

TCNJ FACULTY SENATE

NEWSLETTER

SPRING / 2018

GREETINGS FROM THE FACULTY SENATE PRESIDENT

In November 1998, as the campus prepared for President Gitenstein to take office, the Faculty Senate prepared a document, “The Ten Big Issues Confronting TCNJ” that provided a faculty perspective on the challenges facing the College. Since that time, the Faculty Senate has written 3 more iterations of the ‘Big Issues’ papers, in 2004, 2010 and 2015. In anticipation of the arrival of a new President, the Faculty Senate has once again engaged in extensive discussion and compiled our comments regarding the current state of the College and our future direction. At our May 7, 2018 meeting, the Faculty Senate unanimously approved the following document: “The Current State of the College of New Jersey: The Perspective of the Faculty Senate”. We have shared this paper with the President-elect and the incoming Interim Provost, as well as with the current President and Provost and the Executive Committees within our governance structure. We hope that President-elect Foster will find it useful as she makes the transition to TCNJ. As always, please share any feedback with me or your Senators. Best wishes for a productive and restful summer.

AMANDA NORVELL, Department of Biology
norvell@tcnj.edu

The Current State of The College of New Jersey The Perspective of the Faculty Senate May 2018

The College of New Jersey (TCNJ) is a primarily undergraduate and residential institution, with targeted graduate programs. We are proud to offer an unparalleled education, most notably doing so with a public mandate at an affordable price. We have found substantial success in this endeavor because of the culture of our campus community: we have a strong sense of shared purpose, we are open to self-reflection, we are willing to make significant changes to improve, and our system of shared governance promotes meaningful collaboration among all constituent groups on campus. The faculty is aware of the considerable challenges facing higher education today, and we understand that TCNJ is not protected from these forces. We believe, however, that the strength of our community and consistent and steady leadership have held us in good stead.

We are heartened to hear from your initial communications with the campus that your vision for higher education, and for TCNJ in particular, appears to be in close alignment with our own view of the College. We know there are difficult conversations that need to be had in order to arrive at critical institutional decisions, and we look forward to your guidance in moving forward as



an institution. We are eager to take the next steps to become a national model for public higher education in the context of a changing landscape.

In this document, the Faculty Senate shares a faculty perspective on the current state of the College and our thoughts about our future direction. We recognize that we are one of three important stakeholder groups. While many of our concerns may be shared with staff and students, here we are limiting our commentary to the perspective of the faculty, and the issues that we feel are central to TCNJ's identity and future success. Below we identify three broad areas – Academics and Curriculum, the Role and Structure of the Faculty, and Shared Governance and Decision-Making – that we feel deserve particular attention at this time. For each, we outline areas of pride and issues of concern.

ACADEMICS AND CURRICULUM

We are proud of the collaborative, personalized, and rigorous education that we offer and of our students.

We want to ensure that all our students are able to fully realize their potential and that our curriculum and academic support structures foster maximum growth for all our students. We believe that we need to refocus our attention on the academic mission and programs of the College. In 2004, we completed a workload transformation that put us at the cutting edge of

curriculum development. This was a local effort that built on our strengths and we are eager to reengage with the spirit of that moment.

We see a number of opportunities and challenges:

- We would like an opportunity to be innovative and, once again, to chart new directions in terms of course and curriculum design. While we should not ignore national trends and best practices, we want to develop our academic programs to reflect our own expertise as faculty and our own unique position as a public institution with many of the characteristics and advantages of a private liberal arts college. We look forward to working with Academic Leadership to develop pioneering curricula across all aspects of the student educational experience, including the major and Liberal Learning.
- At this moment, the Liberal Learning Program is an area that is ripe for such innovation. Liberal Learning is an integral component of the undergraduate educational experience and while in general, faculty enthusiastically espouse its centrality, students are not always as convinced of the benefits of a strong liberal education. We believe that we should not only continue the ongoing work to revise the current Liberal Learning Program, but that we should also consider how Liberal Learning and coursework in the major are integrated to provide a seamless and relevant learning



experience for our students. In addition, it is also critical that we find a way to get students to recognize the benefits of such an integrated education.

- Other academic programs, such as the Honors Program and the First Seminar Program, would also benefit from additional attention, which we realize may require significant faculty time and resources.
- We would like to prepare for the changing demographics of future college students in New Jersey. Our student body is likely to change over the next decade or two, becoming more ethnically and racially diverse and including more non-traditional students. We are excited to see this diverse group of students come to campus, and we want to make sure we are prepared and have the academic, social and cultural resources to support them.
- We also want to ensure that we have the necessary resources and services to help our students with differing abilities and mental health concerns. In the past several years, an increasing number of students have made use of these resources, and we want to ensure that we can continue to support all in need.
- At the same time, we do not want the costs of curricular innovation and student support to impact the affordability of the education that we offer. We want to have the difficult conversations about how to balance our competing desires here.
- We would like to combat the tendency on our campus for students to become siloed within their major. Because our students, for the most part, are admitted to the College within a particular major, students sometimes become too focused on their major's program of study, missing opportunities for growth and for optimal learning experiences outside that program. We would like to explore whether or not our current admissions policies introduce barriers that inhibit intellectual curiosity and student exploration.

