

# TCNJ Faculty Senate Newsletter



## *Greetings from the Faculty Senate President*

### Campus Police Update

In the three years that I've served as Senate president, no issue has raised more concern among faculty members than the attitude and behavior of Campus Police. Since the issue was first brought to the

Senate in September, I've received almost forty complaints from faculty and staff. Since many complaints describe additional incidents involving other faculty and staff, the number of people involved is actually well over fifty.

In October, Senate Vice-President Debbie Compte and I met with Kathryn Leverton, the administrator who oversees Campus Police, and Curt Heuring, Vice-President for Facilities, who has ultimate authority. We began that meeting by emphasizing the good news: we did not receive a single report of illegal or improper activities by the Police; they are scrupulous about adhering to the letter of the law in their relations with faculty and staff. Also, there was no evidence of discrimination; I received complaints from women and men of different races and nationalities in rough proportion to their representation on campus. Finally, many of those who complained also had compliments for Campus Police. They described incidents in which Police responded in a helpful and courteous manner, offering invaluable aid at difficult moments. I think Debbie and I were speaking for every member of the faculty when we said that we are grateful to Campus Police for their contributions to the safety and security of this campus.

### *Nature of the Complaints*

Two broad issues were obvious in every complaint. The first involved attitude. Faculty and staff described a consistent pattern of rude, hostile and aggressive attitudes on the part of Police. Over and over people said to me, "They treated me as if I were a criminal." One department chair decried the "confrontational, adversarial, guilty-until-proven-innocent attitude" that she and many members of her department had experienced.

The second problem was overly zealous enforcement. Campus Police spend too much of their time harrassing College employees and writing up tickets for activities that have no effect on campus safety and security. Most complaints fell into one of three categories:

1. Cruising the parking lots and running the license plates of legally parked cars through the computer to find out if the state registration has expired. Frequently, the car is then towed. The Police have the right to do this, and everyone agrees that citizens should keep their registration current. But how does this practice contribute to campus safety and security?
2. Drop-offs. This complaint was particularly acute among those in the sciences and in the Art Department, since they regularly have to pick up and drop off equipment and materials. They reported numerous incidents in which faculty and staff were harrassed by Police while pulled up at a loading dock or building for a few minutes.
3. Multiple tickets at one time. One faculty member was stopped for talking on her cell phone (while driving in the parking lot) and got a second ticket for not wearing her seat belt (she had unbuckled it after she was

stopped in order to get her registration and insurance out of her glove compartment). This is only one example among many. Police may legally issue multiple tickets, but what purpose is served?

### *Effects on the Campus Community*

Several faculty and staff commented that the rudeness and over-zealousness of Campus Police extends to visitors to the College. One faculty member who has a child on a swim team that practices at TCNJ said that fellow swim team parents—visitors to our campus—told about receiving two tickets for failure to signal, or being lost on campus and then receiving a ticket when they made a U-turn. He said that, in addition, “everyone I’ve spoken to has said that the police were overbearing and rude.” Visitors, he said, get the impression that “TCNJ does not welcome the many community members who pay to use the facilities.”

The first “Core Belief” in support of the College’s Mission Statement reads:

*The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.*

It is clear that the actions of Campus Police are in violation of this Core Belief and are harmful to the College’s efforts to build a caring, friendly, and respectful community.

### *What We—and You—Can Do*

In October the Faculty Senate, Staff Senate and SGA passed a joint resolution establishing an Ad Hoc Committee on Campus Police comprised of representatives from faculty, staff and students. The group’s charge is to consider ways to strengthen relations between Campus Police and the broader campus community and to ensure that Police policies and operations are in accord with the College’s mission.

I attended the group’s first meeting. I learned a lot from the students present. In addition to echoing all the complaints I presented above, they complained about random stops of cars and searches of bookbags. Over one thousand students signed a petition this fall complaining about these searches, and SGA representatives said that students have lost respect for Police and have become afraid to contact them in an emergency—a situation that is counterproductive and dangerous.

This group is currently hard at work, meeting with members of Campus Police in an effort to understand the causes of the current situation.

If you would like to give information to the Committee on Campus Police, contact co-chairs Lynette Harris of Student Life ([lharris@tcnj.edu](mailto:lharris@tcnj.edu)) and James Gant of SGA ([gant3@tcnj.edu](mailto:gant3@tcnj.edu)) and/or the three faculty representatives: Jim Bricker ([bricker@tcnj.edu](mailto:bricker@tcnj.edu)), Hank Fradella ([hfradell@tcnj.edu](mailto:hfradell@tcnj.edu)) and Lorna Johnson ([johnsonl@tcnj.edu](mailto:johnsonl@tcnj.edu)).

