



# TCNJ Faculty Senate Newsletter

## Greetings from the Faculty Senate President

### Governance in Schools and Departments

Last year much of the work of the Senate was devoted to identifying and articulating the major issues facing the College at this time from the perspective of the faculty. One of the issues that we identified was a lack of formal governance processes in schools and at times in departments. Governance is the collection of processes by which faculty, staff, and students work together to make recommendations to administrators to further collegial and transparent decision-making. Our governance document states that faculty have primary responsibility for the academic enterprise, while administrators are responsible for support of the academic enterprise, the institutional infrastructure and the campus community, through strategic planning and development of institutional priorities. Clearly these areas of responsibility affect one another, so good communication is essential to good decision-making by administrators and faculty.

The conclusions of the Senate last year regarding this issue are as follows:

*The current structure and principles of governance provide a clear framework and a vision for shared governance. However, the principles of governance need to permeate all levels of governance across the campus. In particular, the principles of governance should be extended to more local decision-making. There seem to be variations across schools on campus with respect to the extent to which decisions are based on the principles articulated in the 2005 Governance Structure and Processes document. Indeed, concerns have been expressed that some of those principles may have been increasingly overlooked, especially in decision-making at the school level on campus. Frustration with this has been aggravated by the fact that some resources and decision-making formerly controlled by departments has been moved to the school level, often resulting in decreased faculty involvement. For example, discretionary travel money, money for speakers, and IT funds are now generally distributed by schools rather than departments; departmental autonomy in hiring decisions has been reduced; and scheduling is increasingly dictated by school needs rather than by department needs. As such changes are made, it is imperative that new decision-making and budgeting procedures be transparent with wide input from faculty, following the principles of governance. Thus, schools and departments need to develop governance policies consistent with governance principles articulated in the 2005 Governance Structure and Processes.*

Following the issuance of the Senate document “The Big Issues Confronting TCNJ, 2010, CPP further endorsed the need for a campus-wide focus on better school-level governance by including this goal in the Periodic Review Report for Middle States. This fall the campus has begun discussion of this issue. At the invitation of the Provost, I met with the deans on September 1 to clarify the issues from the perspective of the faculty. Following this, at the request of the deans, I met individually with each dean to discuss

the state of governance in the individual schools. In these meetings I asked each dean to follow up by engaging chairpersons, Senators, and ultimately all faculty, staff, and students in the school in conversation about improving governance in the school.

The goal of these discussions should not be the creation of a massive committee structure at the school level, although discussions may lead to the creation of one or more committees in some schools. Rather, the goal should be to measure our current school governance practices against the standards of governance set by our campus governance document and to find ways to better meet these standards in areas where we fall short.

Clearly the strength of school governance varies from school to school. However as I discussed these issues with each dean, I found four major areas of common difficulty. Therefore I have encouraged Senators to think about the following four questions in attempting to assess the current quality of school governance. Analogous questions could be asked by departments as members consider the quality of departmental governance.

1.) *Do faculty, staff, and students have the ability to determine what issues are addressed by the school?*

At the campus level, all stakeholders have voice on all issues in the shared right to bring an issue to the Steering committee. The Steering committee is the sole arbiter of how and whether an issue is addressed by the campus community through the governance system. Similarly, all faculty, staff, and students should have an avenue for raising issues at the school level, and elected faculty, staff, and students should work, with the dean's help, to determine how and whether each issue should be addressed.

2.) *Are faculty, staff, and students authoring recommendations for deans (rather than simply reacting to proposals by deans)?*

At the campus level, recommendations on policy, procedure, and program are authored by the standing committees; these committees are populated by faculty, staff, students, and administrators. Thus faculty, staff, and students have an intimate role in the development of policies, procedures, and programs. This is quite different from simply allowing stakeholders to express opinions regarding plans or procedures developed single-handedly by administrators. Stakeholders should have similar opportunities to participate in the development of policy, procedures, and programs at the school level.

3.) *Are these recommendations put in writing and publicly shared with direct opportunities for discussion and feedback by faculty, staff, and students?*

At the campus level, preliminary recommendations are written and distributed to the campus community through email. These draft recommendations are also available on the campus governance website: [www.tcnj.edu/~steering](http://www.tcnj.edu/~steering). Committees then offer all stakeholders the opportunity to provide direct testimony regarding the draft recommendation, usually through email or through participation in an open forum; this testimony is considered by the committee before any recommendation is finalized. All stakeholders in schools should have similar opportunities to react to clearly articulated draft recommendations to deans before these recommendations are finalized.