ROLE AND STRUCTURE OF THE FACULTY

The teacher-scholar model is central to our institutional identity and to the richness of the academic experience of our students. We are proud of the teacher-scholar model, and of the ways that we have used that model at TCNJ. We want to preserve this important part of our campus culture, which fuels our award-winning opportunities for undergraduate research. This enlivens the intellectual life of our faculty and, by extension, of our students.

We understand the financial challenges associated with supporting research activities, but we look forward to working together to make our teacher-scholar model thrive in spite of challenges:

- Our program of Support of Scholarly Activities (SOSA) no longer fully meets our needs in support of faculty research. SOSA awards have become increasingly competitive as we hire more and more teacher-scholar faculty who apply for and benefit from support of their research. Due to limited resources, many worthy projects now go unfunded, harming faculty morale and research productivity. In addition, funding for faculty travel (to conferences or for research) is also being stretched to its limits, endangering the faculty (and student) development that results from travel opportunities, as well as the promotion of our institution's name to the larger academic community.
- At the same time, we are concerned at the increasing reliance on adjunct faculty in higher education, and we would hate to see the research of full-time faculty supported on the backs of greater numbers of contingent faculty at TCNJ. We lose many of the advantages of the teacher-scholar model if too many of our courses are taught by adjunct faculty. In addition, information on numbers and trends with respect to adjunct faculty across campus is not readily available to the campus community, and this lack of transparency has left many faculty wondering about equity in adjunct use across programs.
- A number of important administrative roles are currently held by faculty, but resources to support faculty-administrators are often inadequate. As a consequence, we see greater turnover in leadership and increasing "burnout" among "the usual suspects," who tend to volunteer regularly for vital administrative roles and tasks. As a faculty, we crave opportunities for leadership development, in order to have a ready path to the role of teacher-scholar-administrator. However, current faculty leadership roles at TCNJ (e.g., chairing a governance committee or academic department or coordinating an academic program, such as the summer reading program or an interdisciplinary minor) can sometimes feel less like opportunities for leadership development and more like a grist mill, grinding faculty down.
- Department chairs at TCNJ are burdened with managerial tasks that leave little time for visionary leadership. The chair's role has been a perennial issue, and the increasing administrative responsibilities shifted to chairs in recent years have only exacerbated the problem. Academic innovation, as we proposed above, is impossible without strong chairs who have the preparation, time, and freedom to engage their departments in sustained curricular discussions.
- Despite our pride in the teacher-scholar model, we wonder if it adequately describes our faculty's work, particularly given our robust shared governance system. Perhaps a better articulation for us might be the teacher-scholar-citizen model, which provides greater recognition for those who meaningfully serve our campus community.





SHARED GOVERNANCE AND DECISION-MAKING

We are proud of our strong tradition of shared governance, and appreciate that the governance structure includes all constituent groups. The faculty at TCNJ are committed to the institution and to every aspect of its operation, and faculty frequently give generously of their time and energy to the College – above and beyond their contractual obligations.

Our current system of shared governance gives a strong role for the faculty in the development of policy, programs, and procedures. However, faculty have only a small, narrowly-defined voice in the planning and implementation processes at the College.

We see a number of specific concerns with respect to our shared governance system:

- As a faculty, we are interested in being part of planning decisions for more than just the curriculum of the College. We have expertise and interests that make us assets to the College's planning in many areas. But most major planning decisions are all too often made at the cabinet level, not within the governance system, and the faculty lacks a seat at the cabinet's table. We understand that you were a driving force in seeing that faculty had a voice at the cabinet level at your previous institution. We hope for your help in giving faculty a similar voice here at TCNJ.
- We see much wasted time and effort at the College in the implementation of some planning decisions. Administrative offices on campus sometimes make important planning

decisions without consulting faculty members who have a role in the implementation of those decisions (sometimes with unhappy results for campus), and communication of plans and decisions to affected or interested faculty can be spotty or belated. We see a general need for better communication and wider consultation in the implementation of decisions and plans that touch students and faculty. In these cases, formal governance review is not necessary (since they are a matter of implementation or day-to-day procedures rather than of larger policy), but effective communication and consultation are still a necessity to avoid missteps and duplication of effort.

- Within our governance system, committees are often tasked with minutiae related to policy drafting and procedural questions. This work diverts us from more important decisions and strategic planning. At the same time, governance committees need to be consulted and involved in the review of any and all broad, far-reaching policy. There needs to be a balance in the work of governance committees – not burdened with minutiae but not eliminated from the policy-making process altogether.

