



# TCNJ Faculty Senate Newsletter

## *Greetings from the Faculty Senate President*

### Excellence, Programmatic Assessment, and Reallocation: Implementing the Strategic Plan

I am writing to encourage pro-active faculty engagement with the ongoing conversations about strategic planning, assessment, and resource reallocation at TCNJ. As you know, this year we are beginning to implement our strategic map. The central challenge identified on the map is to “make the strategic choices necessary to provide educational excellence on an affordable, sustainable basis.” The map contains many references to assessment, accountability, outcomes, and metrics; and requests for new learning outcomes assessment plans at the department level, a new program review process, and participation in the Delaware Study have all been forthcoming in the first weeks of the semester. As we move forward, it is incumbent upon the faculty to lead campus discussions of what learning outcomes assessment can and cannot measure; its uses and limitations in driving program quality; and the appropriateness of various measures in discussions of reallocation of campus resources. Our leadership in these discussions is necessary to ensure that academic excellence and aspiration are supported and built as we implement the strategic plan.

Demands by the public and by Middle States for greater transparency and accountability are clear and are not unreasonable. We should be able to clearly articulate our goals for our students at both the program level and the institutional level; and if these goals are important we should take the time to learn how well we are meeting them. We should be good stewards of our resources, both human and financial. Faculty should support efforts to improve institutional practices in any of these areas. However as the campus moves forward with assessment efforts, faculty must also lead the campus in ensuring that data is used properly and that issues of excellence remain forefront in our efforts. It is essential that learning outcomes assessment is focused on helping programs improve rather than on punishing underperforming programs; that greater simplicity in measurement does not encourage us to focus inappropriately on issues of efficiency in place of quality; and that time spent by faculty on the work of assessment activities does not detract significantly from the primary faculty duties of teaching and scholarship.

One set of requests to the faculty this fall has been for the re-articulation of programmatic learning goals and the development of new assessment plans for measuring these goals. Simultaneously the Senate is reviewing the program review document used by all programs and departments which do not undergo accreditation. Program learning goals are at the heart of our programmatic efforts for our students. We should embrace the opportunity to think about these goals, first because the demands of Middle States and the public really leave us no choice, but more importantly, because we all care deeply about teaching. I believe we should use learning outcomes assessment to challenge ourselves to look critically at what we are doing and how well our programs are accomplishing what we want them to accomplish. This needs to be done by faculty, as only faculty understand disciplines sufficiently to do this. However we need support in developing effective assessments which will not be overly burdensome on faculty time, as few of us are experts in this area. I hope that a new Assistant Provost for Institutional Effectiveness will be effective in helping us with these projects in the spring.

As we proceed, we should be mindful of several things. First, it is important that the ongoing work be efficiently organized so that faculty time is available for teaching and scholarship. Further it is essential that ongoing learning outcome assessment efforts as well as the program review process be used primarily for program improvement rather than program evaluation, so that assessments and program review may be meaningful rather than rigged to make departments and programs look good. We should bear in mind that assessment measures need not be quantitative, and in fact that often quantitative measures are not the best choice. Finally, we should remember that while assessments can help us think about what we are already doing they will not lead us to any new ideas. So while learning outcomes assessment can help us improve programs incrementally, these assessment results cannot comprise the full discussion of program excellence and cannot be the entire basis for program planning.

We are also told that the campus will participate in the Delaware Study this year. Presentations on this study have been shared at Academic Leaders, at CPP, and with the Senate. The Delaware Study will provide interesting information about how efficient programs are when compared to equivalent programs at peer institutions. This should help us be realistic in our conversations about the needs of faculty across different departments. However it is essential that this data not be mistaken for a measurement of program quality. Productivity and quality are not equivalent; faculty will wish to ensure that decisions regarding resourcing programs are made with a focus on excellence, not merely productivity.

In the background of all of these various efforts at assessment is a discussion of reallocation of resources to support strategic initiatives – box D2 on the strategic map. I think that the simultaneous discussion of learning outcome assessment issues, issues of assessment of institutional effectiveness, and reallocation issues has left many with the impression that learning outcomes assessment results will be used to select programs for elimination at the College with no clear benefit. I believe that this impression is incorrect. The President assures me that there are no plans for significant cuts in academic programs. We will continue to use the program closure process developed through CAP as necessary in cases where program closure is considered. Certainly the health of any curriculum includes change over time; programs can and should be closed on occasion. However I have no reason to believe that this will be a new or significant tool in addressing budget issues. Rather I believe the intent of box D2 is that we should work to tighten our spending in some areas in order to be able to truly invest in specific strategic goals. We have already seen some benefits from this approach, as the President found ways to reallocate funds for this year's budget to support sabbaticals and additional SOSA release time.