I’m confident that this group, which will issue recommendations to Vice-President Heuring and President Gitenstein, can come up with proposals that will help to ease the current adversarial attitude and behavior of Campus Police. However, in the meantime, I have three strong pieces of advice for every faculty member:

1. Observe traffic regulations very carefully when you are on campus. In particular, keep to the 25 mph speed limit on Metzger Drive.
2. If you are stopped, don’t expect special treatment because you are a professor. I’ve heard from several faculty members who were surprised that police officers did not ask for their College ID. However, it’s preferable for everyone to be treated equally.
3. Go to the Campus Police website ([www.tcnj.edu/~tcnjpd](http://www.tcnj.edu/~tcnjpd)) and click on “Useful Information.” You’ll find “Being Pulled Over by Campus Police - What to Expect.” This three-page single-spaced document is very revealing of Campus Police attitudes, and I hope that in the future it can be changed. But for now, it contains advice (“Remain in your vehicle”; “Keep your hands on the steering wheel”) that could save you from an extremely unpleasant encounter.

*Michael Robertson, Department of English*  
[mroberts@tcnj.edu](mailto:mroberts@tcnj.edu)

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### The Senate’s Upcoming Meetings

*All faculty are welcome to attend Senate meetings. The Senate meets in Science Complex, P-117.*

January 31	12:00 P.M.
February 21	12:00 P.M.
March 21	12:00 P.M.
April 18	2:00 P.M.

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Comments or Suggestions? Send them to:

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

TCNJ Faculty Senate Website:

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

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# Colloquium for the Recognition of Faculty Research and Creative Activity

## Call for Nominations

This semester the Senate's Committee on Intellectual Community was charged with organizing and conducting a semi-annual colloquium that features the research and/or creative activity of TCNJ Faculty. This activity is one of several initiatives to promote and build the TCNJ intellectual community. Two faculty members chosen through an annual nomination and selection process will be provided with an opportunity 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.

The Colloquium for the Recognition of Faculty Research and Creative Activity was approved by the Senate to begin in the Spring 2006 semester. Any full-time tenured or tenure-track faculty member may be nominated by a dean, chair or colleague through a simple application process. In an effort to assure that there is an opportunity for all faculty to be considered for this opportunity to present to the campus community, guidelines for nomination and an application process have been established.

## 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 the showcase of outstanding research or creative work should come from academic leaders and faculty colleagues. Evidence should be submitted that follows 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 2006-2007 Colloquium for the Recognition of Faculty Research and Creative Activity. Nominations must

be accompanied by (1) a statement not to exceed two pages that provides a concise rationale for the nomination; (2) nominee's curriculum vitae; and (3) an abstract of the research or creative activity to be presented. It is critical that the two-page statement document the nominee's field of knowledge; important research contributions and where the contributions stand in relationship to his or her peers and discipline(s); and ability to deliver a lecture having broad audience appeal.

Applications Deadline: February 9, 2007.

For detailed information see the Faculty Senate website: [www.tcnj.edu/~senate](http://www.tcnj.edu/~senate) or contact Jerry Petroff, chair of the Intellectual Community Community: [jerrygp@aol.com](mailto:jerrygp@aol.com).

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## Mildred Dahne Award

### Call for Applications

The Faculty Senate's Mildred Dahne Award Committee has called for applications for the third annual Mildred Dahne Award. This is an annual cash award for department or program excellence; the 2007 award amount is \$8,000. The funds may be used to augment departmental funds or as stipend and professional development funds. Any academic department or program (including library) may apply for the award. However, no department or program may receive the award more than once in a five year period, and departments or programs in the same school may not receive the award more than two consecutive years. Past winners of the Mildred Dahne Award are Philosophy and Religion (2004-05) and Women's and Gender Studies (2005-06).

Instructions for applying are on the Faculty Senate webpage: [www.tcnj.edu/~senate](http://www.tcnj.edu/~senate). The winning applications from the previous two years are also available.

Applications Deadline: February 9, 2007.

For any additional information, please contact either of the Co-Chairs, Pamela Kravitz ([kravitz@tcnj.edu](mailto:kravitz@tcnj.edu)) or Amanda Norvell ([norvell@tcnj.edu](mailto:norvell@tcnj.edu)).

## President Gitenstein Receives AAUP Award for Shared Governance

President R. Barbara Gitenstein received the American Association of University Professors' Ralph S. Brown Award for Shared Governance at the AAUP's annual meeting in Washington last June. She was nominated for the award by Dan Crofts, past president of the Faculty Senate; John Karsnitz, Faculty Senate parliamentarian; Magda Manetas, past president of Staff Senate, and Michael Robertson, Faculty Senate president.