In closing, the faculty are pleased to welcome you to The College of New Jersey. We are enthusiastic about the state of our College, and we look forward to moving ahead with you. We recognize the challenges and the opportunities we face, and that some changes will be necessary, but we see them as a chance to rethink and innovate. We are eager to engage with you to enhance our institution and our students' educational experiences.

FACULTY SENATE COMMITTEE REPORTS

— SPRING 2018 —



COMMITTEE ON ACADEMIC PROGRAMS (CAP)

Ashley Borders, Chair, borders@tcnj.edu
Paul Witta, Vice Chair, wiitap@tcnj.edu

CAP has had a busy Spring 2018 semester. We created 2 new policies on: 1) Learning Assistants, and 2) Development and Approval of Blended/Online Courses. We revised 3 existing policies on: 1) Independent Study, 2) Program Approval, and 3) Types of Majors and Minors Defined (revised the definition of minors). CAP started the process of revising the existing Course Approval Policy, which it will complete in the 2018-2019 year. In addition to these policy-related charges, CAP approved proposals for an MBA program, a BA in Biology, and a graduate certificate in Teacher Leadership. Finally, CAP also oversees the work of 10 councils, many of whom are currently working on revising policies, procedures, and learning outcomes.

COMMITTEE ON FACULTY AFFAIRS (CFA)

Michael Marino, Chair, marino@tcnj.edu
Andrew Leynes, Vice Chair, leynes@tcnj.edu

During the Spring 2018 semester CFA submitted final recommendations to Steering concerning revisions to the policy that addresses start dates for departments that have elected PRCs, and for policies governing faculty with joint appointments. CFA also held an open forum, collected

testimony, and forwarded a final recommendation to Steering regarding external review letters used for promotion to professor. We also approved the disciplinary standards for the departments of Mechanical Engineering and Public Health, and approved revisions to the sabbatical application for the 2018-19 academic year.

COMMITTEE ON STRATEGIC PLANNING AND PRIORITIES (CSPP)

Jacqueline Taylor, Co-Chair, taylor@tcnj.edu
Robert McGreevey, Co-Chair, mcgreeve@tcnj.edu
Matthew Bender, Vice-Chair, bender@tcnj.edu

CSPP reviewed fourteen proposals to advance the Strategic Plan in spring 2018 and recommended five to the President's office for funding in Fiscal Year 2019. In addition, CSPP worked in collaboration with CIE to monitor progress on the Strategic Plan. We worked with the Diversity Council to recommend a Campus Diversity Statement to the President. We also hosted discussions with several cabinet members, including Sharon Blanton (VP for Information Technology), Curt Heuring (VP for Administration), Angela Lauer Chong (VP for Student Affairs) and Lloyd Ricketts (VP and Treasurer). We received two charges from Steering and are currently collecting testimony on proposed changes to the Program Approval and Program Closure policies.



COMMITTEE ON STUDENT AND CAMPUS COMMUNITY (CSCC)

Su VanderSandt, Co-Chair, vandersa@tcnj.edu
Margaret Martinetti, Co-Chair, martinet@tcnj.edu
Coleen Schmidt, Vice-Chair, schmidt@tcnj.edu

This year, CSCC continued its work on a wide range of important policies, held several open fora, and distributed electronic surveys to collect testimony from the campus community. The Committee worked closely with several departments and offices across campus in order to ensure wide representation. Final recommendations of the following policies were sent to Steering: Posting Policy; Student Travel Policy; Involuntary Health and Safety Withdrawal Policy; and the Service and Emotional Support Animal Policy. The need for a Tobacco-Free Campus Policy was also investigated and a final recommendation was sent to Steering. An open forum was held on 3 May 2018 to gather testimony on the Student Conduct Code and Title IX with the hopes of sending a final recommendation on both policies to Steering before the end of the academic year. An electronic survey was also distributed at the end of Spring 2018 to gather information about the need for a Pets on Campus Policy. Work on analyzing the results of the Pets electronic survey as well as the initiating work on the Social Media Policy will continue in the new year. Applications for the Student Affairs scholarships and Engagement Mini-Grants and voted to add a member of the Staff Senate to the selection committee. Finally, we began work on a new charge to consider the possibility of a Tobacco-Free Campus Policy and plan to solicit input from the campus community in early fall, 2017.

BOARD OF TRUSTEES REPORT

Faculty Representatives:

Jana Gevertz, gevertz@tcnj.edu

David Prensky, dprensky@tcnj.edu

The TCNJ Board of Trustees met on Tuesday 2/20. In a public session, the Board heard a presentation about trends in higher education from Huron Consulting Services. When the Board split back into its typical committee structure, both the Business & Infrastructure and Mission Fulfillment committees heard further presentations from Huron about TCNJ-specific data, and TCNJ's position in the broader higher education community. Time was allotted in each committee for discussion. The Business and Infrastructure Committee also discussed the renovations of Travers and Wolfe, and received an executive summary of the ERP Oracle Cloud project from Vice President Blanton. The Mission Fulfillment Committee also discussed strategic planning issues, planning for the presidential transition, and Board development activities. Further, they passed resolutions approving a Fifth Year Master of Arts in Teaching in Urban Secondary Education, as well as a Masters of Business Administration (MBA). These programs were later approved by the full Board at the public meeting. The Board also passed resolutions honoring President Gitenstein and Dr. Hart, and ended the day by celebrating the renaming of the campus library to the R. Barbara Gitenstein Library.

