



TCNJ Faculty Senate Newsletter

Greetings from the Faculty Senate President

A Conversation with Tim Clydesdale

Last year Tim Clydesdale of TCNJ's Sociology Department published *The First Year Out: Understanding American Teens after High School* (University of Chicago Press). The book shakes many of our most cherished beliefs about our students and our role as teachers. In the words of Dan Crofts of TCNJ's History Department:

"Clydesdale has discovered many things that college and university faculty may find challenging and even upsetting. He finds most students 'culturally inoculated against intellectual curiosity and creative engagement.' They are preoccupied instead by the pursuit of 'happiness and fulfillment' through 'personal relationships and individual consumption.' While Clydesdale strips away illusions, he also provides a foundation from which to rethink the ways that faculty might better approach students. Everyone who teaches at the college or university level should read *The First Year Out*."

I spoke recently with Tim Clydesdale about his research and its implications for us as teachers.

MR: In researching "The First Year Out," you followed a cohort of teenagers from their last year of high school through their first year of college. What most surprised you?

TC: I learned that my experience as a college student was not typical. When I came to college, I discovered this smorgasbord of intellectual delights: fascinating courses, great guest lecturers. I knew I hit the books more than my friends did, but I thought that was just my personal style—that everyone found this enjoyable, but some people like to study more than others. The big surprise to me was that my experience—the experience of the future intelligentsia—is atypical. Most students are what I call in the book "practical credentialists." For them, college is a series of hoops to jump through. You learn to give professors what they want, and you get the grade you need to continue progress toward your pragmatic end.

MR: TCNJ is considerably more selective than most colleges. Do our students still fit the pattern you describe?

TC: Yes, I think they do, because it is an American cultural pattern, rooted deeply in American individualism and pragmatism. Yes, we have bright students. If we push them, they will work hard. But only a handful take intellectual life seriously, engage themselves, think deeply, and make connections across classes. The vast majority are grade-focused credentialists.

MR: How do our misperceptions of our students lead to unhelpful pedagogical practices?

TC: If we assume our students are like us, then we assume that the way our disciplines are organized will be inherently interesting to them. I like to use the example of a course on dance history. A typical survey course starts chronologically, with something fairly rarified—exactly the sort of thing that is not going to engage the average student. Yes, it will engage the student already interested in dance. But the way scholars organize disciplines is not engaging to average credentialists. They start from a very different point. What is not helpful is that we start from the discipline instead of from where our students are.

Imagine if that dance history course starts instead with dancing that students have already seen or participated in. Imagine if it builds on what they know, expands and deepens it, helps them create a conceptual system for thinking about various types of dance, and whets their appetites. A class like this may not cover as much content, but it can have a lasting impact on students. They would gain far more respect for the study of dance and the work of dancers than they would in a traditional survey course.

MR: When some people hear you say that we need to meet students where they are and cover less content, they think you are urging us to dumb down the curriculum. How do you respond to that?

TC: That's a common reaction -- that somehow content defines rigor. But saying that if you cover a certain amount of content, students have learned it is like throwing marshmallows at their heads and saying they've been fed. Instead, we need to see learning as acquiring intellectual skills. Hone students' writing skills. Hone their oral argument skills. Challenge their

ability to work with a group and use each other's skills to create a product. Do this, and you'll find yourself working harder than you have ever worked before. It's much easier to stand up and read a lecture than it is to go around person to person, group to group, see what people are working on, critique it, hone it, help them improve it. If we cover a little less content but we start to create a respect for and thirst for knowledge, we are more likely to have students who want to go on in a field and want to learn more.

Those who believe that content matters most must recognize that content changes. The content that we teach today, if we stay current in our disciplines, has little similarity to what we taught ten or twenty years ago. If we just teach a body of content, in fifteen years much of that content has lost its value. But if we teach skills of how to acquire knowledge, that's going to last a long time.

MR: For those of us who are convinced by what you say: Where do we go from here?

TC: There are people in every discipline who are connected to where young people are today and have advice and suggestions for better engaging students. You may have to go looking for the pedagogy experts in your discipline, because they are not the ones winning awards for the best new book or best article. But they are out there, and they're doing good work. Most disciplines have a journal that is connected with teaching. Spend time reading through that. We don't have to reinvent the wheel – the chief thing is to respect students as the arbiters of knowledge they have become. Once we get that, we'll be relentless in seeking ways to better engage our students.

Michael Robertson, Department of English
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Colloquium for the Recognition of Faculty Research and Creative Activity Call for Nominations

The Senate Committee on Intellectual Community calls for nominations for its semi-annual colloquium featuring the research and/or creative activity of TCNJ Faculty. Two faculty members are chosen through the annual nomination and selection process to present their research and participate in a reception in their honor. A colloquium is conducted each semester, recognizing one faculty member in the fall and one in the spring. Any full-time tenured faculty member may be nominated by a dean, chair or colleague through a simple application process.