4.) *Are faculty representatives elected by faculty, staff representatives by staff, and student representatives by students?*

Stakeholder representation is only meaningful if this representation is chosen by the stakeholder groups. Faculty, staff, or students who are appointed by administrators will not be perceived as representing the voice of their constituents. At the campus level,

appointments are made by the Faculty Senate, the Staff Senate, and the Student Government Association, the elected bodies of the stakeholder groups. Similarly school appointments should be made through direct election or through an indirect election process approved by the stakeholders.

A final question which has been raised by many deans and faculty members is what sorts of issues really require a governance process. While few policy issues arise at the school level, issues of procedure and program certainly do arise. Some examples of issues which clearly impact both the dean's responsibility for setting priorities and the faculty's responsibility for the academic enterprise are school strategic planning and priorities; procedures for addressing scheduling concerns, particularly as we seek to be more efficient in light of budget concerns; travel policy and procedures for prioritization of travel; priorities for the development of intellectual community through speakers, etc.; procedures for prioritizing IT and other equipment needs; and policy and procedures regulating the roles of faculty and deans in hiring.

I hope that this helps you think about the need for good governance in schools and departments. I wish you all well as you engage in school and department discussions regarding these issues.

*Cynthia Curtis, Department of Mathematics and Statistics*  
[ccurtis@tcnj.edu](mailto:ccurtis@tcnj.edu)

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## Focus on Teaching — Teaching in a Prison

### HIS 377/CRI 370 The United States in the Twentieth Century

This semester I am teaching HIS 377/CRI 370 The United States in the Twentieth Century in the Albert C. Wagner Youth Correctional Facility. Every Tuesday night, fifteen TCNJ students and I leave campus for Bordentown to have class together with ten inmates. Organized as part of the Center for Prison Outreach and Education, founded by Celia Chazelle, chair of the History Department, and Patrick Donahue, director of the Bonner Center, this course has become a deeply rewarding experience not only for my students but also for me.

In designing this course I sought to take full advantage of the experiences of both my TCNJ and Wagner students. Rather than teach the course as a survey of topics such as foreign policy and immigration, I decided to use a series of case studies of cities and suburbs as a window onto modern American history. Given that the majority of my TCNJ students are from white middle-class suburbs and that the majority of my Wagner students are black and from poor inner-city neighborhoods, this focus has allowed everyone to engage with the course readings in a personal way and, at the same time, learn from each others' different backgrounds. Through course readings and discussions with each other, students have grappled with one of the most defining aspects of modern American society, the fact that where you live has enormous consequences in terms of access to education, housing, jobs, and political power. In studying the history of cities and suburbs—and the complex relationships between the two—my students are exploring larger questions of race, inequality and power that are central to understanding modern American society.

One theme we have returned to throughout the semester is the relative power of historical structures versus that of individual agency. To what extent have historical patterns of deindustrialization, housing segregation, and white flight shaped the lives of inner-city residents today? And to what extent can those living in poor urban neighborhoods challenge, or even overcome, these larger structures through their own individual agency? At the start of the semester, my TCNJ students weighted the power of individuals

more heavily than the power of structures while my Wagner students had the opposite point of view. As my TCNJ students got to know the Wagner students better and understand the circumstances of their lives, they have come to appreciate the power of larger forces. Such an understanding of historical patterns and legacies can be difficult for students to grasp, especially when they feel far removed from their effects. But in the context of the prison, with one group black and urban and the other white and suburban, these larger structures are made visible. As one of my students wrote on our course blog, she has been challenged to “look beyond the observable evidence at the larger historical structures that have forged modern American society.” Seeing my students wrestle with the power and meaning of history has been deeply satisfying for me as a teacher and historian.

As conversations spill over from class to the van ride home, I’m continually struck by how affecting, and potentially transformative, this experience has been for my students. After just the first few classes, my TCNJ students told me how they were being challenged to question assumptions, stereotypes, and prejudices that they had held their entire lives. Many of my students have not only challenged their own thinking but also challenged those closest to them through conversations with friends and family.

My Wagner students have also been deeply affected by this experience. Living apart from family, friends, and the rest of society, inmates often express their sense of not feeling like citizens. The opportunity to take a college course and interact with “outsiders” offers an escape from this sense of isolation. It also offers a chance for prisoners to re-imagine themselves as citizens. As one Wagner student wrote in a paper for my course on the problems of urban America, “The problems we face today are not the black community’s problems or the white community’s problems, they are America’s problems.”

