-writing class each semester.

One of the elements of the course that might easily transfer to other courses is the Individual and Group Research Project/Oral Presentation. As Tarter states on the course syllabus, “The premise of these group projects is to promote active learning in the classroom.” The students are assigned to groups, each group with a literary text to read and research. The students are told “to investigate and research as many critical essays written on this piece as you can find.” Students are then responsible for presenting their literary text to the class in 30-45 minutes. This presentation must include “beginning the presentation with a creative interpretation of the text, based on the [group’s] close reading and the critical research,” “offering the most fascinating details about [the text’s] author,” and “leading the class in a discussion/analysis of the literary text.”

The project then takes the form of “a group portfolio (in a binder or folder)” with

- 1) a detailed outline of your group presentation, including a description and rationale of your creative interpretation;
- 2) each group member’s Annotated Bibliography, in essay format, which documents your research for this project--a minimum of four (4) critical sources is required for each member;
- 3) a list of questions your group has designed to ask the class which are intended to stimulate discussion and ideas (note: these should focus on analysis and not on plot summary);
- 4) any creative materials you might have included in your presentation, such as handouts

for the class, photographs, video or audio tapes, collages, etc.; and

5) each group member’s personal, confidential summary of the group experience, including insights, comments and suggestions, as well as specific details of what you have contributed to this group effort (the letter should be delivered in a sealed envelope so that others in the group don’t read it).

Each member of the group is then evaluated individually based on rigor of research, quality of in-class presentation, summary of personal contributions to the group, and accuracy, appropriateness, creativity, organization, and format of the written portfolio.

### Reading List:

The required textbooks in the course are Bell Gale Chevigny, ed., *Doing Time: 25 Years of Prison Writing* (1999), H. Bruce Franklin, ed., *Prison Writing in 20th-Century America* (1998), Wally Lamb, ed., *Couldn't Keep It to Myself: Testimonies from Our Imprisoned Sisters* (2003), and Judith A. Scheffler, ed., *Wall Tappings: An International Anthology of Women's Prison Writings, 200 to the Present* (2003). In addition, students read selections from Michel Foucault, Paulo Freire, *The Autobiography of Malcolm X*, and *Dead Man Walking*, among other texts, as well as watch several films, including the documentary *Freedom Road*.

### Assignments:

In addition to the group research projects described above, students are expected to read all assigned material, attend class, participate in discussion, and take unannounced quizzes on the reading assignments. Students also write four essays of 4-5 typed pages “in response to class readings and our discussion of themes, problems and issues arising in the genre of prison literature.” Students are required to attend “a conference devoted entirely to the education of prisoners” and then “give a brief presentation to the class based on [their] reflections and revelations.” Finally, students are required to choose one day of the semester on which to “bring a quotation to write on the board right before class begins.” These quotations “could be a song lyric, a poem, an excerpt from a speech, an advertisement, even a passage from a diary... something that evoked strong emotion, interest, or fascination.”

*Glenn Steinberg*  
Coordinator of the First Seminar Program  
[gsteinbe@tcnj.edu](mailto:gsteinbe@tcnj.edu)

## Mildred Dahne Award for Academic Excellence

The Mildred Dahne Award Committee is pleased to award this year's prize of \$8,000 for departmental and program excellence to the Psychology Department. The committee reached a unanimous decision after careful deliberation of the excellent applications.

The Psychology Department's achievements are truly exemplary. The department's accomplishments include:

- A recent Program Review revealed that the curriculum is among the most rigorous of undergraduate departments nationwide, requiring two research courses and a statistics course which are completed by the end of sophomore year, as well as a culminating senior capstone experience.
- The current concentration offerings include: Biopsychology, Cognitive Psychology, Counseling/Clinical Psychology, Developmental Psychology, Industrial/Organizational Psychology, and Social Psychology.
- The students have been very successful in professional endeavors. In the 2006-2007 Academic Year alone, 13 undergraduate students co-authored a publication in a peer-reviewed journal, with four out of those 13 students being first authors. Nineteen students also presented their research at national conferences.
- Within the past five years the faculty has authored 64 publications in peer-reviewed journals, 42 of which are first-authored. Faculty members have attended 77 conferences in the past five years to present their research through a paper or poster session. During the same time period, 28 students appeared as co-authors in 13 peer-reviewed publications, while 61 students presented 19 posters/papers at 7 professional conferences.
- The department developed ELOPsy (Experiential Learning Opportunities in Psychology), an immersion experience that allows students to gain hands-on training within the field. A recent survey revealed that 82% of the 2007 graduating class participated in an ELOPsy course. The ELOPsy courses include individual coursework (internships, independent study, instructional internship, senior honors thesis) as well as small group research intensive courses (lab learning, research roundtable).
- Psychology has recently developed a new advising initiative. A zero credit, seven-week course will present topics and activities specifically designed for freshmen, sophomores, juniors and seniors. This structured, mandatory program will provide information to all students, standardize and centralize the information provided, and allow faculty to concentrate advising time on career interests and opportunities instead of process.
- Psychology is in its third year of offering a series of best practices meetings for faculty where they can share problems and solutions on a variety of topics. Best practices to date have included: Advising, Utilizing Instructional Interns, Classroom Technology and Form Genie, Accommodating Students with Differing Abilities, Writing Workshop, and Introduction to the ELOPsy On-line System. These workshops are presented by their own faculty as well as experts within The College.
- In an effort to further develop a sense of community, the department began publishing both a faculty and student newsletter. These publications are distributed to current students, faculty and alumni in an effort to share information and create a sense of belonging. These newsletters highlight the many accomplishments of the students, faculty and staff.

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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 this year's Colloquia for the Recognition of Faculty Research, featuring Don Lovett of Biology (Fall, 2007) and Jo-Ann Gross of History (Spring, 2008). Don Lovett presented his research in the biology of a species of crabs. It was an extremely well attended event that resulted in lively discussions regarding the environment as well as linkages to human biology. Jo-Ann Gross spoke at an equally well attended event in which she presented her work regarding sacred places of Islam in Central Asia. Her presentation challenged our understanding of the Islam religion and its place in world society and culture.

The Committee on Intellectual Community has selected the Colloquium speakers for the upcoming academic year 2008-2009:

- **Bruce Rigby**, *Art Department*
- **Gary Woodward**, *Communication Studies*

It is expected that this event will become increasingly popular among our colleagues and students. Three lectures have been sponsored since the inception of this Faculty Senate activity, and the audience is growing each semester. Please look for the dates of the upcoming year's events to be announced in the early fall.

# Board of Trustees Report

## *Faculty Representatives:*

Tim Clydesdale, [clydesda@tcnj.edu](mailto:clydesda@tcnj.edu)

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

Faculty representatives to the Board of Trustees gain fascinating insights into the major issues facing the college, and get to observe significant decisions being made—often with significant price tags and long-term impact on the college. But more than just learning, the Board welcomes and encourages our contributions during Board subcommittee meetings. Your representatives sit on and contribute to four subcommittees: Student Life & Enrollment Management, Academic Affairs, Building & Grounds, and Finance & Investments. In those subcommittees, future actions of the Board are reviewed, evaluated, argued, and revised—and we do our best to represent faculty perspectives on these matters. Thank you for entrusting us with this important task.

At the February 2008 meeting, the Board publicly presented its master building plan. You can review that plan at this web address: <http://www.tcnj.edu/~campplan/>

And, of particular interest to faculty, the Board conferred the following promotions:

### *To Associate Professor:*

Lisa Grega, *Mechanical Engineering*

Holly Haynes, *Philosophy & Religion*

Orlando Hernandez, *Electrical & Computer Engineering*

Deborah Hutton, *Art*

Arti Joshi, *Elementary/Early Childhood Education*

Margaret Martinetti, *Psychology*

Jerry Petroff, *Special Education, Language & Literacy*

### *To Professor:*

Timothy Clydesdale, *Sociology & Anthropology*

Cynthia Curtis-Budka, *Mathematics & Statistics*

Regina Morin, *Modern Languages*

Teresa Sanpedro, *Modern Languages*

### *To Librarian I:*

Jia Mi

The Board awarded the following sabbatical leaves for 2008-09:

Rachel Adler, *Sociology & Anthropology*

Philip Dumas, *Chemistry*

David Holmes, *Mathematics & Statistics*

Karen Howe, *Psychology*

Harriet Hustis, *English*

Richard Kamber, *Philosophy & Religion*

Adam Knobler, *History*

John Landreau, *Women & Gender Studies*

Elizabeth Mackie, *Art*

Norman Neff, *Computer Science*

Ann Marie Nicolosi, *Women & Gender Studies*

Amanda Norvell, *Biology*

John Pollock, *Communications*

Melinda Roberts, *Philosophy & Religion*

Philip Sanders, *Art*

Marianna Sullivan, *Political Science*

Jeanine Vivona, *Psychology*

Patricia Wallace, *Business*

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## Faculty Senate Actions Spring 2008

- Co-sponsored two open forums with the Committee on Faculty Affairs, one on peer review of teaching for reappointment, tenure and promotion, and one on the proposed new process for awarding sabbaticals.
- Hosted presentations by President Barbara Gitenstein on the state budget and Police Chief John Collins on his plans for reform of Campus Police.
- Sent a request for a Reading Period policy to Steering Committee.
- Sponsored a Colloquium for Faculty Research and Creative Activity with Jo-Ann Gross of History speaking on “The Poetics of Sacred Space.”
- Administered the fourth annual Mildred Dahne Award for Academic Excellence.
- Sponsored a Faculty and Administrators Community Event.

## Spotlight on Senators

**Rachel Adler** (*Sociology and Anthropology*) is taking a sabbatical next year to attend Drexel University's intensive BSN program. At the end of the 11-month program she will be a registered nurse. She plans to expand upon her anthropological training into areas of medical anthropology and public health. Rachel is not changing careers—just enhancing the one she already has!

**Cindy Curtis** (*Mathematics and Statistics*) was invited to Bedlewo, Poland to give a conference talk “Vanishing of  $SL(2, \mathbb{C})$  Casson invariants.” Her paper on the same topic, written jointly with Prof. Hans Boden of McMaster University, has just appeared in the *Proceedings of the American Mathematical Society*. Currently she is working on tunnel systems for knots with students Sara Frack and Mike Davidoff. Feel free to come hear about this at the Celebration of Student Achievement!

**Orlando Hernandez** (*Electrical and Computer Engineering*) is heading a new Robotics Summer Camp for rising high school seniors. This intensive five-day residential camp is offered by the Department of Electrical and Computer Engineering with the collaboration of Mechanical Engineering faculty. It is also sponsored by the Institute of Electrical and Electronics Engineers (IEEE), and the Association for Computing Machinery (ACM). The intent of the camp is to motivate the most creative minds of a new generation of prospective electrical and computer engineers to become global leaders in an increasingly technological world. Camp participants will learn topics not traditionally taught in high schools such as Microcontroller Programming, Sensing Systems, Digital Electronics, and more.

**Cynthia Paces** (*History*) is at work on two book projects. Her study of religion and nationalism, *Prague Panoramas: Sacred Space and National Memory in the 20th Century*, will come out next year with the University of Pittsburgh Press. Her second project, *1989: The End of the 20th Century?*, is an undergraduate-oriented document collection and analysis of the tumultuous events in Eastern Europe, China, and Africa in that historic year. Co-written with her husband James Carter, a historian of modern China, the book will be published by W.W. Norton in 2009, 20 years after the fall of the Berlin Wall.

**Michael Robertson** (*English*) published two books this spring. *Worshipping Walt* (Princeton University Press) is a group biography of Walt Whitman's 19th-century disciples. *Walt Whitman, Where the Future Becomes Present* (University of Iowa Press), co-edited with David Blake, gathers ten essays originally delivered as lectures at TCNJ's 2005 Whitman Sesquicentennial Symposium.

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## Committee on the Teaching and Learning Initiative

*Deborah Knox, Chair, [knox@tcnj.edu](mailto:knox@tcnj.edu)  
Terry O'Connor, Vice-Chair, [occonnort@tcnj.edu](mailto:occonnort@tcnj.edu)*

Following our charge to form recommendations around strengthening the support of the teacher-scholar to offer and engage in powerful learning experiences, members of the committee enhanced their understanding of the scope of faculty development through conference participation and common readings. Two committee members attended the Lilly Conference on College Teaching and shared with us some national trends in developing and sustaining teaching and learning centers. We read and discussed *A Guide to Faculty Development: Practical Advice, Examples, and Resources*, edited by Kay Herr Gillespie (2002). This book informed our discussions on types of structures and activities that would best support on-going professional development of the teacher-scholar at TCNJ.