On Tuesday 4/17, the Board of Trustees met again for the Annual Tuition Hearing. At the Annual Tuition Hearing, state appropriations, budget indicators and challenges, and enrollment trends were reviewed. The suggestion for FY 2019 is a 2.5% increase in student tuition and fees.



**MILDRED
DAHNE
AWARD
2018**

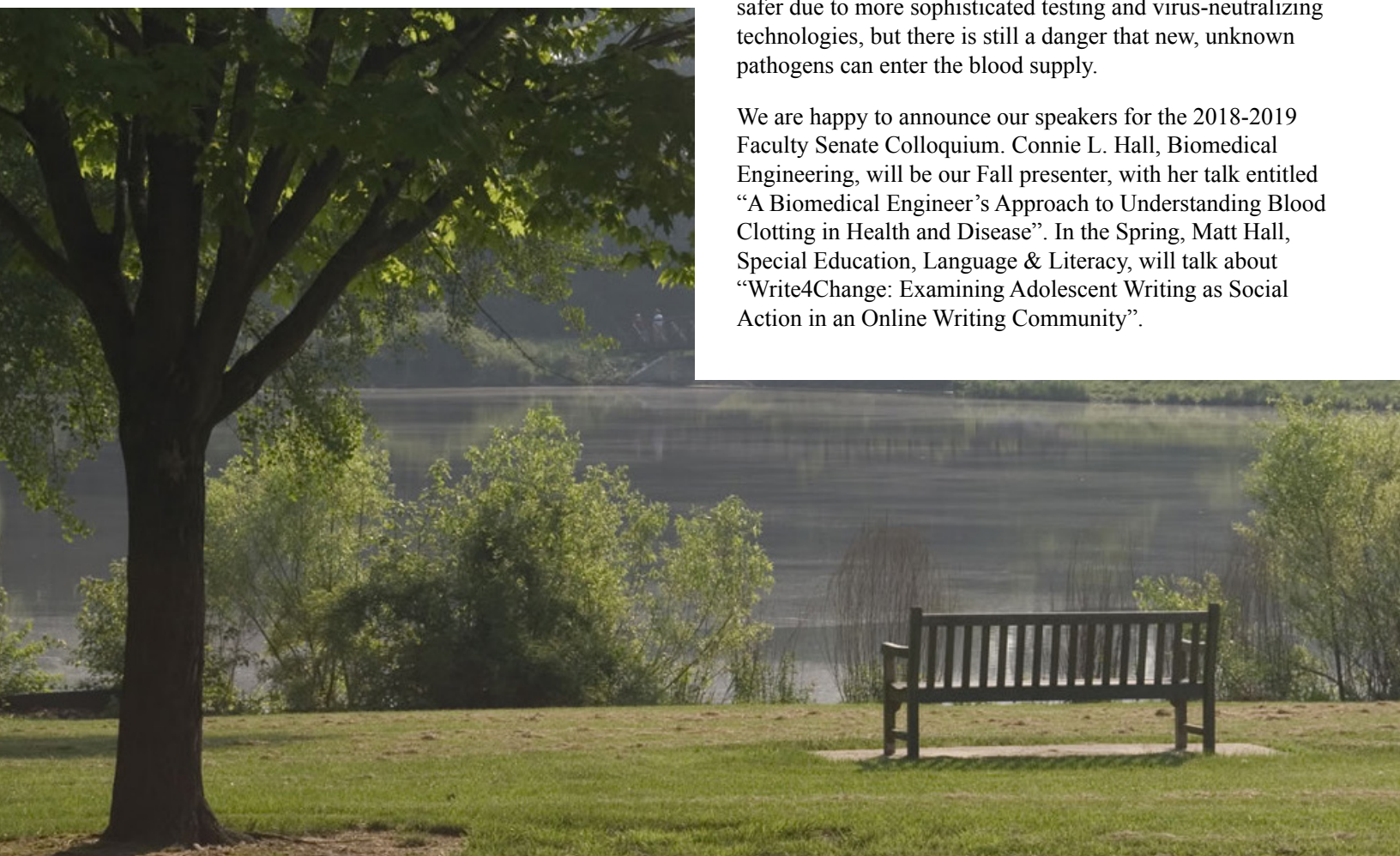
TCNJ's Faculty Senate is happy to announce that the Physics Department has won the 2018 Mildred Dahne Award.