Through our weekly classes together, this course has allowed for conversations across racial, class and geographic boundaries, conversations that tend not to happen very often in America today. Such dialogue helps make real the promise of liberal arts education to inform and prepare our students for responsible democratic citizenship.

Robert McGreevy, Department of History  
[mcgreeve@tcnj.edu](mailto:mcgreeve@tcnj.edu)

One course of this nature, on a different subject and offered by a different department, is taught at Wagner each semester. Faculty interested in teaching in the prison are encouraged to contact

Celia Chazelle, Department of History  
[chazelle@tcnj.edu](mailto:chazelle@tcnj.edu)

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## Mildred Dahne Award for Academic Excellence

### *Call for Applications*

The Faculty Senate’s Mildred Dahne Award Committee calls for applications for the seventh annual Mildred Dahne Award for department or program excellence. This award includes a cash prize of \$4000 to \$8000, depending on market conditions and the earnings realized from the fund at the conclusion of the fiscal year. The prize may be used to augment departmental funds or as stipend and professional development funds that may be used to cover the costs of attending conferences, the purchase of equipment and resource materials, etc. Any academic department or program (including library) may apply for the award. However, no department or program may receive the award more than once in a five-year period. Past winners are Philosophy and Religion (2004-05), Women’s and Gender Studies (2005-06), Biology and Elementary and Early Childhood Education (co-winners in 2006-07), Psychology (2007-08), English and Sociology and Anthropology (co-winners 2008-2009), and Accounting (2009-2010). The winning applications from past years and instructions for applying are on the Faculty Senate webpage: [www.tcnj.edu/~senate/dabneaward.html](http://www.tcnj.edu/~senate/dabneaward.html).

*Applications Deadline: February 18, 2010*

For further information contact the chair: Marc Meola, [meolam@tcnj.edu](mailto:meolam@tcnj.edu)

# Colloquium for the Recognition of Faculty Research and Creative Activity

## Call for Nominations

The Senate Committee on Intellectual Community calls for nominations for its semi-annual colloquium featuring the research and/or creative activity of TCNJ Faculty. Two faculty members will be chosen through the annual nomination and selection process to present their research and participate in a reception to follow in their honor. A colloquium will be conducted each semester, recognizing one faculty member in the fall and one in the spring.

Any full-time tenured faculty member may be nominated by a dean, chair or colleague through a simple application process.

### *Guidelines for Nomination*

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

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

### *Nomination/ Application Process*

Academic leaders and faculty are invited to nominate a colleague for the 2010-2011 Colloquium for the Recognition of Faculty Research and Creative Activity. Nominations must be accompanied by (1) a statement not to exceed two pages that provides a concise rationale for the nomination; (2) the nominee's curriculum vita; 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 Due: February 18, 2010*

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

<http://www.tcnj.edu/~senate/colloquium.html> or contact:

Kevin Michels, Chair, Intellectual Community Committee, [michels@tcnj.edu](mailto:michels@tcnj.edu)

### *Previous Honorees*

Alan Waterman, *Psychology*, Spring 2007

Donald Lovett, *Biology*, Fall 2007

Jo-Ann Gross, *History*, Spring 2008

Gary Woodward, *Communications Studies*, Fall 2008

Bruce Rigby, *Art*, Spring 2009

Mark Kiselica, *Counselor Education*, Fall 2009

Ellen Friedman, *English, Women's and Gender Studies*, Spring 2010

Avery Faigenbaum, *Health and Exercise Science*, Fall 2010

David Holmes, *Mathematics and Statistics*, Spring 2011

# College Governance Standing Committees

## Committee on Academic Programs (CAP)

*Cathy Liebars, Chair, [liebars@tcnj.edu](mailto:liebars@tcnj.edu)*

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

CAP held two open fora on the mid-semester evaluations/grades preliminary recommendation completed last spring. As a result of the additional feedback, the Committee has made a recommendation for a college-wide policy requiring mid-semester progress reports and a statement on academic accountability. The final recommendation was sent to the Steering Committee. CAP has been notified that the recommendation on graduate program closures was approved by the Provost and that the recommendation on “types of majors” has been approved by the Provost with a clarification aligning the document with State approved programs. CAP is currently working on the issue of student academic load and is waiting for additional information on the issues of graduate comprehensive examination policy and student evaluation of teaching.