The committee is finalizing its recommendation report to interim Provost Beth Paul. We have formulated suggestions for a mission statement, guiding principles, and proposed structure to be used in planning and implementing activities of a teaching and learning center. Additionally, our recommendation includes providing opportunities to help us learn more about best practices in teaching and learning to strengthen our community. Our final report will be submitted to Academic Affairs in May 2008.

Committee members are Helene Anthony, Elizabeth Borland, Lynn Braender, Jacqueline Dacosta, Janet Gray, Wayne Heisler, Craig Kapp, Ceceilia O'Callaghan, Marcia O'Connell, and Manish Paliwal.

## College Governance Standing Committees

### Committee on Academic Programs (CAP)

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

*John McCarty, Vice-Chair, [mccarty@tcnj.edu](mailto:mccarty@tcnj.edu)*

During the spring semester, CAP has continued work on issues that were raised during the fall and initiated efforts on several new charges. Among the issues of major importance are a review of the current class-scheduling grid, the development of a statement on the nature and purpose of Reading Days, and several issues regarding the Program Approval Process and review of proposed curricular changes within programs. Finally, CAP is continuing to review recommendations for Program Closure.

### Committee on Faculty Affairs (CFA)

*Terrence Bennett, Chair, [tbennett@tcnj.edu](mailto:tbennett@tcnj.edu)*

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

CFA has received many charges this year, all involving significant work. We have discussed peer evaluation of teaching for promotion and tenure, the SOSA system, the procedure for granting sabbaticals, and the external review of scholarship for promotion. We are finalizing the peer evaluation of teaching report for submission to Steering; this will become Appendix III of the promotion and tenure document. A preliminary draft of the procedures for evaluating sabbatical applications was distributed to the campus in April for discussion at two open forums. A draft report on the review of SOSA should be completed later in April. A recommendation on the use of external review of scholarship for promotion may or may not be completed this year. We will be unable to address our remaining charges this year: to determine a policy for the use of grade distributions in promotion and tenure and to determine procedures for 5-year review of tenured faculty.

### Committee on Planning and Priorities (CPP)

*Andrew Clifford, Co-Chair, [cliffan@tcnj.edu](mailto:cliffan@tcnj.edu)*

*Beth Paul, Co-Chair, [bethpaul@tcnj.edu](mailto:bethpaul@tcnj.edu)*

*Joyce Vincelette, Vice-Chair, [vincelet@tcnj.edu](mailto:vincelet@tcnj.edu)*

CPP's work this semester has centered on four broad issues. The first involves the academic calendar. The committee approved moving fall break earlier in the semester in order not to conflict with Homecoming. In addition, the committee gave considerable attention to the schedule for reading days and final examinations in this and future spring semesters. A survey will be sent to all faculty, staff and students in May seeking

feedback on this spring's reading/final exam schedule. Faculty are encouraged to respond.

CPP discussed ways to support the President's strategic initiatives announced last October. The committee revised the document "Budget Decision-Making Principles and Process" in order to reflect the College's new emphasis on the integration of Academic and Student Affairs. Finally, CPP engaged with interim Provost Beth Paul in considering ways that the College can become more involved in P – 20+ education—that is, in the educational continuum from pre-school through graduate school and beyond.

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

*Lynn Bradley, Chair, [bradley@tcnj.edu](mailto:bradley@tcnj.edu)*

*Tony Conte, Vice-Chair, [contea@tcnj.edu](mailto:contea@tcnj.edu)*

This semester CSCC has focused on revising and developing a Student Travel Policy that reflects "best practices" and emphasizes the importance of travel in the context of the campus-wide transformations that have occurred in both student and academic affairs. In doing this work, the committee is creating a template for policy and procedures that can be used for other similar college-wide policies at TCNJ. For example, the committee anticipates that it will review and revise the current alcohol and other drug policy using a similar policy template in the fall of 2008 (a biennial review is part of the charge to CSCC). The Fall 2008 review and revision of the alcohol and other drug policy will be informed by the report that is forthcoming from the Commission on the Prevention of Alcohol Abuse.

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## Save the Dates!

### Open Forum

Tuesday, May 13, 2008, 10:00-11:00

Science Complex P-101

To respond to CFA proposals on SOSA and external review for promotion.