The Senate committee charged with reading the applications was highly impressed with all that the Physics Department has accomplished. Graduates of the physics department can boast of impressive accomplishments after leaving TCNJ. The department is one of the most highly ranked nationally, and its support of women in physics is laudable. Students in the Physics department are very much engaged in publishing and presenting their work at conferences, and the department is highly successful at having its grant proposals funded. In addition to engaging in faculty/student research collaborations, students in the Physics department help run labs and train others, represent their department at Lions Days and Open Houses, serve as department aides, and participate actively in the Physics Club and the Astronomy Club. The Physics Department is an inspiring example of dedication to its students and academic excellence.

**FACULTY
SENATE
COLLOQUIUM**

The Faculty Senate's Committee for Intellectual Community was pleased to have two excellent colloquia presentations during the 2017-2018 academic year. In the Fall, Nancy Hingston, of Mathematics and Statistics, discussed the geometry of imaginary universes. According to the abstract of her talk: "*Dynamics* had roots in celestial mechanics and practical applications such as navigation but has since been abstracted to more general settings. Modern dynamics can be thought of as doing physics in an imaginary universe. That is, one invents a (vastly simplified) universe, with its own "laws of physics", and then tries to draw conclusions about the outcome of (thought) experiments in that given universe. The goal is not to describe exactly what will take place in any particular universe, but rather to draw general conclusions that will hold over a broad range of universes." In the Spring, Journalism and Professional Writing Professor Donna Shaw spoke about "one of the worst medically induced epidemics in the history of modern medicine", which occurred when, in the late 1970s and early 1980s, large numbers of people with hemophilia contracted HIV and Hepatitis C from tainted blood products. Science, medicine, governments, and patients came together to demand answers. Blood products today are much safer due to more sophisticated testing and virus-neutralizing technologies, but there is still a danger that new, unknown pathogens can enter the blood supply.

We are happy to announce our speakers for the 2018-2019 Faculty Senate Colloquium. Connie L. Hall, Biomedical Engineering, will be our Fall presenter, with her talk entitled "A Biomedical Engineer's Approach to Understanding Blood Clotting in Health and Disease". In the Spring, Matt Hall, Special Education, Language & Literacy, will talk about "Write4Change: Examining Adolescent Writing as Social Action in an Online Writing Community".



FACULTY SENATE ACTIONS 2017-2018

Made faculty appointments to college-wide Committees and Councils

Drafted a Resolution on Deferred Action for Childhood Arrivals (DACA) which appears on the Faculty Senate website

Hosted a visit from Kerri Tillett, Associate Vice President and Chief Diversity Officer, and Susan Ryan, Chair, Campus Diversity Council

Hosted a visit from Kit Murphy, Associate Provost for Curriculum and Liberal Learning to discuss the recommendations from the Liberal Learning Program review and potential implementation paths for the reviewers' recommendations

Co-hosted the Gitenstein/Hart Prize Seminar given this year by Jana Gevertz from Mathematics & Statistics. Next year's recipient, Elizabeth Borland, was announced

Hosted the Faculty Senate Colloquium for Research and Creative Activity: Fall, Nancy Hingston, Mathematics & Statistics; Spring, Donna Shaw, Journalism and Professional Writing, Business Building Lounge

Hosted an open forum led by Ashley Borders on the preliminary recommendations from CAP for learning assistants and interdisciplinary minors

Held a Senate discussion on Transformation and whether the student/faculty experiences show if it has been successful

Held a Budget Discussion with Treasurer Ricketts, President Gitenstein and Provost Taylor

Hosted a visit from John Donohue, Vice President for College Advancement, to discuss the most recent capital campaign

