**MINUTES**

**FACULTY SENATE**

**May 7, 2014 – 9:00 A.M. – Business Bldg Lounge**

**In attendance:** Anthony, Bender, Blake, Brown-Glaude, Chan, Curtis, Dell’Angelo, Eberly, Farrell, Gevertz, Gosselin, Gurracino, Heisler, Jakubowski, Krstic, Landreau, Leonard, McCarty, McGreevey, Meixner, Meola, Morin, Norvell, Paces, Paliwal, Prensky, Robertson, Safi, Salgian, Steinberg, Vickerman, Weng, Wiita, Williams.

**Excused:** Edelbach, Ghitulescu, Holleran, Hu, Le Morvan, Martinovic.

**Absent:** Beyers, Deese, Mirtcheva.

**VISIT BY KIT MURPHY**

* Kit discussed the Liberal Learning Program as it is now, and went over his plans for the future of the program, as well as discussing both strengths and issues. He then took questions and comments.

**ROLL CALL**

* Laurie Called the roll.

**APPROVAL OF MINUTES**

* The minutes of the April 2014 meeting were approved.

**ANNOUNCEMENTS**

* Cynthia Paces announced the colloquia speakers for the 2014-2015 year:
  + Fall 2014 – Kim Pearson
  + Spring 2015 – Don Vandegrift

**MEMO ON INNOVATIONS IN COURSE DELIVERY**

* The committee presented their Memo on Innovations in Course Delivery to the senate.
* Discussion
* A motion was made to revise section 4. Impact on Tenure and Promotion. The motion passed with 1 abstention.
* A motion was made to revise section 5. Assessment. The motion passed with 4 abstentions.
* A motion was made to revise Section 6. The Role of the Department, School, and/or College in Decision-Making. The motion passed with 2 abstensions.
* The document was amended per the motions, and an additional motion was made to forward the amended document on. The motion was passed and the amended document was approved with 5 abstentions.
* **The amended document is attached (Appendix 1)**

**RESOLUTION**

* Cindy read the resolution in honor of Daniel W. Crofts, and then presented him with the framed document.
* There was a motion to consider the resolution, followed by a brief discussion. The resolution carried unanimously.
* **Resolution is attached (Appendix 2)**

**APPOINTMENTS**

* The Faculty Senate Appointments Committee presented their list of committee recommendations.
* **The list was approved unanimously and is attached. (Appendix 3)**

**ELECTION OF SENATE OFFICERS**

* Ballots were passed out for the election of senate officers. John, David, and Michael counted the ballots. The results were as follows:
  + President – Amanda Norvell
  + Vice President – Matthew Bender
  + Parliamentarian – Regina Morin
  + At large SEB (CAP) – Wayne Heisler
  + At large SEB (CFA) – Paul Wiita
  + At large SEB (CSCC) – Jody Eberly
  + At large SEB – Cynthia Paces
  + At large SEB – Manish Paliwal

**REPORTS FROM STANDING COMMITTEES**

* CAP – Wayne Heisler gave the attached report for CAP. **(Appendix 4)**
* CFA – Regina Morin gave the attached report for CFA. **(Appendix 5)**
* CSPP –John Landreau gave the attached report for CSPP. **(Appendix 6)**
* CSCC -Jody Eberly gave the report for CSCC as follows:   
    
  CSCC held open fora for the Student Rights and Freedom and the Undergraduate Student Conduct Code policies on April 30, 2014. Additional testimony is being collecting through today, May 7, 2014, via qualtrics form sent electronically. The only remaining charge for CSCC to open with in the fall will be the Undergraduate Certificate Policy.

**Trustees Report**

David Blake gave the attached report for the Board of Trustees. **(Appendix 7)**

**New Leadership**

Amanda thanked Cindy Curtis for her service and leadership over the last 5 years and invited everyone to the reception being held in her honor this afternoon.

**Speaker Welcome**

Rob McGreevey welcomed the speaker, Dr. Timothy Burke, from Swarthmore College.

Appendix 1

Faculty Senate, The College of New Jersey

Memo on New Delivery Formats

Approved May 7, 2014

The development of new course delivery practices, including blended and on-line formats, has recently emerged as an important issue for the TCNJ community, as it has for higher education in general. The option for faculty to teach blended courses has already been implemented for the summer and winter sessions on a pilot basis. The Provost has asked the campus to normalize and broaden this practice, and that interested faculty be allowed to experiment with blended, or fully online course formats, during the academic year on a voluntary basis.