Guidelines for Nomination

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

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

Nomination/Application Process

Nominations must be accompanied by (1) a statement not to exceed two pages that provides a concise rationale for the nomination; (2) nominee's curriculum vitae; and (3) an abstract of the research or creative activity to be presented.

It is critical that the two-page statement document the nominee's field of knowledge; important research contributions and where the contributions stand in relationship to his or her peers and discipline(s); and ability to deliver a lecture having broad audience appeal.

Applications Deadline: February 6, 2009

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

<http://www.tcnj.edu/~senate/colloquium.html> or contact Tim Clydesdale, Chair, Intellectual Community Committee: clydesda@tcnj.edu

Previous Honorees

Alan Waterman, <i>Psychology</i> , Spring 2007
Donald Lovett, <i>Biology</i> , Fall 2007
Jo-Ann Gross, <i>History</i> , Spring 2008
Gary Woodward, <i>Communications Studies</i> , Fall 2008
Bruce Rigby, <i>Art</i> , Spring 2009

Mildred Dahne Award for Academic Excellence

Call for Applications

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

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

Past winners are Philosophy and Religion (2004-05), Women's and Gender Studies (2005-06), Biology and Elementary and Early Childhood Education (co-winners in 2006-07), and Psychology (2007-08). The winning applications from past years and instructions for applying are on the Faculty Senate webpage: www.tcnj.edu/~senate/dabneaward.html.

Applications Deadline: February 6, 2009

For further information contact the chair: *John McCarty* mccarty@tcnj.edu

Focus on Teaching—CSC 340: Programming in the Large

This fall I've been featuring select writing intensive courses in the Writing Program Bulletin as a way both to celebrate our "Writing in the Disciplines" (WID) curricular achievement and to share specific best practices and assignments. When I was asked to contribute one of these write-ups for the Faculty Senate Newsletter, I knew that the Computer Science mid-level writing intensive course, "Programming in the Large," designed by Monisha Pulimood, would be my focus. It was one of the earliest courses to be submitted and approved for writing-intensive credit, and it illustrates many of the teaching/learning elements that characterize the value of a WID curriculum.

One of the foundational principles of any WID curriculum is that writing skills are not distinct from disciplinary knowledge; a discipline's ways of doing/knowing and its writing conventions are interconnected. In CSC 340, these interconnections are evident in nearly every assignment and project. The syllabus emphasizes the fast-changing nature of the field, and it explicitly tells students that they must "learn how to integrate concepts from various areas within the computer science discipline as well as other disciplines in order to solve a problem."

One example is assignment #3, which postulates a scenario in which students must research and evaluate several methodologies used to test systems for software quality assurance and then recommend one technique over the others:

Assume that you work for a software development organization that has recently hired a new Chief Executive Officer (CEO). This CEO wants to ensure that the organization uses the latest technology and has assigned you the task of surveying the state-of-the-art on testing practices and software, and making a recommendation. In order to make an informed decision, you will survey some current testing techniques, find one that piques your interest, and research it further. For the purposes of this report, restrict yourself to code testing. Beta testing is not an appropriate choice for this assignment. You will then write a report to the CEO, that addresses at least the following:

- *Brief summary of white box and black box testing, and regression testing – about ½ to 1 page each*
- *A more in-depth discussion of one other technique – about 1 to 1½ pages*
- *Your recommendation with justification, including what influenced your decision, advantages and disadvantages, software tools that aid in the testing process using this technique (include open source tools), major organizations (or categories of organizations) that typically use this technique, and anything else that interests you about this testing process*
- *Conclusions that emphasize the appropriateness of your recommendation.*

The grading rubric for this assignment—used both for providing feedback on the draft report and for grading the revised report—emphasizes everything from the report format, to sentence construction, to the analytic skills necessary to justify the recommendation. Students must be able to assess the trade-offs of the various methodologies. Without a thorough comprehension of software quality assurance, of the techniques being researched, and of the strengths and weaknesses of the application of these techniques, students cannot write the report. In other words, they must combine writing with the ways of knowing expected of computer science majors.

The importance given to writing *as an enactment of ways of knowing* is also evident in the five programs students must write for this course. The reports include "six to eight pages of source code each. Each program also requires a minimum of two pages of maintenance documentation that includes well-written comments describing the purpose of the assignment, purpose of various code fragments, as well as pre- and post-conditions and usage for each function." Students must be able to "do" the source code, but in order to show that they understand it conceptually, they must also be able to write about it.