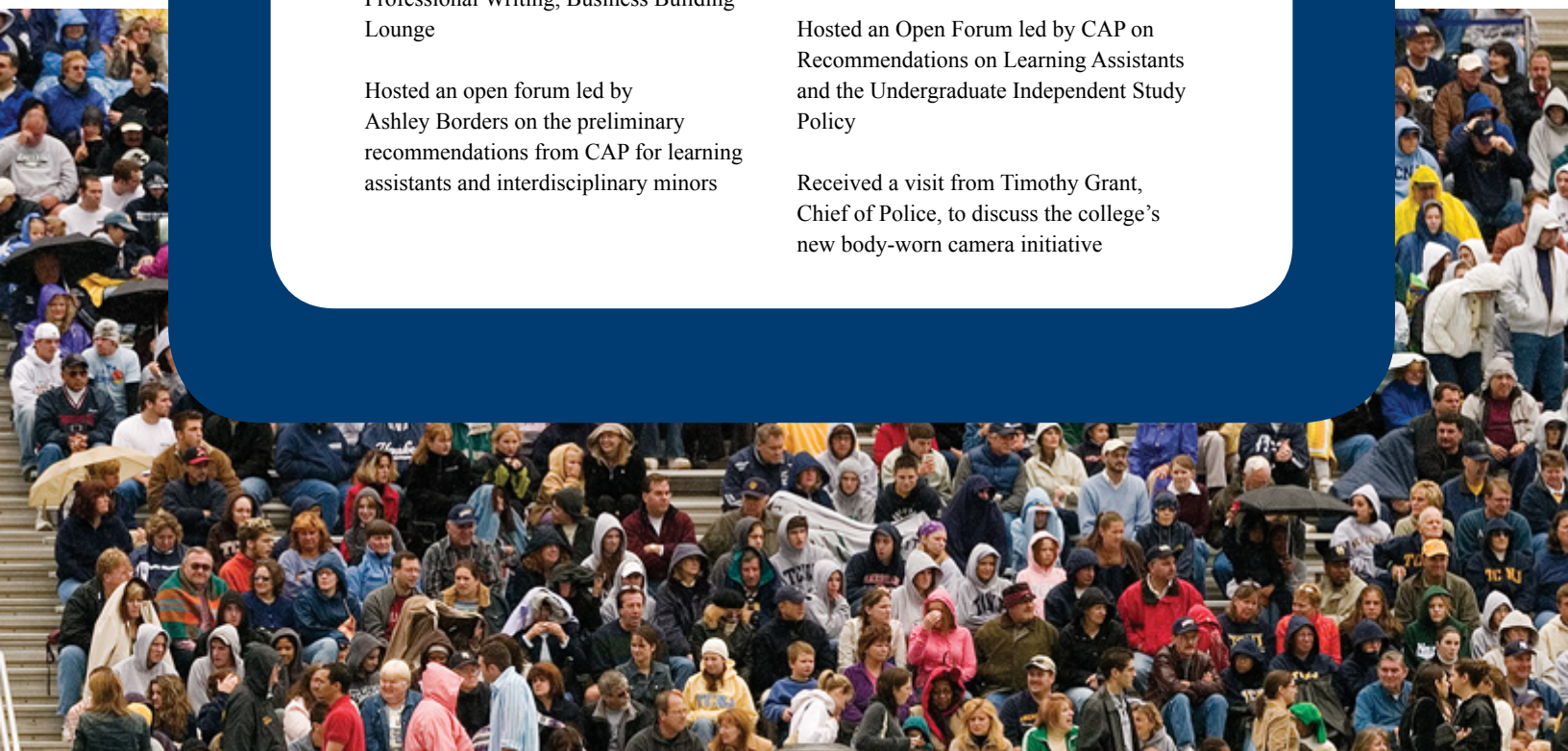
Hosted Provost Taylor's address to the faculty

Hosted Presentation on the New Travel System by VP and Treasurer Lloyd Ricketts, VP and CIO Sharon Blanton, Exec Director of Procurement Services Anu Kapur, and Liz Harden from Huron Consulting Group

Hosted an Open Forum led by CFA on External Review Letters and Promotion, and an Open Forum led by CSCC on Preliminary Recommendations on Involuntary Health or Safety Withdrawal, and the Posting Policy

Hosted an Open Forum led by CAP on Recommendations on Learning Assistants and the Undergraduate Independent Study Policy

Received a visit from Timothy Grant, Chief of Police, to discuss the college's new body-worn camera initiative



Provided feedback on the Campus Diversity Council Draft Diversity Statement

Held Senate discussions and drafted a document to present to the incoming president

Received a FY2018-2025 Budget Planning Update from President Gitenstein and Treasurer Ricketts

Received an update on the President's Advisory Commission on Social Justice: Race and Educational Attainment

Provided feedback to CSPP on Recommendations on the Degree Program Approval Process and the Program Closure Policy

Passed a resolution honoring President R. Barbara Gitenstein

At our May 7, 2018 Faculty Senate meeting unanimously approved the following resolution:

RESOLUTION IN HONOR OF R. BARBARA GITENSTEIN

WHEREAS

You have held the office of President of The College of New Jersey since 1999, and during your nineteen years of service have established a reputation as a leader with integrity; and

You were able to provide leadership at a time of challenging transition; and

You led the institution 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

During your tenure, TCNJ's quantifiable student outcomes have improved substantially, and are now among the best of public higher education institutions; and

You have provided consistent support for faculty scholarship by both expanding the Support of Scholarly Activity (SoSA) Program and establishing the Gitenstein-Hart Sabbatical Prize; and

You have garnered national recognition for your contributions to shared governance; and

Under your leadership, the College has earned distinction as a member of the Phi Beta Kappa Society; and

You have embraced and encouraged a welcoming atmosphere of inclusion; and

You led the College's first successful Capital Campaign, providing increased support for student scholarships, the College's Signature Experiences, and academic programs;

THEREFORE

The Faculty Senate of The College of New Jersey extends to you its most sincere gratitude on this, the seventh of May 2018.

SABBATICAL RECIPIENTS 2018-19*

ANITA ALLYN, Art and Art History, Wissahickon Valley Park Public Art Project.

JESSICA BARNACK-TAVLARIS, Psychology, The Transition from Infertility to Motherhood.

ELIZABETH BORLAND, Sociology and Anthropology, Activists and Lawyers: Implementing and Contesting Abortion-related Policies in the Southern Cone.