The Ralph S. Brown Award has been awarded only four times since it was established in 1998. Criteria for the award include a strong commitment to shared governance, the ability to work with multiple constituencies and to bring about change, and capacity to communicate to

multiple constituencies about the importance of shared governance.

In their nomination letter, Crofts and Robertson wrote that when Gitenstein arrived at TCNJ in 1999, "she found a governance system that left faculty feeling excluded." Within a few years, they said, Gitenstein helped to initiate a "culture of collaboration. Communication between faculty leadership and the administration has vastly improved, and there is an improved atmosphere of collegial decision-making."

In its citation, the AAUP said that its selection committee "was impressed both by the substance and the spirit of the governance system in place at the college."

## Board of Trustees Meeting Report

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*Faculty Representatives:*

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

*Ruth Palmer, [palmerrj@tcnj.edu](mailto:palmerrj@tcnj.edu)*

The Board of Trustees last met on October 3, 2006. At that time two Trustees who recently resigned from the Board were recognized. Patricia A. Rado, who has been a Board of Trustees member since December 1997 and Reverend Darrell L. Armstrong, who has been a member since October 2004, were honored for their service to the College. Trustees Wayne Griffith and Bruce Hasbrouck were recognized

for their service to the Board during the July, 2006 meeting.

New committee assignments will take effect for trustees and representatives at the December meeting, with Ruth Palmer representing the faculty on the Finance and Investments Committee and Building and Grounds Committee and Amanda Norvell serving on the Academic Affairs Committee and Student Life and Enrollment Management Committee. Finally, three new nominees to the Board are going through the appointment process and should be named soon.

## New Travel Policy

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The recent state budget crisis has affected all components of government operations including the process for official state travel. Reports and allegations of misuse of funds for travel coupled with the budget shortfall have prompted a strict view of appropriate out-of-state travel requests. Public institutions of higher education are among those government entities that have been affected by this view. However, President Gitenstein has stated that travel out-of-state and abroad are necessary for the continued efforts of faculty scholarship and service. Therefore, TCNJ has developed and implemented new travel procedures. These procedures are developed to demonstrate adherence to state and federal regulation of the use of public funds and assure that the President can be secure in supporting all approved travel at TCNJ.

The new travel procedures are congruent with state regulations and designed to be an efficient process for faculty and staff to request approval to travel for official college business. Regardless of the source of funds, faculty and staff travel relating to official college business requires advance approval by the Academic Dean or appropriate Cabinet Officer. Therefore, requests for official college-related travel for faculty have been centralized from the departments and programs to the Deans' offices. Additionally, all out-of-state-travel will be reviewed by President Gitenstein. A flowchart outlining the approval process has been developed by the Office of Budget and Accounting and may be viewed on their website:

<http://www.tcnj.edu/~budfin/travel/documents/Travelflowchartprocess.pdf>.

### Seminar on Mexico (FSP 124)

*With this issue, the Faculty Senate Newsletter inaugurates a “Focus on Teaching” series. We asked Glenn Steinberg, director of the First Seminar Program, to choose one course each semester to highlight the innovative offerings of TCNJ faculty from across the campus. This issue’s featured course is the “Seminar on Mexico,” taught by Joseph Goebel of Modern Languages.*

By now, probably everyone on campus has heard the standard description of a First Seminar (FSP): “The First Seminar is the cornerstone of the new Liberal Learning program. The seminar is designed to provide all first-year students with an intellectually exciting and challenging experience taught by full-time faculty.” But what are FSPs really like?

The FSPs, writing-intensive courses normally capped at 15 students, are designed to satisfy a number of goals: to foster intellectual curiosity in the students; to improve the students’ ability to think critically about their world, their culture, and their own beliefs; to foster a student culture of intellectual engagement outside the classroom; to encourage students to take greater responsibility for their own learning; to introduce students to the concept of a well-rounded education based on a breadth of knowledge that goes beyond their immediate professional or academic field; to introduce students to college-level assignments and college-level expectations in terms of writing, reading, research, and oral presentations; and to accomplish the appropriate Liberal Learning domain goals and any appropriate interdisciplinary concentration goals for the course.