Mary Goldschmidt, Director, Writing Program, goldschm@tcnj.edu

College Governance Standing Committees

Committee on Academic Programs (CAP)

Barbara Strassman, Chair, strassma@tcnj.edu

Cathy Liebars, Vice-Chair, liebars@tcnj.edu

CAP is continuing a review of the current scheduling grid, including the Wednesday meeting component. Building on significant data collected last year from scheduling, athletics, food services and open testimony, the committee is in the process of developing an online survey to collect information from students and will meet with Chairs to seek their input concerning the impact of the grid on scheduling classes. The committee has been asked to review the “Student Feedback on Teaching” form and the process for administering the form recommended in MOA #64. The committee is reviewing the use of the terms “specializations” and “concentrations” within majors and programs. A new charge has been received from Steering to recommend a New Course Approval Process for graduate and undergraduate courses. The committee has recommended the approval of a minor in Quantitative Criminology.

Committee on Faculty Affairs (CFA)

Terrence Bennett, Chair, tbennett@tcnj.edu

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

The Committee on Faculty Affairs has a full agenda this year, with completion of a number of Appendices attached to the Promotions and Reappointment Document being a main focus. Appendix III on the peer review process has been finalized after CFA deliberated on feedback received from the community last spring. The document has been sent to Steering and it is anticipated that the new Appendix III will replace the one currently online at <http://www.tcnj.edu/~fbb/Reappointment-Promotion2008.pdf>. The new process and associated guidelines help standardize peer observations of teaching across all departments and programs on campus and serve as a means to facilitate on-going conversation about our personal development as teacher-scholars. Modifications to Appendix IV, regarding external reviews of candidates applying for promotion, are under CFA consideration at this time and will be presented to the campus community for feedback this academic year. The use of grade distributions in the promotion process has been scrutinized and elimination of the use of such distributions was discussed at an open forum on November 19. CFA has been charged with considering the Five Year Review process (as outlined in our AFT contract) and aligning it with the role of the teacher-scholar since transformation. As charged by the Steering Committee, CFA will recommend policies and procedures appropriate for reinstituting a Five-Year Review process that “is positive in nature and is best achieved in an atmosphere of trust and cooperation.” The campus community will be consulted during this process of review. Finally, Steering has charged CFA to consider expanding CFA membership to include the chair of the new Sabbatical Committee.

Committee on Planning and Priorities (CPP)

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

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

Helen Anthony, Vice-Chair, anthony@tcnj.edu

CPP has devoted considerable attention to the spring semester reading period/final exam schedule. The fall semester schedule easily allows for six reading days and five exam days, but in most years the spring calendar permits only four reading days and four exam days. Surveys last spring revealed that although faculty are comfortable with the spring schedule, students are not. The committee explored numerous alternatives, including beginning classes on Martin Luther King Day. It concluded that classes should not be held on Martin Luther King Day and that, at least for the near future, there will be only four spring semester exam days. However, the committee changed the Spring 2009 schedule so that instead of four consecutive reading days followed by four consecutive days of exams, there will be three reading days followed by two days of exams, one reading day, and two more exam days.

CPP also reviewed the final report from last spring of the Provost’s ad hoc committee on the Teaching/Learning Initiative. It approved the group’s recommendation to establish a Center for Teaching and Learning and also approved, with modifications, the recommendation to create a Teaching and Learning Program Council. It is currently coordinating the creation of this new program council.

Committee on Students and Campus Community (CSCC)

Wayne Heisler, Chair, whisler@tcnj.edu

Diane Gruenberg, Vice-Chair, dgruen@tcnj.edu

This semester CSCC reviewed a draft Alcohol Policy written by Lori Thompson (Student Affairs), in consultation with Mark Woodford (CSCC), based on the Commission on Prevention of Alcohol Abuse guidelines and ideas contributed by CSCC members. The guiding principle for CSCC's work on the Alcohol Policy has been to focus on developing a framework that includes standards and guidelines for the campus community as a whole, but not to attempt creating explicit procedures and rules to be followed by specific areas of the College.

In order to elicit public comment, the revised draft was sent to Faculty Senate, Staff Senate, and SGA for discussion and feedback. In addition, all-campus forums were held on October 24 and 30. Suggestions gathered at the forums and via electronic feedback were considered by CSCC and, as appropriate, included in the final revision. The final version of the policy was reviewed by James Norfleet (Vice President of Student Affairs) and will be presented at the December meeting of the Board of Trustees for approval so that it can be implemented in January 2009.

During the spring semester, CSCC will continue working on the Student Travel Policy, held over from spring 2008, and address a new charge from Steering to discuss the College policy on Involuntary Health or Safety Withdrawal.

Spotlight on Senators

Regina Morin (*Modern Languages*) presented a paper called "Making Connections: Spanish for Medical Purposes and Community-Engaged Learning" at the 37th Conference of the Linguistic Association of the Southwest, hosted by Oregon State University in Corvallis, Oregon, from October 17-19, 2008.

