

< TCNJ FACULTY SENATE >

NEWSLETTER

DEC / 2013

GREETINGS FROM THE FACULTY SENATE PRESIDENT INSTRUCTIONAL INNOVATION

A decade or so ago, President Barbara Gitenstein shared with the campus her sense that online education as it was then practiced was not compatible with our institutional identity. The campus agreed, and we continued our focus on developing face-to-face instruction and out-of-classroom and extended classroom high impact learning experiences. These included faculty-student collaboration, writing-intensive courses, and community engaged learning.

In the past several years much has changed. Higher education has experienced a technological revolution, with online, partially online, and web-supported courses taking many new forms. Our campus piloted some blended summer courses, and several of the participating faculty found new ways to engage students electronically. In addition, new faculty members with diverse backgrounds in the use of instructional technologies have joined our ranks.

As we searched for a new provost, President Gitenstein shared her evolving thoughts on the issue with me. She continues to believe that our institutional identity is grounded in face to face, high impact instructional engagement of students by faculty; however, she expressed a hope that a new provost would help us think through ways in which we might use technology to enhance aspects of our teaching and the learning environment. She pointed out that at other institutions similar to ours such techniques freed up faculty time for greater focus on other types of high impact teaching experiences.

Provost Jackie Taylor is now calling on interested faculty to explore the use of technology in new ways in our courses. Specifically, in her visits to each school at the beginning of the academic year, she asked that interested faculty be allowed to experiment with blended or fully online course formats during the academic year on a voluntary basis. In other settings she has encouraged us to consider flipped classroom approaches as well.

All of this raises questions for faculty. How do we evaluate the effectiveness of new teaching strategies? To what extent is it our responsibility to encourage experimentation, and to what extent should we resist trends promulgated by media hype with no real evidence of their effectiveness? How do we know how much investment in training faculty is merited, realizing that resources spent training faculty must come from other areas of the budget? Can we use our students' fascination with technology to increase student engagement? How important is it for faculty to help this generation of students learn to appreciate lectures and readings which are longer than an average you-tube clip or blog posting? How do we help students critically evaluate the wide array of content sources available in today's society?

During this same period, the campus has seen the creation of the Center for Excellence in Teaching and Learning (CETL). The Center was created in response to calls by the Faculty Senate and the development of a concept document by a special committee convened by Interim Provost Beth Paul in 2007-2008. Provost Carol Bresnahan created the Center in Fall of 2009, naming then- Vice Provost Mark Kiselica as the first director of the Center. However this Center has never been fully implemented according to the vision established in the concept document.

This year, in response to the Provost's call, the Senate has established a special committee to consider instructional innovation broadly envisioned, including but not limited to innovations enabled by technology, and the role of CETL. The committee is led by Senate Executive Board members Matt Bender, Jody Eberly, and Mike Martinovic; other members include Helene Anthony, Tabitha Dell'Angelo, Anne Farrell, Marla Jaksch, John McCarty, Dave Prensky, and Glenn Steinberg. The committee is charged with considering the following questions:

1. Are we willing to allow voluntary use of blended and online formats during the academic year?
2. What training or experience should we expect of our colleagues prior to teaching a blended or online course? A "flipped classroom" course?
3. What special issues arise for faculty called to evaluate the appropriateness and effectiveness of blended and online classes offered by their peers? Is this a departmental question, or should we consider asking for the development of campus guidelines through governance?
4. How should we define "innovation" in a pedagogical context? Clearly we are already somewhat behind the curve technologically. At least in the technological context we are really talking about adopting innovative practices developed elsewhere.
5. What additional support is needed by the faculty to foster innovative practices, including but not limited to the use of technology? What should be the role of the Center for Excellence in Teaching and Learning (CETL)? What support is needed for CETL to foster the pedagogical growth of faculty?
6. Does our tenure and promotion process encourage faculty to be "innovative"? In what ways/senses? Do we penalize faculty for failed experiments? How tolerant should we be of "failure," and in fact what do we really mean by "failure" in this context?