DANIELLE DALAFAVE, Physics, Physics, Astronomy and Earth Science Textbook.

LYNN GAZLEY, Sociology and Anthropology, FIRSTS (Foundation for Increasing and Retaining STEM Students) Program.

WAHEEDA LILLEVIK, Management, Understanding Cultural Learning to Minimize Acculturative Dissonance.

MARLA JAKSCH, Women's Gender and Sexuality Studies, Intersectional Feminist Pedagogical Praxis in Action.

ELIZABETH MACKIE, Art and Art History, Ortler Mountain Project, Part 2.

DAVID MCGEE, Physics, Applications of Light-induced Mass Transport to Photopatterned Graphene Surfaces and Optical Image Storage.

ANNE PEEL, Special Education, Language and Literacy, English as a Verb: Getting Students to *Do* Literacy.

JERRY PETROFF, Special Education, Language and Literacy, Assessment and Education of Students Who Are Deafblind.

MICHAEL ROBERTSON, English, William Morris: The Journey toward Utopia.

FELICIA STEELE, English, The English Language: A Teacher's History.

NICHOLAS TOLOUDIS, Political Science, Contentious Politics in the New Europe.

JEANINE VIVONA, Psychology, Feeling, Action, Thought: Language in Psychoanalysis.

* One- and two-semester awards included

SOSA RECIPIENTS 2018-2020*

MEKALA AUDAIN, History, Enslaved Resistance on the U.S.-Mexico Borderlands.

NICHOLAS BATTISTA, Mathematics and Statistics, IB2d: A Gateway for Studying Fluid-structure Interaction.

MARISSA BELLINO, Education Administration and Secondary Education, Learn Globally, Teach Locally: The Impact of Education for Sustainability Lessons on K-6 Classrooms.

DAVID BLAKE, English, Peg Leg: Reading Moby-Dick after 9/11.

CAROLINA BLATT-GROSS, Art and Art History, Examining the Long Term Effects of Community-based Art.

DINA BOERO, History, The Anatomy of a Cult.

CAROLINA BORGES, Public Health, Facing Health Inequalities through an Ecosystem of Collaboration and Creativity: The Triad of TCNJ, Community, and Startups.

CAROLYNN GREER BURROUGHS, Elementary and Early Childhood Education, Learn Globally, Teach Locally: Preparing Teachers to Educate for Sustainability.

LUKE BUTLER, Biology, Environmental Influences on the Plumage Renewal Process in Free-living Birds.

ANGELA CAPECE, Physics, Spectroscopic Studies of Nanoparticle Synthesis in Ionic Liquids

SARAH CHARTOCK, Political Science, Incorporating Ethnicity.

JARRET CRAWFORD, Psychology, Is Social Psychology Course Content Based on Reliable Evidence? A Large-scale Project on The Reproducibility of Social Psychology Research Prominently Featured in Undergraduate Textbooks.

CURT ELDERKIN, Biology, Cryptic Species among Freshwater Oysters.

JEFFERY ERICKSON, Biology, Analysis of Breathing and Heart Rate Following Developmental Exposure to Nicotine in a 5HT-deficient Context.

AVERY FAIGENBAUM, Health and Exercise Science, Treating Pediatric Dynapenia in Children.

MANUEL FIGUEROA, Technology Studies, The Effect of Human Centered Design on College Students' Attitudes toward the Blind.

CHRISTOPHER FISHER, History, Woodrow Wilson, Reconstruction, and the Origins of the Global South.

LAUREN FOXWORTH, Special Education, Language and Literacy, Leveling the Digital Playing Field: A Thorough Investigation of Basic Digital Writing Program Instruction for Students with Learning Disabilities.

LEIGH-ANNE FRANCIS, Women's and Gender Studies, Jane Crow (In) Justice: Race, Crime and Punishment in New York State, 1893—1933.

ALEXANDER GARLICK, Political Science, Understanding Lobbying in American State Legislatures: 2005-2016.

JANA GEVERTZ, Mathematics and Statistics, Mathematical Oncology: Using Math to Study Cancer.

BRENDA GHITULESCU, Management, The Context of Career Success in Creative Occupations: A Study of Scientists.

MATTHEW GREENBLATT, Economics, In-kind Welfare Benefits and Home Production.

JO-ANN GROSS, History, Ismailism in Badakhshan: A Genealogical and Documentary History.

CONSTANCE HALL, Biomedical Engineering, Coronary Artery Blood Flow, Microparticles and Thrombotic Risk.

XU HAN, Management, The Role of Individuals in Corporate Entrepreneurship.

NANCY HINGSTON, Mathematics and Statistics, Closed Geodesics on Spheres.

CRAIG HOLLANDER, History, Against a Sea of Troubles: Slave Trade Suppressionism during the Early Republic.

ANIEFRE EDDIE INYANG, Marketing and Interdisciplinary Business, The Impact of Analytics on Small Business Performance.