Acceptance of strategic reallocation requires discussion and trust across campus. Faculty need to be reassured that resource cuts will be limited and will not significantly harm the excellence of programs; that any cuts will be made through a transparent process which respects the value we place on high impact, small experiences for students; that the evaluation of the quality and needs of our programs will respect the expertise of the faculty within each discipline; and that the strategic investments which are enabled by this process are worth the limited resource cuts which are envisioned. As the campus moves forward in trading small, carefully planned resource reductions for localized, focused investment in strategic initiatives, the faculty will need to talk honestly about how the campus can effectively identify appropriate places for resource cuts. We all have serious concerns about the use of program assessment in this process; similarly we are concerned that these decisions not be made solely on the basis of Delaware-style measures of productivity. However the campus does and will continue to make choices regarding resources for academic programs, and such decisions must be informed by the expertise of the faculty. It is in the best interest of the faculty and of the institution for faculty to actively participate in discussions of how these decisions are made.

As we move forward, I hope that the campus can work together to understand the proper relationship between learning outcomes assessment, program review, and reallocation issues. It is imperative that faculty help lead this conversation to ensure that the work of the strategic plan serves to further the educational excellence of TCNJ.

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

## Focus on Teaching — MUSE Program

The Faculty Student Collaboration Program Council (FSCPC) is proud to announce the MUSE 2013 request for proposals (<http://fscollab.pages.tcnj.edu/muse/>). The MUSE program seeks to create a campus community where faculty and students collaborate on original scholarly and creative projects. Faculty members can develop projects to advance their careers while training students to become scholars in the faculty's field of study. The summer is a perfect time to develop a completely immersive experience for the faculty and students to focus on their scholarly goals. This last year our projects included an amazing variety of projects: "Ortler Mountain Range: Paper, Pigment, and Glacial Research," Elizabeth Mackie; "Applying Conversation Analysis to Interviews with Japanese Politicians about the Trans-Pacific Partnership," Holly Didi-Ogren; "Expanded Investigations into Remediation of Metal-Contaminated Water Through Electrospun Biopolymer Nanofibers," Matthew Cathell; "Alternative Polyadenylation of grk mRNA of Drosophila," Amanda Norvell; and "Mathematical Model of Tumor-Immune System Interactions," Jana Gevertz. A full list of faculty projects and student participants can be found on the website.

Our program is nationally unique because we invite the entire campus to participate. Academic Affairs supports the majority of the program with some faculty supporting their students with external grants and funding. MUSE 2012 created an interdisciplinary scholarly community for eight weeks over the summer to bring together 40 faculty members and 76 students from five schools and 17 Departments. Students receive a stipend and housing for the summer and the faculty member receives a small stipend and supply budget. A faculty member will need to carefully mentor a new student to develop the skills necessary to perform the scholarly or creative work, which can take a significant amount of time. The mentoring to develop these skills can vary including a traditional mentoring style where faculty work side by side with a student in a laboratory, archive, or art studio. Non-traditional styles have emerged where a faculty member and student work on documents and write together virtually over Google Docs. Some faculty members have had student perform analyses individually and then come together to discuss their findings together. Some have included an intensive abroad period studying a problem and then come back to join the MUSE community to analyze their data to develop a publication. When a student is well trained and discovers a thirst for new knowledge, a faculty member can find a truly amazing junior scholar that can develop new ideas and push a project in unexpected directions. The MUSE faculty are training the next generation of scholars and many find this aspect to be one of the most rewarding reasons to be at TCNJ! The FSCPC is beginning to document these models along with the faculty scholarly outcomes such as publications, exhibits, and professional presentations, and student outcomes like job and graduate school placements.

Not only do we do our scholarship over the summer, we organize professional development and social community building activities. This past year, we had discussions on graduate programs, how to network, and resume writing. Faculty and students organized a bowling night, bocce ball, and softball games. We had a trip to the Grounds for Sculpture and took in a Trenton Thunder game. Students had their own cookouts, beach trip, movie nights, and laser tag. Faculty gathered for trivia nights, morning coffee, and happy hours. These activities are important to help us to learn about each other and to develop our campus scholarly network.

We hope to get participation from all seven schools for MUSE 2013. In addition to our traditional and regular participants, we are always seeking new TCNJ mentors and campus leaders to develop productive student-faculty collaboration models. The due date for the MUSE proposal is February 4, 2013. The FSCPC would be happy to talk to faculty members to discuss projects, collaborations models, and the proposal process.