## Committee on Faculty Affairs (CFA)

*Lee Ann Riccardi, Chair, [riccardi@tcnj.edu](mailto:riccardi@tcnj.edu)*

*Barbara Strassman, Vice-Chair, [strassma@tcnj.edu](mailto:strassma@tcnj.edu)*

At the end of last academic year, CFA forwarded final recommendations to Steering on two issues: the Five-Year review of tenured faculty and the faculty office hours policy. Both are currently being considered by the administration and AFT. The Committee has one charge remaining from last year concerning the process by which applications for SOSA and

Sabbatical submitted by members of those respective committees are reviewed. Based on feedback from last April’s open forum, CFA has decided to continue working on the issue. It has also asked Steering to amend the original charge so that SOSA and Sabbatical can be considered separately.

This semester CFA is focusing on the Three-Year review of SOSA, as stipulated by MOA 62. The Committee will be focusing on several issues in particular: the overall goals and objectives of the SOSA program, the application process, the composition of the SOSA review committee, and the evaluation of SOSA applications. Three working groups have been formed to tackle these issues. CFA has also decided to draft a preamble and statement of purpose that will become part of the SOSA RFP. CFA is also expecting several new charges from Steering by the end of the semester.

## Committee on Planning and Priorities (CPP)

*Carol Bresnahan, Co-Chair, [cbres@tcnj.edu](mailto:cbres@tcnj.edu)*

*Mort Winston, Co-Chair, [mwinston@tcnj.edu](mailto:mwinston@tcnj.edu)*

*Brian Potter, Vice-Chair, [potter@tcnj.edu](mailto:potter@tcnj.edu)*

The Committee on Planning and Priorities (CPP) has been discussing its role in shared governance in the context of the current Governance Review. The Steering Committee has developed a draft of a revised Governance Review document and has requested that CPP provide input and testimony on it, particularly as regards CPP’s role and function, and also the role and function of the planning councils.

In preparing the Middle States Periodic Review Report last year, CPP identified several weaknesses in our current governance structure. In particular, CPP had not always in recent years embraced its central responsibility to engage in high-level planning and priority setting for the College. Moreover, we found that some of the planning councils were operating well, others were barely functioning as “sounding boards” for cabinet officers, and others had not met at all for several years. CPP also found that the linkage between priorities and budgetary resources was not as clear as it ought to be.

Last year CPP initiated a new process for developing strategic priorities for the College by means of the “Big Issues” discussions that took place in the Faculty Senate, the Staff Senate, and the Student Government Executive Council. CPP gathered the results of these discussions, and distilled out four strategic priorities: (1) Diversify and Enhance Revenue, (2) Define Institutional Identity, (3) Improve Learning Environment, and (4) Develop a Culture of Assessment. These priorities were forwarded to President Gitenstein and became the basis for her annual PAC retreat in June 2010. The retreat considered these recommendations, modified them slightly, and they became the basis of the annual strategic initiatives that President Gitenstein announced in her welcome address to the campus community. <<http://www.tcnj.edu/~pres/documents/WelcomeBack9-1-10fordistribution.pdf>>.

CPP is also developing a strategic planning website that will better enable the campus community to track planning processes that are currently underway or have been recently completed. This is not “live” at present, but we are moving towards implementing it later this academic year.

At our last meeting, on November 10, 2010 we were joined by Andrew Clifford, Amanda Norvelle, and Nancy Freudenthal. of the Steering Committee, for a discussion of a CPP proposal for revising the structure of the shared governance system. The meeting was lively and constructive, but we did not reach final closure on what the shape of the shared governance system should look like going forward. CPP will continue to work on governance as well and other strategic planning issues for the remainder of this year. Several members of CPP, Carol Bresnahan, Cindy Curtis, and Mort Winston, will be attending the AAUP Governance Workshop in Washington DC on November 12-14 to present and to gain insight into how other institutions manage shared governance.

## Committee on Students and Campus Community (CSCC)

*Manish Palimal, Chair, [palimal@tcnj.edu](mailto:palimal@tcnj.edu)*

*Paul D'Angelo, Vice-chair, [dangelo@tcnj.edu](mailto:dangelo@tcnj.edu)*

CSCC has been reviewing the proposed Facilities Use Policy, drafted by College General Counsel Tom Mahoney. The policy deals with issues relating to the use of the College grounds, especially by non-College users for free speech purposes. The proposed policy has been drafted to replace and unify current policies which have not been through governance and which may not sufficiently protect citizen rights to free expression on campus. CSCC has met with Tom Mahoney and Provost Carol Bresnahan for clarification on the policy. Open forums were held on November 4th and November 5th and comments are being accepted by email. Next CSCC will examine the proposed Student Conduct Code.