This academic year, the Faculty Senate has engaged in discussion of the future role and character of new course delivery formats at TCNJ. It has identified the following issues that should be considered by the administration and the appropriate governance committees (such as CAP) as the campus moves toward the development of new courses and programs that utilize on-line, blended, or other innovative course formats.

1. Institutional Mission and Identity

The College needs to keep in mind the mission and identity of the institution (a primarily undergraduate and residential college with targeted graduate programs) when considering new course delivery practices. TCNJ is certainly not looking to move all courses or programs to an online format. These new innovations should be used only when the quality and integrity of the course/program can be maintained or enhanced. Embracing programs that are solely online or acting as MOOCs is not a goal.

1. Faculty Development

The College must consider what training and/or expertise is required of faculty who wish to offer courses using new delivery formats. Appropriate resources, in terms of technology and training, need to be provided to faculty who wish to implement these new innovations. The Senate recommends that the Teaching and Learning Program Council (TLPC) and/or the Center for Excellence in Teaching and Learning (CETL) be asked to assist in determining the logistics of training faculty (where, how, etc.) and in identifying potential training options. TLPC would not be responsible for the training. For faculty wanting to offer these courses, the Senate recommends that a minimal training period, training course, prior experience, or mentorship be required prior to offering the course. Training may be defined in many ways, and academic departments should determine a feasible training method and model based on the faculty member and the course modality.

1. Investment and Revenue

The College needs to determine what kind of financial support is required to ensure the success of these new offerings, and to ensure that these are provided in a sustained way. The Senate recommends that a task force be created to review the literature and determine what level of investment is needed to ensure success while supporting the College mission. It will be the responsibility of Academic Affairs to determine the level of funding and support available and how funding will be provided for faculty development, library electronic resources and services, new technologies, server capabilities, cloud support, technical support, and other relevant investments. The level of funding for online and blended learning should not, however, endanger the College’s support for other forms of innovative instruction (such as faculty-led study abroad, team-teaching, and learning communities).

Since part of the current impetus for innovative courses is driven by revenue concerns, the College should set and share clear short- and long-term goals for how much revenue innovative courses should generate in order to meet strategic funding objectives and, at the same time, should indicate how much ongoing investment will be made in new delivery formats from revenues generated (or from other sources).

1. Impact on Tenure and Promotion

The College needs to consider what impact new course delivery formats will have on the tenure and promotions process. The Committee on Faculty Affairs, in its review of the Tenure and Promotions Document, may need to consider adding language that addresses such courses. While the Senate believes that such courses should not give a candidate any advantage in the review process, it also feels that experimentation should not be discouraged.

5.  Assessment

The College needs to ensure that courses using new delivery formats are assessed in an appropriate fashion.  The Senate asks Steering to charge CAP and CFA to assess whether the current student feedback forms and procedures for peer evaluation of teaching are sufficient to evaluate the modality/format and content/learning outcomes.

6. Review of Course Approval Policies and Procedures

The advent of blended and online courses represents a distinct change in the way we think about course delivery on this campus. Though we have different course formats already (Lecture-Discussion, Seminars, Labs, Intensive Language, etc.), all share a commonality: all involve face-to-face experience (part of the close, personalized educational experience that is one of our Signature Experiences). That is only partially true with blended course, and not true with full online courses. The current policy and practice is to approve courses with no reference to format. The College needs to ensure that these new course formats are implemented in a way that not only respects faculty and department autonomy, but also creates some degree of consistency across campus, and that holds us to our mission.

Given the uniqueness of these courses, the Senate asks Steering to charge CAP to review course approval policies and procedures and, if it deems necessary, to develop a policy regarding the implementation and approval of blended and online learning courses. In discussing these courses, CAP should consider the following issues:

1. The role of individual faculty members, departments, schools, and the College in decision-making regarding the implementation of new format courses.
2. What the guidelines should be for courses in new formats, and if these guidelines need to differ in any way from courses in more traditional formats.
3. Whether there should there be College-wide guidelines for what percentage of courses a department or program can offer using new formats.
4. Whether there should be a process to approve the teaching of existing approved courses in a new format.
5. Whether or not training and/or experience should be required for faculty who want to teach new format courses.
6. How to provide transparency so that students are aware of the delivery format for a given course and can make informed choices.