For further information contact the chair of the FSCPC:

*Benny Chan, [chan@tcnj.edu](mailto:chan@tcnj.edu)*

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## Senate Research Colloquium: 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

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leaders and faculty colleagues. Nominees should be chosen following 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 2013-2014 Colloquium for the Recognition of Faculty Research and Creative Activity. To nominate a colleague, please send a one-paragraph email to the Senate secretary, Paulette LaBar, at [plabar@tcnj.edu](mailto:plabar@tcnj.edu), identifying the nominee and explaining the reason for the nomination.

Applications Due: February 15, 2013

For further information contact the co-chairs:

*Maggie Benoit*, [benoit@tcnj.edu](mailto:benoit@tcnj.edu), *Jody Eberly*, [eberly@tcnj.edu](mailto:eberly@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*

*David Hunt (Chemistry), Fall 2011*

*Tim Clydesdale (Sociology), Spring 2012*

*Cynthia Paces (History), Fall 2012*

*Miriam Lowi (Political Science), Spring, 2013*

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## Mildred Dahne Award for Academic Excellence

The Faculty Senate's Mildred Dahne Award Committee calls for applications for the ninth 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), Accounting (2009-2010), Technological Studies (2010-2011), and Special Education, Language, and Literacy (2011-2012).

The winning applications from past years and instructions for applying are on the Faculty Senate webpage:

[www.tcnj.edu/~senate/dahneaward.html](http://www.tcnj.edu/~senate/dahneaward.html).

Application Deadline: February 15, 2012.

For further information contact the chair:

*Wayne Heisler*, [wheisler@tcnj.edu](mailto:wheisler@tcnj.edu)

# Board of Trustees Report

## *Faculty Representatives:*

*Mike Martinovic, mmartin@tcnj.edu*

*Lee Ann Riccardi, riccardi@tcnj.edu*

Due to the number of action items on the agenda and the travel schedule of some of our trustees, the board meeting was held via conference call. Only two committees met 10/02/2012: Buildings & Grounds and Finance & Investments. The public session was also held and originated from 201 Paul Loser Hall. Trustees were connected by phone.

A number of previously discussed resolutions for waiver were approved. In addition, previously discussed capital budget request for FY 2014 was approved as well. An update on Campus Town project was presented with a discussion and it was proposed that places for art should be identified in the project.

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## Sabbatical Awards for 2012–2013

Janet Morrison, Biology — *Plants, Pests and Pathogens: The Ecology of Biological Interactions in Natural Populations*, Fall 2012

Nancy Hingston, Mathematics and Statistics — *Symplectic Dynamics: Institute for Advanced Study Workshop*, Fall 2012

Dan Crofts, History — *The Corwin Amendment: Perpetuating Slavery to Preserve the Union*, Spring 2013

David Venturo, English — *Fall'n on Evil Days": Ambiguity and the Rhetoric of Protest in Late Works of Milton, Dryden and Swift*, Fall 2012

Teresa Nakra, Music/IMM — *Music, Mind and Invention*, Spring 2013

Liselot van der Heijden, Art — *Looking, Seeing and Being Seen: The Viewer as Actor, Protagonist and Voyeur*, Fall 2012

Karen Yan, Mechanical Engineering — *Scaffold-Generated Tissue Engineering*, Spring 2013

Xinru Liu, History — *Women in State Formation: Early South Asia*, Fall 2012

Margaret Martinetti, Psychology — *The Behavioral Economics of Alcohol Consumption: A Cross-Cultural Comparison between French and American University Students*, Fall 2012

Bob Cunningham, Math and Statistics — *Research-Based Methods Textbook for Secondary Mathematics Education Students*, Fall 2012

Paul D'Angelo, Communication Studies — *News Framing Analysis: Edited Volume and Textbook*, Spring 2013

Andrew Leynes, Psychology — *Event-Related Potentials in Cognitive Neuroscienc*, Spring 2013

Holly Didi-Ogren, World Languages — *Gender and Language Use in Regions of Japan*, Fall 2013

Jess Row, English — *"The Immigrant" (a novel) and "Storyknife" (a collection of short stories)*, Fall 2012

Matt Bender, History — *Water Brings No Harm: Knowledge, Power, and the Struggle for Water on Kilimanjaro*, Fall 2012

## College Governance Standing Committees

### Committee on Academic Programs (CAP)

*Christopher Fisher, Chair, fisherc@tcnj.edu*

*Barbara Strassman, Vice-Chair, strassma@tcnj.edu*

During fall 2012 CAP selected Christopher Fisher and Barbara Strassman as chair and vice chair, respectively, and began the process of prioritizing CAP's outstanding charges. At the time of this report, CAP has submitted final recommendations to Steering on charges regarding the Academic Integrity Policy, Graduate Policies, and Course Absence and Attendance. CAP's preliminary recommendation on a policy for Repeating Courses is pending completion as CAP considers input gathered from an open forum with the Faculty Senate led by Christopher Fisher. CAP has divided into three subcommittees to expedite discussion and draft preliminary recommendations on unfinished charges, including a charge on Off-Campus Faculty Led Programs, Undergraduate Certificate Programs, Course Withdrawal, and Academic Dismissal.

