**MINUTES**

**FACULTY SENATE**

**May 7, 2018 – 9:00-11:00 – Business Student Lounge**

**In attendance:** Baker, Becker, Bender, Bellino, Borders, Bowen, Brennan, Bunagan, Bush, Bwire, Byrne, Curtis, Dempf, Dickinson, Fazio, Gevertz, Grega, Hall, Le Morvan, Leonard, Li, McGreevey, McMann, Meixner, Monseau, Morin, Norvell, Prensky, Schwarz, Steinberg, Weng, Wiita.

**Excused:** Abourahma, Adler, Blake, Fienberg, Kim, Krimmel, LaJevic, Madden, Peel, Tang.

**Mildred Dahne Award Presentation**

* President Gitenstein presented this year’s Mildred Dahne Award to the Department of Physics.

**Roll Call**

* Laurie called the roll.

 **Minutes**

* Accepted as submitted.

**Budget Presentation – Treasurer and Vice President Lloyd Ricketts and President Gitenstein**

* Treasurer and Vice President Lloyd Ricketts and President Gitenstein gave their annual budget presentation to faculty senate.
* Questions and discussion.
* Lloyd will share his slides with the senate.

**Gitenstein Resolution**

* Amanda read the senate’s resolution in honor of President Gitenstein.
* Resolution passed unanimously.
* **Attachment 1**

**Welcome to New Senators**

* Amanda welcomed the new senators and thanked the retiring senators for their service.

**The State of the College Document**

* Amanda presented the document with revisions by SEB.
* Discussion and additional revisions.
* SEB will polish the changes.
* Motion to approve the revision with changes, seconded.
* Passed unanimously.
* **Attachment 2**

**Testimony on CSPP Draft Policies – Rob McGreevey**

* Policy for Centers and Institutes
	+ Tabled until fall.
* Program Closure Policy
	+ Rob reviewed CSPP’s draft recommendations.
	+ Discussion.
	+ They are also considering some changes to program approvals.
	+ Please send additional feedback to Rob.

**Update on the Advisory Commission on Social Justice: Race and Educational Attainment – Rob McGreevey**

* Rob gave a brief update on SJTF.
* Trying to grow the pipeline from Trenton city schools to TCNJ. Applications are up considerably.
* They want to conduct an inventory of all we do with the city.
* An exhibit is being developed for Trenton Hall.

**Recommendation of the Appointments Committee**

* Amanda presented the list of recommended appointments.
* There are still school-specific vacancies on SOSA and Sabbaticals. She will reach out to the schools in August.
* There are also 2 more slots on the Liberal Learning Task Force.
* Recommendations approved unanimously.
* **Attachment 3.**

**Senate Officer Elections for 2018-19 Terms**

* Amanda presented the slate of officers for the next senate term.
* There are still 2 open seats.
* Motion to approve partial slate, seconded.
* Passed unanimously.

Meeting adjourned at 11:00.

Law

**Attachment 1**

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.

**Attachment 2**

**To:** President-elect Kathryn Foster

Interim Provost William Keep (effective July 1) Committee on Strategic Planning and Priorities Steering Committee

**cc:** President R. Barbara Gitenstein Provost Jacqueline Taylor

**From:** The Faculty Senate

**Date:** May 11, 2018-05-11

**Subject:** The Current State of The College of New Jersey

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” and we would like to share it with you.

**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 opportunites 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.

**Attachment 3**

**RECOMMENDATION OF THE APPOINTMENTS COMMITTEE**

**MAY 7, 2019**

**EXECUTIVE COMMITTEES**

Steering Committee- ONE 3-year term, ONE two-year term

Lorna Johnson-Frizell (Communications Studies)- 2 year term

Shau Wiley (Psychology)- 3 year term

Committee on Strategic Planning and Priorities (CSPP)- ONE 3-year term

Dave Prensky (Business)

**STANDING COMMITTEES**

Committee on Academic Programs (CAP)- TWO 3-year terms

Abby O’Connor (Chemistry)
Belinda Haikes (Art & Art History)

Committee on Faculty Affairs (CFA)- THREE 3-year terms

Matthew Wund (Biology)
Deborah Hutton (Art & Art History)

Gary Fienberg (Music)

Committee on Student and Campus Community (CSCC)- ONE 3-year term

Stuart Carroll (Elem/Early Childhood Education)

**OTHER COMMITTEES AND COUNCILS**

Athletics Advisory Council (AAC)- ONE 3-year term

Tae-Nyun Kim (Finance)

Campus Diversity Council (CDC)- ONE 3-year term

Mekala Audain (History)

Cultural and Intellectual Community Council (CICC)- ONE 3-year term

Mindi McMann (English)

Global Engagement Council (GEC)- TWO 3-year terms, ONE 2-year term

Solange Lopes Murphy (Special Ed, Language and Literacy)
Lynn Bradley (Chemistry)

Chu Kim-Prieto (Psychology)- 2 year term

Graduate Studies Council (GSC)- ONE 3-year term, ONE 2-year term

Carolina Borges (Public Health)- 2 year term
Steve O’Brien (I-STEM)

Honors and Scholars Council (HSC)-ONE 3-year term, ONE 1-semester (fall) replacement

Angie Capece (Physics)

Ying Mao (Computer Science)- One semester replacement

Liberal Learning Council (LLC)- TWO 3-year terms

Jonathan Ryan Davis (Educational Admin & Secondary Ed)
Tanner Huffman (Engineering)

Mentored Research and Internships Council (MRIC)- ONE 3-year term, ONE 1-semester (fall) replacement

Brenda Seals (Public Health)

Sejong Yoon (Computer Science)- One semester replacement

Sabbaticals Council- FOUR 3-year terms, A&C, EDU, ENG, SCI (non-lab)

Michael Bloodgood (Computer Science)

Support of Scholarly Activities Council (SOSA)-FOUR 3-year terms; ENG, A&C, HSS (humanities), NHES

Tracy Perron (Nursing)

Teaching and Learning Council (TLC)- TWO 3-year terms, ONE 2-year term

Jody Eberly (Elem & Early Childhood Education) – 2 year term
Maria Domingo (Accounting & Information Systems)
Rachel Snider (Math & Stat)

**AD HOC TASK FORCES**

Liberal Learning Task Force- FOUR faculty members

Cindy Curtis (Math & Stat)
Glenn Steinberg (English)