Appendix 2

RESOLUTION IN HONOR OF DANIEL W. CROFTS

WHEREAS

You have been on the faculty of The College of New Jersey since 1975, and in your thirty-nine years of service have established a reputation as an inspiring teacher; and

You are a nationally acclaimed scholar, author of five books on the Civil War era and contributor to the *New York Times* “Disunion” series; and

You served for nine years as chair of the Department of History; and

In the late 1990s you initiated and led a movement of senior faculty to change the direction of the College and to reinvigorate its academic mission, which resulted in the hiring of a new President and Provost; and

As President of the Faculty Senate from 1998 to 2004, you gave new life to this group, turning it into a highly effective body that collaborated with the administration and the AFT to turn the College into a nationally recognized exemplar of shared governance; and

You provided stalwart leadership during the process of academic transformation, which resulted in the College’s current status as one of the finest public institutions of higher education in the United States; and

Your many achievements were accomplished in a spirit of Lincolnesque modesty, with malice toward none and charity for all;

THEREFORE

The Faculty Senate of The College of New Jersey extends to you its most sincere gratitude on this, the seventh of May, 2014.

Appendix 3

**Faculty Senate Appointments Committee Recommendation**

**May 7, 2014**

The following faculty are appointed by the Faculty Senate:

Steering (3-year term) Marcia O’Connell

CSPP (3-year terms) Deborah Compte

Jason Dahling

CSPP (2-year term) Sean Wiley

CAP (3-year terms) Karen Clark

Susanna Monseau

CAP (Fall semester substitute) Janet Morrison

CFA (3-year terms) Jana Gevertz

Orlando Hernandez

Joao Neves

Paul Wiita

CFA (Fall semester substitute) Regina Morin

CSCC (3-year terms) Arti Joshi

Margaret Martinetti

College Advancement Planning Council

(3 years) Robert McGreevey

(Spring semester substitute) Mort Winston

Enrollment Management Planning Council

(3 years) Lisa Grega

Facilities and Construction Planning Council

(3 years) Anne Farrell

Finance and Budget Planning Council

(3 years) Tom Hagedorn

Human Resources and Staff Development Planning Council

(3 years) Nadya Pancsofar

Information Technology Planning Council

(3 year terms) Thomas Brennan

Amanda Cowell

Lauren Madden

Advising and Student Support Program Council

(3 year terms) Jessica Barnack-Tavlaris

Margaret Leigey

Cultural and Intellectual Community Program Council

(3 year terms) William Carter

Wendy Clement

Xuefeng Wei

(2 year term) Maureen Connolly

Faculty Student Collaboration Program Council

(3 year terms) Jerry Petroff (Education)

Connie Kartoz (NHES)

Global Engagement Program Council

(3 year terms) Waheeda Lillevik

Ariane Pfenninger

Linghui Tang

Graduate Programs Council

(3 year terms) Stuart Roe

Gregory Seaton

Healthy Campus Program Council

(3 year term) Ashley Borders

Honors and Scholars Program Council

(3 year terms) Maria Domingo

Consuelo Preti

Deborah Thompson

Liberal Learning Program Council

(3 year terms) Anita Allyn

Andrew Bechtel

Kevin Michels

Farshid Safi

Teaching and Learning Program Council

(3 year terms) Donald Leake

Yuji Tosaka

Sabbaticals

(3-year terms) Danielle Dalafave (Lab Science)

Jo-Ann Gross (Social Sciences)

Connie Hall (Engineering)

SOSA

(3-year terms) Jean Kirnan (Social Sciences)

Lynette Mawhinney (Education)

The following are recommendations by the Senate but are not Senate appointments:

Name to be forwarded for the Public Safety Advisory Council: Cassandra Gibson (3-year term)

Name to be forwarded for the First Seminar Committee: Timothy Hornberger (3-year term), Felicia Steele (1-year term)

Appendix 4

**CAP Report to Faculty Senate   
May 7, 2014**

Having collected testimony from the campus community, CAP incorporated feedback into preliminary recommendations on Grade Appeals and Academic Standing and Dismissal. At its April 23 meeting, CAP discussed and approved a Revised Preliminary Recommendation on Academic Standing and Dismissal. CAP is scheduled to meet three more times before the end of AY 2013. Agenda items will include: moving forward our Revised Preliminary Recommendation on Grade Appeals; reviewing a proposal for a minor in Sexuality and Queer Studies; and revisiting a draft of the Preliminary Recommendation on Academic Integrity, for which CAP made recommendations to the ad hoc committee on Academic Integrity, and for which testimony is being gathered from the campus community. Action on several additional charges is pending and will need to be carried over into AY 2014. These are the charges on Certificate Programs (in dialogue with CSCC); ungraded options; and proposed changes to the FSP program.