### Faculty Senate Professional Issues Forum

Thursday, May 15, 2008, 2:30-4:00

Science Complex P-101

Discussion with Tim Clydesdale of Sociology on his research about first-year college students, published in his book *The First Year Out*.

### First Annual Faculty/Staff Happy Hour

Thursday, May 15, 4:30-6:30

Wildflowers (Route 31 at Pennington Circle)

## 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

Michael Robertson  
[mroberts@tcnj.edu](mailto:mroberts@tcnj.edu)

### Vice President

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

### Parliamentarian

John Karsnitz  
[karsnitz@tcnj.edu](mailto:karsnitz@tcnj.edu)

### Staff Secretary

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

### Art, Media, and Music

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

### Business

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

### Culture and Society

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

### Education

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

### Engineering

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

### Library

Maureen Gorman (09)

### Nursing, Health and Exercise Science

Eileen Alexy (10)  
Leslie Rice (09)

### Science

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

\* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

\*\* AFT Representative

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See the electronic edition of this newsletter for a list of 2008-09 SOSA award recipients and their projects:  
<http://www.tcnj.edu/~senate/newsletter.html>

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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>

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The College of New Jersey

# SOSA Awards for Academic Year 2008 – 2009

## SUSTAINED

Qin Shao – *History* – Demolition: Housing Reform and Conflict in Urban China 1980 – 2005

Donald Lovett – *Biology* – Molecular and Cellular Mechanisms Involved in the Modulation of Osmoregulation in Crabs

Cynthia Paces – *History* – Nationalism, Art and Politics in Modern Europe

P. Andrew Leynes – *Psychology* – The Cognitive Neuroscience of Action Memory

Xinru Liu – *History* – Women and State Formation in Early India

Jiayan Mi – *English & Modern Languages* – 1. Contested Navigation: Landscape, Locality and Nationhood in Modern Chinese Literature Art and Films 2. Chinese Ecocinema: Nature, Humanity and Modernity

Ruane Miller – *Art* – Sacred Places: The Power and Presence of Environment

Howard Reinert – *Biology* – Assessment of the Genetic Status of the Endangered Timber Rattlesnake

Tomoko Kanamarua – *Music* – 1. Solo and Collaborative Piano Performances for Live Concerts and Recording 2. Publication of Artistic and Pedagogical Musical Scores 3. Research of the Equuchi Method, the Perfect Pitch Training Method

Yunfeng Wang – *Mechanical Engineering* – Robotic Research and Laboratory

Donald Hirsh – *Chemistry* – Molecular Distances and Exchange Interactions Measured by Electron Spin Resonance and Fluorescence Resistance

## ANNUAL

Wayne Heisler – *Music* – Historiographic Perspectives on the “Integrated” American Musical

Ralph Russell – *Music* – Three Movements for Chamber Orchestra

Gary Woodward – *Communication Studies* – A Conceptual Map: The Rhetorical Personality

Kevin Michels – *Marketing* – Legal and Ethical Reforms of Business

Samanta Subarna – *Business* - 1. Determinants of Investment and Economic Growth in Developing Countries: Role of Corruption 2. Income Inequality on the demand for Money: Cross Country Evidence 3. Are Tariffs Inflationary?

Linghui (Lynn) Tang – *Economics, Finance & Business* – Globalization and Labor Standards: A Race to the Top or a Race to the Bottom

Waheeda Lillevik – *Marketing/Management* – Behaviors as Selection Criteria in the Workplace: How Do They Affect Minorities?

Susanna Monseau – *Management* – Government Regulation, Barriers to E-Commerce and Fee Speech: An Imported Beer

Susan Hume – *Economics* –

Elizabeth Borland – *Sociology and Anthropology* – Social Movements, Organizations and Activism: Involving Goals, Changing Frames

Rebecca Li – *Sociology and Anthropology* – Entrepreneurs, Cadres, and Bureaucrats: China’s Journey to Capitalism

Nasesh Rao – *English* – Postcolonial Studies and the Politics of Genre: The Essays of Arundhati Roy

Ellen Friedman – *English / Women and Gender Studies* – *Humanities: Ideas and Ideals, a textbook; The Seven: a book-length ethnographic account of a family’s experiences during the Holocaust based on interviews conducted from 1986 to the present.*

Michele Tarter – *English* – The Quaker Invasion: Performance and Punishment in the Early American Gaol