Jerry G. Petroff (*Special Education, Language and Literacy*) received a \$1.3 million grant to implement the New Jersey Consortium on Deafblindness. This consortium will include the New Jersey School for the Deaf, the New Jersey Commission for the Blind and Visually Impaired and the New Jersey Department of Education-Office of Special Education Programs. The goal of this project is to assure the provision of high-quality education programs within natural environments and supported inclusive services for infants, toddlers, children and youth who are deafblind.

Morton Winston (*Philosophy and Religion*) spoke on October 3, 2008 at a conference on International Instruments, Initiatives, and Standards for Corporate Social Responsibility sponsored by the University of Regiomontana in Monterrey, Mexico. He represented Social Accountability International, whose SA8000 is widely regarded as one of the leading voluntary international standards for assessing compliance with internationally recognized human rights and labor rights in the workplace. Dr. Winston has been a member of the advisory board of SAI since 2000 and has been involved in the development and promotion of this standard. Other speakers on the program represented the United Nations Global Compact, the OECD Guidelines for Multinational Corporations, and the Global Reporting Initiative, among others.

Board of Trustees Report

Faculty Representatives: Tim Clydesdale, clydesda@tcnj.edu, John Allison, allison@tcnj.edu

At the October 7, 2008 Board of Trustees meeting, committees discussed the continuing process of attempting to sell the Country Club Apartments as well as plans for a new Education building, with the design phase scheduled to be completed by 2009. In light of the current economic situation, committee members felt that it was wise to postpone continued funding for the design phase until the next Board meeting. The current financial climate may not be conducive for building on the original schedule, but that has yet to be decided. It was acknowledged that the building is clearly desperately needed.

Dean Jeff Osborn reported on the state of science on campus. His report was well-received, and board members clearly support science education at TCNJ. It was reported that a number of accreditation visits recently occurred (NCATE, ABEC). These visits were all reported as being very positive.

The Board approved a resolution to discontinue the Master of Arts in Applied Spanish Studies program.

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

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

President

Michael Robertson
mroberts@tcnj.edu

Vice President

Cynthia Curtis
ccurtis@tcnj.edu

Parliamentarian

John Karsnitz
karsnitz@tcnj.edu

Staff Secretary

Paulette LaBar
plabar@tcnj.edu

Art, Media, and Music

Wayne Heisler, Music (11)
Deborah Hutton, Art (09)
Philip Tate, Music (10)

Business

Bozena Leven, Economics (09)
John McCarty, Marketing (10)+
Kevin Michels, Marketing (09)
Don Vandegrift, Economics (10)

Culture and Society

Matthew Bender, History (11)
Elizabeth Borland, Sociology (11)
Tim Clydesdale, Sociology *+
Holly Haynes, Classical Studies (10)
Cassandra Jackson, English (10)
Richard Kamber, Philosophy (09)
Rebecca Li, Sociology (11)
Regina Morin, Modern Languages (11)
Cynthia Paces, History (09)+
Michael Robertson, English (09)+
Teresa SanPedro, Modern Languages (09)
Felicia Steele, English (10)
Glenn Steinberg, English (10)
Mort Winston, Philosophy (11)

Education

Stuart Carroll, EECE (09)
Jody Eberly, EECE (09)
Arti Joshi, EECE (10)
Jacqueline Norris, EASE (10)
Jerry Petroff, SELL (11)
Shri Rao, SELL (11)

Engineering

Ralph Edelbach, Technological Studies **
Orlando Hernandez, Engineering (09)
John Karsnitz, Technological Studies (11)+
Nabil Al-Omaishi, Engineering (10)

Library

Maureen Gorman (09)

Nursing, Health and Exercise Science

Jie Kang (10)
Leslie Rice (09)

Science

John Allison, Chemistry *+
Carlos Alves, Math/Statistics (10)
Lynn Bradley, Chemistry (09)+
Cynthia Curtis, Math/Statistics (10)+
David Hunt, Chemistry (11)
Deborah Knox, Computer Science (09)+
Don Lovett, Biology (11)
Marcia O'Connell, Biology (10)
Thulsi Wickramasinghe, Physics (11)

* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

** AFT Representative

Save the Dates

Professional Issues Forum

James M. Lang, Assumption College
Wednesday, February 4, 2009, 12:00-1:20
Library Auditorium

Free copies of Lang's book "On Course" are available in Deans' offices.

Open Forum on External Review of Scholarship for Promotion

Wednesday, February 18, 2009, 12:00-12:40
Science Complex P-101

Faculty & Administrators Community Event

Wednesday, February 25, 12:30-1:30
Social Science Atrium

Colloquium for Faculty Research and Creative Activity

Bruce Rigby, Department of Art
Wednesday, March 4, 12:00-1:20
Library Auditorium

Comments or Suggestions? Send them to:

senate@tcnj.edu

TCNJ Faculty Senate Website:

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



The College of New Jersey