**Appendix 5**

**CFA Report to Faculty Senate   
May 7, 2014**

**Status of Issues in Governance that are Charges to CFA**

**Delay of Reappointment Evaluation due to FMLA events**

An informational Open Forum was held on April 23. General Counsel and Academic Affairs made the following changes to the Delayed Tenure Review document recommended by CFA: 1) the need to opt out; 2) specification of a time period between application for leave and electing modified reappointment process - 14 calendar days; 3) specification of the need to have experienced a certain amount of leave before applying for the delay process – 20 days. A new draft document was prepared that incorporates these changes, and AFT was consulted. any dates in the document that conflict with the Agreement will have to be negotiated between the College and AFT.

CFA does not support the changes made by General Counsel and Academic Affairs. After discussion with Gregory Pogue at the April 23 CFA meeting, the committee has decided not to send a final recommendation to Steering until the Provost’s position on the relevant issues can be clarified.

**Faculty Reassigned Time**

Preliminary recommendations were sent to Steering with a request for clarification of portions of the charge. Parts of the charge were withdrawn because they are outside the purview of CFA. Steering asked CFA to revise the preliminary recommendation, to seek testimony from the Council of Deans this spring, and from faculty in the fall.

**MUSE Review**

Discussion of the MUSE RFP at the April 16 Open Forum revealed that there are concerns not only with logistical aspects of the RFP, but also with a number of broader philosophical issues. Our charge is to undertake a review of MUSE policies and its RFP so we can revise the RFP for 2015-16. CFA believes that a revised RFP may not be ready until 2016-2017 since there are a number of larger issues that need to be thoughtfully addressed.

**Review of Promotion and Reappointment Document**

A revised draft of the proposal to merge promotion was prepared after the April 16 Open Forum and sent out on the Faculty List for a comment period from April 25 through May 7. This draft recommends the application for tenure and promotion to associate professor be joined into a single process along with the tenure and promotion decision, except in cases when a faculty member chooses to apply for promotion to associated professor before he or she is eligible for tenure. CFA is unable to make a recommendation for the library at this time.

After consultation with AFT, a revised preliminary recommendation on the interim timeline for new 2014-2015 faculty was and sent out on the Faculty List for a comment period from April 25 through May 7. The revision includes two alternative timelines that could serve as the basis for negotiations between AFT and the College once the AFT Council and the State establish new reappointment notification dates for the union contract based on the new tenure law.

CFA met with IT to continue work on electronic submission of promotions materials. There will be a presentation on a possible electronic framework at the May 14 CFA meeting.

**Tenure at Appointment Charge**

An Open Forum was held on April 23. Concern was voiced regarding the lack of home department involvement in the interviewing process, especially in the case of possible opportunity or hires.

Appendix 6

CSPP Report to Senate

May 2014

We’ve had a busy and productive year in CSPP. Notable among our achievements are the creation of a new scheduling grid; the transformation of the academic calendar to accommodate Winter Session classes; the establishment of, and ongoing work on, the five signature programs; the incorporation of the president’s emphasis on diversity and its inclusion in the strategic map; and the institution of yearly reporting on unit and school strategic plans to CSPP by the president and provost respectively. Our last big task of the year is to map out Phase 3 of strategic plan implementation which we will be doing at our May retreat in a couple of weeks. The major areas of work for phase three are likely to be in the following areas: signature experiences, advising and diversity. Customarily, CSPP uses its retreat to make agenda suggestions for the President’s leadership retreat that takes place in late May or early June. We will again use this opportunity for that purpose. Respectfully, John Landreau

**Appendix 7**

**Trustees Report to Faculty Senate   
May 7, 2014**

The Board of Trustees met on April 29 for its annual tuition hearing. With President Gitenstein in Washington, DC for the White House meeting of college presidents, Provost Jackie Taylor and Treasurer Lloyd Ricketts gave a presentation that was very similar to the one the Faculty Senate received at its April 16 meeting. The College remains committed to aligning its budgetary process with its strategic priorities of investing in revenue enhancement initiatives, signature experiences, professional development, and facilities and infrastructure; improving instructional technology, raising TCNJ’s visibility, and living a culture of diversity and inclusion. With the State’s anticipated revenue shortfall (which was announced shortly before the Board meeting), the numbers presented at the meeting are now under revision. At the time, the College anticipated flat appropriations for operating support from the State and an increase of $2.3 million for the fringe benefits allocation. (This is the exact number of the increase in fringe benefits last negotiated by the State.) State appropriations were projected to account for only 16.6% of the budget, compared to 63.8% that comes from tuition and fees. The State appropriation was projected to be $7821 per full-time student. Whatever numbers come in, the College will abide by its pledge to dedicate a minimum of 67% of the budget to direct student support and somewhere between 10 and 16% for scholarships and waivers. (2014 is currently projected to be 14.1%.)

Submitted by David Blake, English,

Faculty Representative to the Board of Trustees, May 6, 2014