Jean Graham – *English* – Gender and British Literature

Lisa Ortiz-Vilarelle – *English* – Autobiography and Diasporic Latina Subjectivity

Mary Biggs – *English* – Ecofeminist and Queer Explorations, and Feminist Reconsiderations

Juda Bennett – *English* – World Trade Stories: Representing 9/11

Matthew Bender – *History* – Water Brings No Harm: Water and the History of Kilimanjaro, Tanzania

Daniel Crofts – *History* – The Public Man Revealed: William Henry Hurlbert and the Coming of the Civil War

Tamra Bireta – *Psychology* – Age-Related Differences in Patterns of Memory Performances: The Isolation Effect

John Sisko – *Philosophy and Religion* – Gorgias on What Is

Pierre LeMorvan – *Philosophy and Religion* – Appearance and Experience: From Realism and Back Again

Deborah Compte – *Modern Languages* – The Avisos of Jeronimo de Barrionuevo

## SOSA Awards for Academic Year 2008 – 2009 (con't)

Ann Marie Nicolosi – *Women and Gender Studies* – Beauty, Body, Politics; Cindy Sheehan and the Politics of Motherhood: Republican Motherhood in the Twentieth and Twenty First Centuries

Piper Kendrix Williams – *English/African American Studies* – Tracing the Trope of 'Epiphanal Blackness' in African American Literature: Slavery to Reconstruction

Chu Kim-Pierto – *Psychology* – Cultural Influence on the Experience of Emotions

Margaret Martinetti – *Psychology* – Animal Models of Alcohol Abuse

He Len Chung – *Psychology* – Emerging Adulthood in Disadvantaged, Urban Communities: A Focus on Well-Being

Benny Chan – *Chemistry* – SOSA

David Hunt – *Chemistry* – Continued Development of a Synthetic Strategy for the Preparation of New Compounds Targeted to Combat Antibiotic Resistance

Margaret Benoit – *Physics* – Understanding the Origin of Intra-Plate Volcanoes

Thulsi Wickramasinghe – *Physics* – Methane on Mars – An Astrobiological Phenomenon?

Sudhir Nayak – *Biology* – Analysis of GLD-1 Regulation in *c. elegans*

Leeann Thornton – *Biology* – Analysis of Cytochrome P450 Enzymes that Regulate Plant Growth

Kevin Pecor – *Biology* – The Behavioral Ecology of Exotic Crayfish in NJ

Jeffrey Erikson – *Biology* – The Role of Pel – 1, a Transcription Factor Required for Serotonin Neuron Differentiation, in the Development of Normal Breathing Behavior in Newborn Mice

Leona Harris – *Mathematics and Statistics* – Mathematical Modeling of the Pharmacokinetics of a Perfluorinated Chemical

Suriza VanDeSandt – *Mathematics and Statistics* – Mathematics Anxiety and Teaching Efficacy Beliefs of Prospective Teachers

Andrea Salgian – *Computer Science* – Visual Analysis of Conducting Gestures

Lisa Grega – *Mechanical Engineering* – Experimental Study of Pollen Flight Dynamics

Manish Paliwal – *Mechanical Engineering* - Orthopedic Biomechanics Research

Karen Yan – *Mechanical Engineering* – Cell-Material Interaction and Modeling of Biopolymer Tissue Scaffold Degradation

Orlando Hernandez – *Electrical and Computer Engineering* – Image Processing and Understanding: Development of Algorithms, Microelectronic Implementations, and Related Architectures

Brett BuSha – *Electrical and Computer Engineering* – Cardio Respiratory Control

Michael Horst – *Civil Engineering* – Design, Construction, and Analysis of a Storm-water, Best Management Practice (BMP) at the Entrance to Cromwell Hall, TCNJ Campus

Vedrana Krstic – *Civil Engineering* – Development of Conuditional Digital Filter Architecture for Processing of Pavement Images

Linda Dempf – *Library* – Guide to the Horn Repertoire

Terrence Bennett – *Library* – Open Data: Access and Re-use of Numeric Datasets from Scholarly Publications

Avery Faigenbaum – *Health and Exercise Science* – The Scholarship of Discovery that Focuses on Undergraduate Education and Advanced Gerontological Practice

Jean Wong – *Special Education Language and Literacy* –  
1. Conversation Analysis of Chinese Telephone Conversations  
2. Book Prospectus: Language and Language Learning