Investment in instructional design and the Center for Excellence in Teaching and Learning will need to come from somewhere else in the budget in an era of scant resources. Do we have any guidance for the administration or for CSPP as the campus considers what level of investment is appropriate for TCNJ?

The committee is encouraged to work closely with the Teaching and Learning Program Council in its considerations. Conversations about these issues with the full Senate will be ongoing. We began our work at our October meeting by hearing from a panel of faculty members who had participated in the blended learning pilot programs. I encourage you to think about these issues and to share your thoughts with your Senators. In addition all faculty are welcome and encouraged to attend Senate meetings to participate directly in our discussion of these issues.



**INTRODUCING
DR. MOSEN AURYAN
ASSISTANT PROVOST
FOR INSTITUTIONAL
EFFECTIVENESS**



With the arrival of Provost Jackie Taylor, we are beginning to see a lot of new faces in Green Hall. We thought it would be helpful to use the Faculty Senate newsletter to introduce some of the key members of the new leadership team. This semester we asked Dr. Mosen Auryan to tell us about himself and his goals for the Center of Institutional Effectiveness. Welcome to TCNJ, Mosen!

My name is Mosen Auryan. I joined the College of New Jersey as Assistant Provost for Institutional Effectiveness in August 2013. The primary purpose of the Center for Institutional Effectiveness is twofold -- to collect, analyze, and interpret organizational data in support of evidence-based decision making across academic and administrative departments and to facilitate meaningful assessment initiatives in direct support of pedagogy, curriculum improvement, and student success. Another key function of the Center is to compile and provide official college-level data to state, federal and accreditation bodies.

I have a PhD in Cognitive Psychology from Rutgers University and a MBA in Healthcare Management/Administration from the City University of New York (CUNY).

I came to TCNJ from Hunter College where I served as the Chair of CUNY Assessment Council and led the college-wide accreditation effort for the Middle

States review in 2009. Over the past twenty years, my experience as both faculty and administrator has provided me with ample opportunities to understand the complex nature of academic organizations and the challenges they face in today's world of higher education. I have learned that striving for the highest standards of quality in an academic environment is predicated on sustained and meaningful discourse in the context of shared governance. At TCNJ, the guiding principle of shared governance, combined with an indisputable commitment to undergraduate education, provide us with a unique opportunity to approach quality standards in teaching and learning from an aspirational perspective.

To that end, the Center for Institutional Effectiveness will strive to establish an integrated information and decision-support infrastructure -- one that relies on accurate and timely data and a common set of quality standards in the context of TCNJ's strategic priorities. Our ultimate goal is to rely on data to facilitate collective thinking, to promote shared responsibility, and to create student-centered solutions.

I look forward to working with the faculty to achieve our shared strategic priorities and to prepare for our decennial visit by the Middle States Commission on Higher Education in early 2015.

Please feel free to contact me should you have any questions or require further information: mosen.auryan@tcnj.edu.

Finally, I would like to take this opportunity to express my appreciation for the trademark TCNJ welcome I have received from the community during the last three months.



Mildred Dahne Award for Academic Excellence:

CALL FOR APPLICATIONS

The Faculty Senate's Mildred Dahne Award Committee calls for applications for the tenth 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 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 the Library) may apply for the award. However, no department or program may receive the award more than once in a five-year period. Previous winners are Health and Exercise Science (2012-2013), Special Education, Language, and Literacy (2011-2012), Technological Studies (2010-2011), Accounting (2009-2010), English and Sociology and Anthropology (co-winners 2008-2009), Psychology (2007-08), Biology and Elementary and Early Childhood Education (co-winners in 2006-07), Women's and Gender Studies (2005-06), and Philosophy and Religion (2004-05).

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

www.tcnj.edu/~senate/dahneaward.html.

Application Deadline: February 17, 2014

For further information contact the Committee chair:

Wayne Heisler, wheisler@tcnj.edu



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 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, Laurie Wanat, at senate@tcnj.edu, identifying the nominee and explaining the reason for the nomination.