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## Board of Trustees Report

Faculty Representatives:

Orlando Hernandez, [hernande@tcnj.edu](mailto:hernande@tcnj.edu)

John McCarty, [mccarty@tcnj.edu](mailto:mccarty@tcnj.edu)

At the October 5th Board of Trustees meeting, the Buildings and Grounds Committee discussed the realignment of the mission of the Trenton State Corporation (TSC) with that of the College, and how a group of campus leaders is working to formulate a new strategic business model for TSC. Other items of discussion included the future of the College exercise facilities, how they could be improved and whether this should be outsourced. A note was made on the start of the new observatory project, and that the Campus Town project is on schedule to get development proposals in December. Academic Affairs topics included approval of the Biomedical Engineering degree, and Dr. Mark Kiselica presented on the Center for Excellence in Teaching and Learning; its history, mission, and future directions. The board completed its annual review of the President; she received an excellent evaluation.

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## Campus Town Project Update

Work has been progressing on the concept of the Campus Town Project for almost two years now. A team of architects/consultants developed initial planning and design principles for a 14-acre project that could contain up to 18,000 sq. ft. of retail space and residential space for approximately 300 beds. Work has been done to discuss the project with the community. In this past summer a number of firms were identified as possible developers, and they were invited to express interest in the project. A subset responded, and the Developers' Selection Committee evaluated the expertise and financial capabilities of these organizations. An FSP request was sent to selected developers. There was a preproposal meeting in September 2010, and those developers still interested submitted letters of intent. Those who did so are now developing proposals, due December 8, 2010.

The 2009 Economic Stimulus Act allowed NJ State Colleges and Universities to pursue such private-public collaborative projects. Currently the deadline by which plans must be submitted and approved by the state is in 2012. If all goes well, the goal is to have a final plan, submitted for Board Approval in late Spring of 2011. On the other hand, TCNJ and developers may decide that now is not the best time for a speculative development like this. This could lead to either cancelling or postponing the project. Such decisions will depend on the ability of developers to raise funds and identify viable retail partners, and whether the Economic Stimulus act will maintain the current deadline or be extended. Once proposals have been submitted in December we will have a better understanding of the viability of the project.

Dr. John Allison, *Department of Chemistry*

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## Faculty Senate Upcoming Events

*January 19, Noon*

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

*February 2, Noon*

Senate Intellectual Community speaker, Library Auditorium – guest speaker: Robert Zemsky

*March 2, Noon*

Colloquium for Faculty Research and Creative Activity. Presenter - David Holmes, Department of Mathematics and Statistics.

*March 23, Noon*

Faculty and Administrators Community Event, Social Science Atrium.

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

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

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### President

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

### Vice President

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

### Parliamentarian

Matthew Bender  
[bender@tcnj.edu](mailto:bender@tcnj.edu)

### Staff Secretary

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

### Arts & Communication

Chung Chak, Art (13)  
Wayne Heisler, Music (11)  
Robert McMahon, Music (12)  
Susan Ryan, Communication Studies (13)

### Business

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

### Culture and Society

Rachel Adler, Sociology & Anthropology (13)  
Matthew Bender, History (11)+  
Elizabeth Borland, Sociology (11)+  
Holly Didi-Ogren, Modern Languages (12)  
Rebecca Li, Sociology (11)  
Regina Morin, Modern Languages (11)  
Annie Nicolosi, Women's & Gender Studies (13)  
John Ruscio, Psychology (12)  
Teresa SanPedro, Modern Languages (12)  
Glenn Steinberg, English (13)  
Jeanine Vivona, Psychology (12)  
Mort Winston, Philosophy (11)

\* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

\*\* AFT Representative

### Education

Helene Anthony, SELL (11)  
Jody Eberly, EECE (12)  
Donald Leake, EASE (12)  
Noreen Moore, SELL (13)  
Jerry Petroff, SELL (11)  
Kathryne Speaker, SELL (13)+

### Engineering

Brett BuSha, Engineering (13)  
Ralph Edelbach, Technological Studies \*\*  
Orlando Hernandez, Engineering \*+  
John Karsnitz, Technological Studies (11)+  
Steve O'Brien, Technological Studies (12)

### Library

Mark Meola (12)+

### Nursing, Health and Exercise Science

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

### Science

Margaret Benoit, Physics (12)  
Benny Chan, Chemistry (13)  
Cynthia Curtis, Math/Statistics (13)+  
Leona Harris, Math/Statistics (13)  
David Hunt, Chemistry (11)  
Don Lovett, Biology (11)  
Amanda Norvell, Biology (12)+  
Thulsi Wickramasinghe, Physics (11)