### Committee on Faculty Affairs (CFA)

*Dave Hunt, Chair, hunt@tcnj.edu*

*Regina Morin, Vice-Chair, morin@tcnj.edu*

CFA is currently working on several charges in various stages of development. It has drafted preliminary recommendations for 2 charges: (1) A recording of lectures policy and (2) a recommendation that no additional policy is needed regarding academic free speech beyond what is in the new contract. A number of other charges are currently being worked on, including: (1) A policy regarding the modification of duties; (2) a policy outlining faculty professional behavior; (3) a grade appeals/ student complaints policy jointly with CAP; (4) a review of the tenure/reappointment document; and (5) a policy regarding administrative release time

### Committee on Planning and Priorities (CPP)

*Susan Bakewell-Sachs, Co-Chair, sbakewel@tcnj.edu*

*John Landreau, Co-Chair, landreau@tcnj.edu*

*Holly Haynes, Vice-Chair, haynes@tcnj.edu*

CPP is working on: 1) creating a transparent and easy-to-access website on strategic planning at The College; and 2) developing a process to coordinate strategic planning in the major planning units with the overall strategic plan of The College. We have also developed a calendar for this year's implementation of the strategic plan. This included a meeting on November 28th between the task forces and our consultants to communicate progress and to provide support. In February we will have a formal "review and adjust" of the plan.

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

*Marc Meola, Chair, meolam@tcnj.edu*

CSCC held open forums on the Graduate Student Conduct Code and submitted a final recommendation to Steering. The committee is continuing its work on a preliminary recommendation for the Student Rights and Freedoms document. The committee also has an outstanding charge with CAP to review Certificate Programs. CSCC received a new charge to review the College Alcohol Policy. The committee referred this charge to the Healthy Campus Program Council.

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

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

### President

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

### Vice President

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

### Parliamentarian

Marc Meola  
[meolam@tcnj.edu](mailto:meolam@tcnj.edu)

### Staff Secretary

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

### Arts & Communication

Chung Chak, Art (13)  
Wayne Heisler, Music (15)+  
Lee Ann Riccardi, Art \*+  
Susan Ryan, Communication Studies (13)  
Elizabeth van der Heijden, Art (14)

### Business

Andrew Carver, Finance (13)  
Waheeda Lillevik, Management (13)  
Donka Mirtcheva, Economics (15)  
David Prensky, Marketing (15)

### Education

Louis Ammentorp, EECE (14)  
Helene Anthony, SELL (14)  
Tabitha Dell'Angelo, Urban Ed. (15)  
Jody Eberly, EECE (15)+  
Shri Rao, SELL (13)  
Kathryne Speaker, SELL (13)

### Engineering

Brett BuSha, Biomedical Engineering (13)  
Ralph Edelbach, Technological Studies \*\*  
Michael Horst, Civil Engineering (14)  
Manish Paliwal, Mechanical Engineering (15)

### Humanities & Social Sciences

Rachel Adler, Sociology & Anthropology (13)  
Holly Haynes, Classical Studies (14)  
David Holleran, Criminology (14)

Chu Kim Prieto, Psychology\*\*\*  
John Landreau, Women's & Gender Studies (14)  
Pierre Le Morvan, Philosophy & Religion (15)  
Rebecca Li, Sociology (14)  
Annie Nicolosi, Women's & Gender Studies (13)+  
Cynthia Paces, History (15)  
Michael Robertson, English (15)  
Glenn Steinberg, English (13)+  
Piper Kendrix Williams, English (15)

### Library

Mark Meola (15)+

### Nursing, Health & Exercise Science

Anne Farrell, Health & Exercise Science (13)  
Tami Jakubowski, Nursing (15)

### Science

Carlos Alves, Math/Statistics (14)  
Margaret Benoit, Physics (15)+  
Benny Chan, Chemistry (13)  
Cynthia Curtis, Math/Statistics (13)+  
Leona Harris, Math/Statistics (13)  
Don Lovett, Biology (14)  
Miroslav Martinovic, Computer Science (14)\*+  
Amanda Norvell, Biology (15)+  
Paul Wiita, Physics (14)

\* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

\*\* AFT Representative

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

Comments or Suggestions? Send them to:

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

**TCNJ Faculty Senate Website:**

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



The College of New Jersey

### Upcoming Events

*March 6, Noon:* Colloquium for Faculty Research and Creative Activity, Education 212. Presenter-Miriam Lowi, Department of Political Science.

*March 27, Noon:* Faculty and Administrators Community Event, Social Science Atrium.