Applications Due: February 17, 2014

For further information contact the Committee chair:

Cynthia Paces, paces@tcnj.edu

PREVIOUS HONOREES:

Janet Morrison (Biology), Spring 2014

Andrew Leynes (Psychology), Fall 2013

Miriam Lowi (Political Science), Spring 2013

Cynthia Paces (History), Fall 2012

Tim Clydesdale (Sociology), Spring 2012

David Hunt (Chemistry), Fall 2011

David Holmes (Mathematics and Statistics),
Spring 2011

Avery Faigenbaum (Health and Exercise Science),
Fall 2010

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

Mark Kiselica (Counselor Education), Fall 2009

Bruce Rigby (Art), Spring 2009

Gary Woodward (Communications Studies),
Fall 2008

Jo-Ann Gross (History), Spring 2008

Donald Lovett (Biology), Fall 2007

Alan Waterman (Psychology), Spring 2007

BOARD OF TRUSTEES REPORT

Faculty Representatives:

David Blake, blake@tcnj.edu

Mike Martinovic, mmartin@tcnj.edu

At its October 8, 2013 meeting, the Board of Trustees discussed the design of the STEM building and approved a resolution for financing the building beyond the funds allocated by the state. The Board received updates on the creation of the Trio Partnership – an effort to coordinate the work of advancing the institution across the TCNJ Alumni Association, the Board of Trustees, and the TCNJ Foundation. The Academic Affairs committee heard a report on the yield and retention of students from different ethnic groups, as well as a report on TAP from Professors Diane Bates and Liz Borland. The Board approved a partnership between the School of Nursing and St. Peter's and Hunterdon County hospitals in which our faculty will be hired to train nurses at these facilities.

COMMITTEE ON ACADEMIC PROGRAMS (CAP)

Chair: Barbara Strassman, strassma@tcnj.edu

Vice Chair: Michael Marino, marino@tcnj.edu

In the Fall 2013 CAP passed a final recommendation on a policy regarding Class Attendance and Absence. As a result of subcommittee work, extensive discussion at CAP, and feedback from campus constituencies, preliminary recommendations on the following charges are forthcoming: Certificate Programs (in consultation with CSCC), FSP and Liberal Learning Changes, Graduate Comprehensive Examinations, Retention of Student Work, and Ungraded Options. Final recommendations on Course Withdrawal and on Repeating Courses are being prepared. Towards the goal of prioritizing its standing charges and expediting further preliminary recommendations, CAP sent back to the Steering Committee charges related to Advising Goals and Practices, the Honors Program, and Student Feedback that involved procedure rather than policy. CAP member Lisa Grega continues to represent CAP on the College's Academic Integrity Ad Hoc Committee. CAP student member Michael Chiumento is also serving on the Committee.

COMMITTEE ON FACULTY AFFAIRS (CFA)

Chair: Regina Morin, morin@tcnj.edu

Vice-Chair: Valerie Tucci, vtucci@tcnj.edu

CFA continues working on a variety of charges in different levels of development. It recently held an open forum on a Recording of Lectures policy. The gathered testimony will help us make further revisions. Steering has dropped an earlier request to review the policy on Appeals/Student Complaints. CFA continues its preliminary work on reviewing the tenure and promotions document, reviewing the distribution of faculty administrative reassigned time, and developing a policy statement on faculty professional behavior.

COMMITTEE ON STRATEGIC PLANNING AND PRIORITIES (CSPP)

Co-Chair: Jacqueline Taylor, taylorj@tcnj.edu

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

Vice Chair: Manish Paliwal, paliwal@tcnj.edu

CSPP has been working on various aspects of phase 2 of the TCNJ strategic plan. These include revisions to the strategic map, a preliminary recommendation concerning "signature experiences," recommendations for a new Scheduling Grid option for the campus, and a revised Academic Calendar and Winter Term. In addition, it is serving as the steering committee to the Middle States accreditation process. The feedback from the campus community on the three proposed models of scheduling grid has been received via an open forum, and the committee is preparing its final recommendation. CSPP sought feedback on its "Signature Experience" document and its proposal for a revised Academic Calendar and Winter Term in late November.