JINSIL KIM, Management, Informality and Bribery: The Case of SMEs in Vietnam.

TAE-NYUN KIM, Finance, Higher Pay-performance Sensitivity for CEOs, a Solution for Underinvestment? Evidence from Financial Crisis.

JEAN KIRNAN, Psychology, Impact of Dog-assisted Literacy Program.

ANTHONY LAU, Biomedical Engineering, Investigating Bone Strength Changes in Rats Exposed to Space Radiation.

REBECCA LI, Sociology and Anthropology, How are Social Movements Maintained?: The Case of Democratic Movement in Hong Kong.

NATHAN MAGEE, Physics, Cryo-Scanning Electron Microscopy of Captured Cirrus Ice Particles.

LYNETTE MAWHINNEY, Elementary and Early Childhood Education, Networks of Activism and Resistance among Teachers of Color.

LINDA MAYGER, Education Administration and Secondary Education, Using Student Learning Objectives for Teacher Evaluation: A Comparative Study of State Policies and Implementation.

ROBERT MCGREEVEY, History, Trenton Makes, The World Takes: A History of a Post-industrial American City, 1940-2020.

KEVIN MICHELS, Marketing and Interdisciplinary Business, The Discipline of Innovation.

DONKA MIRCHEVA BRODERSEN, Economics, Assets, Religion, and the Great Recession: An Economic Analysis.

MATTHEW MIZUHARA, Mathematics and Statistics, Study of a Minimal Mathematical Model of Cell Motility.

TERESA NAKRA, Interactive Multimedia, iMaestra – a Custom Conducting Experience.

TUAN NGUYEN, Physics, Investigation of Network Communities in Synchronized Neuronal Activity.

ABBY O’CONNOR, Chemistry, Design of Sustainable Earth Abundant Catalysts to Improve Chemical Production.

TREVOR O’GRADY, Economics, The Effect of Land Ownership on Oil and Gas Production: A Natural Experiment.

LISA ORTIZ-VILARELLE, English, Overwriting the Dictator: Americanas, Autocracy and Autobiographical Innovation.

CONSUELO PRETI, Philosophy, Religion and Classics, Interpreting the History of Analytic Philosophy: Illusions, Myths, and Misunderstandings.

LEEANN RICCARDI, Art and Art History, Conquering Emperors and Crouching Barbarians in Roman Art.

ALAN RICHARDS, Physics, Recruiting and Retaining Outstanding Science Majors through Summer Precollege Programming.

CATHERINE ROSEMURGY, English, Young Narrators and Other Mysteries: Poems.

TAMIKA ROYAL-THOMAS, Mathematics and Statistics, Early Life Determinants of Cardiovascular Disease: An Empirical Study.

JOHN RUSCIO, Psychology, Empirical Guidelines for Taxometric Analysis.

STEPHANIE SEN, Chemistry, Characterization and Inhibition of Isoprenoid Metabolism in Mosquitoes.

MIRIAM SHAKOW, Sociology and Anthropology, New Middle Classes in “New Left” Bolivia.

RACHEL SNIDER, Mathematics and Statistics, Investigating Preservice Teachers’ Knowledge and Practice: Explaining and Selecting Examples in Secondary Mathematics Teaching.

AIMEE STAHL, Psychology, Children’s Selective Learning.

JAMES TAYLOR, Philosophy, Religion and Classics, Wrongful Contracts: The Moral Limits of Voluntary Exchange.

LEEANN THORNTON, Biology, Plant Weapons: Exploring the Range of Chemicals Plants Produce for Protection from Stress.

SURIZA VANDERSANDT, Mathematics and Statistics, Pre-Calculus and Calculus A – An Obstacle or a Stepping Stone?

ELISABETH VAN DER HEIJDEN, Art and Art History, In and out of Frame; Questioning Framing through Art.

DAVID VENTURO, English, “Epic under Siege” Book and related projects.

EUDARDO VILANUEVA, Art and Art History, Research, Development and Production of Automated Musical Sculpture.

CHRISTOPHER WAGNER, Biomedical Engineering, Application of Natural 3D Scaffold Signals for Orthopedic Tissue Engineering.

PAUL WIITA, Physics, Modeling Relativistic Jets and Variability in Quasars and Blazars.

KAREN CHANG YAN, Mechanical Engineering, Mechanical Environment of Cells in Engineered Tissue Constructs: A Multi-scale Modeling Approach.

*One- and two-year awards included



PERSONNEL ACTIONS

At its February 20, 2018 meeting, the Board of Trustees approved the following personnel actions.

PROMOTIONS (effective September 1, 2018)

ASSOCIATE PROFESSOR

AMBROSE ADEGBEGE, Electrical and Computer Engineering
ANDREW BECHTEL, Civil Engineering
MAUREEN CONNOLLY, Educational Administration and Secondary Education
MINDI MCMANN, English
DIMITRIS PAPAMICHAIL, Computer Science
ANNE PEEL, Special Education, Language and Literacy
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