COMMITTEE ON STUDENT AND CAMPUS COMMUNITY (CSCC)

Chair: Carol Wells, wells@tcnj.edu

Vice Chair: Nadya Pancsofar, pancsofa@tcnj.edu

CSCC has been working on three charges: Student Rights and Freedoms, a Protection of Children Policy, and an Alcohol Policy. As of October, the policies on Student Rights and Freedoms and the Protection of Children have been discussed at open fora, and CSCC is finalizing its recommendations based on the feedback. CSCC plans to bring the recommendations for the Alcohol policy to an open forum in the Spring 2014 semester. Steering has recommended that the Certificate Program policy (which was originally assigned to CSCC) be addressed by the Committee on Academic Programs (CAP), so CSCC will no longer be working on this charge.

UPCOMING EVENTS

Wednesday, January 29, Noon: Provost Taylor's address to the faculty, Education 212

Wednesday, March 5, Noon: Colloquium for Faculty Research and Creative Activity, Education 212. Janet Morrison, Department of Biology, will speak on The Ecology of Alien Invasions.

Wednesday, March 26, Noon: Faculty and Administrators Community Event, Social Science Atrium

Wednesday, April 30, 4 - 5:30pm: Faculty Happy Hour

Wednesday, May 7, 10:30am: Guest speaker

OFFICERS AND MEMBERS OF THE FACULTY SENATE OF THE COLLEGE OF NEW JERSEY

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

President
CYNTHIA CURTIS
ccurtis@tcnj.edu

Vice President
AMANDA NORVELL
norvell@tcnj.edu

Parliamentarian
MATTHEW BENDER
bender@tcnj.edu

Staff Secretary
LAURIE WANAT
senate@tcnj.edu

Arts & Communication

Wayne Heisler, Music (15)+
Yifeng Hu, Communications (16)
Elizabeth van der Heijden, Art & Art History (14)

Business

Brenda Ghitelescu, Mktg, Mgmt & Interdisc Bus (16)
John McCarty, Mktg, Mgmt & Interdisc Bus (16)
Donka Mirtcheva, Economics (15)
David Prensky, Mktg, Mgmt & Interdisc Bus (15)

Education

Louise Ammentorp, EECE (14)
Helene Anthony, SELL (14)
James Beyers, EECE (16)
Tabitha Dell'Angelo, Urban Ed. (15)
Jody Eberly, EECE (15)+
Colette Gosselin, EASE (16)

Engineering

Anthony Deese, Elect. & Comp. Engrg. (16)
Ralph Edelbach, Technological Studies **
Michael Horst, Civil Engineering (14)
Manish Paliwal, Mechanical Engineering (15)+

Humanities & Social Sciences

Matthew Bender, History (14)+
David Blake, English*+
Winnifred Brown-Glaude, African-Am. Studies (16)

Holly Haynes, Classical Studies (14)
David Holleran, Criminology (14)
Marla Jaksch, Women's & Gender Studies****
John Landreau, Women's & Gender Studies (14)
Rebecca Li, Sociology (14)
Robert McGreevey, History (16)
Emily Meixner, English ***
Cynthia Paces, History (15)+
Michael Robertson, English (15)
Glenn Steinberg, English (16)

Library

Marc Meola (15)

Nursing, Health and Exercise Science

Anne Farrell, Health & Exercise Science (14)
Tami Jakubowski, Nursing (15)

Science

Carlos Alves, Math/Statistics (14)+
Benny Chan, Chemistry (16)
Cynthia Curtis, Math/Statistics (16)+
Danielle Guarracino, Chemistry (16)
Don Lovett, Biology (14)
Miroslav Martinovic, Computer Science*+
Amanda Norvell, Biology (15)+
Andrea Salgian, Computer Science*****
Paul Wiita, Physics (14)

* Faculty Representative to the Board of Trustees
+ Senate Executive Board Member
** AFT Representative

*** One-year replacement for Piper Williams (15)
**** One-year replacement for Pierre Le Morvan (15)
***** One-year replacement for Maggie Benoit (15)