One of the most innovative FSPs is Joseph Goebel’s “Seminar on Mexico” (FSP 124). Unlike virtually all the other FSPs, this seminar is not actually offered until the spring semester. In the fall, the seminar’s participants all take a Spanish course at the level appropriate to their language proficiency. Then, in the spring, they take their seminar, which is conducted in Spanish much of the time. The seminar examines the country of Mexico from numerous perspectives, including geography, history, biology, economics, business, language, culture, and Mexico-U.S. relations. Students select one aspect (perhaps related to their major) for an in-depth study and then present their research to the class. After the end of the semester, the students and professor travel within the Yucatan peninsula of Mexico for approximately two weeks. They visit a

variety of places, including the city of Mérida, local businesses, a nature preserve, Mayan ruins, museums, local folk celebrations, a 16th-century hacienda, a fishing village, and underground caves used by the Mayans for centuries. The course has become increasingly popular with our first-year students and is over-enrolled this year with almost 20 students.

#### *Students say:*

Students often say that the course, particularly the trip to Mexico, has changed their life. The in-depth immersion in Mexican history, culture, and language, as well as the bonding with other students through travel in out-of-the-way areas of Mexico, makes for a powerful experience on the emotional, intellectual, and personal level.

#### *Reading list:*

Students read *El Diario del Yucatán* (an online Yucatan newspaper), as well as selections from histories of Mexico and from Matthew Restall’s *Maya Conquistador* (a collection of Maya codices that tell the story of the Spanish conquest from the Mayan perspective). Also assigned is the film *Como agua para chocolate* and several CDs from the Instituto de Antropología e Historia, Indiana University, and other sources on the Yucatan, Uxmal, and Chichén Itzá.

#### *Assignments:*

Students complete weekly entries (2-3 pages) in their cultural journals in English. In these journals students describe cultural information that they have found interesting and make comparisons with aspects from U.S. culture or from their own heritage. Students also select a specific area of interest, conduct research, and present their findings in PowerPoint presentations as well as written term papers. Finally, students take an ACTFL Oral Proficiency Interview during the last two weeks of the course in order to determine their proficiency in Spanish according to the objective ACTFL OPI Scale.

## College Governance Standing Committees

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### Committee on Academic Programs (CAP)

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

*John McCarty, Vice-Chair, [mccarty@tcnj.edu](mailto:mccarty@tcnj.edu)*

CAP is currently considering Liberal Learning Requirements for a few Education majors. CAP is also reviewing a number of proposed Program Closures: six programs in the School of Education and two in the School of Culture and Society. We expect that our work in the Program Closure process will represent a major effort of our committee this year.

### Committee on Faculty Affairs (CFA)

*Hank Fradella, Chair, [hfradell@tcnj.edu](mailto:hfradell@tcnj.edu)*

*Steven Viola, Vice-Chair, [viola4@tcnj.edu](mailto:viola4@tcnj.edu)*

CFA has been working to finalize its recommendations for updating and realigning the documents used to guide the reappointment, tenure, and promotions processes at TCNJ. Faculty may recall that former Provost Steve Briggs refused to approve the draft that went through the governance process in 2005. He therefore returned the document to CFA with a list of items he wanted addressed. Since his departure, Interim Provost Beth Paul has reviewed the latest drafts of the documents and given CFA specific feedback to foster the completion of the documents this academic year. The CFA has attended to nearly all of the concerns raised by both Provost Briggs and Interim Provost Paul.

Before CFA issues a Preliminary Recommendation to the campus community, it is working to clarify several important points in the documents. Specifically, CFA is in the process of refining the use of grade distributions, external reviews, and peer evaluations in the promotions process; the composition of the College Promotions Committee; and the language of standards used for reappointment, tenure, and promotion in light of the work of the Teacher-Scholar Task Force. Faculty are encouraged to study the CFA's Preliminary Recommendation once it is released, and provide feedback to CFA via email to [hfradell@tcnj.edu](mailto:hfradell@tcnj.edu) and at the open forum that the CFA will be holding on the documents once the committee has completed its revisions.

### Committee on Planning and Priorities (CPP)

*Beth Paul, Co-Chair, [bethpaul@tcnj.edu](mailto:bethpaul@tcnj.edu)*

*Joyce Vincelette, Co-Chair, [vincelet@tcnj.edu](mailto:vincelet@tcnj.edu)*

*Andrew Clifford, Co-Vice-Chair, [cliffan@tcnj.edu](mailto:cliffan@tcnj.edu)*

*Richard Kamber, Co-Vice-Chair, [rkamber@tcnj.edu](mailto:rkamber@tcnj.edu)*

CPP has had an active fall semester. In response to a request from President Gitenstein, the Committee revisited the Budget Decision-Making Principles and Process that they created in late Spring 2006. These Principles and Process will be used to guide future budget decision-making.

The role of CPP has evolved over the past few years, and it became apparent to the members of

CPP that they were focusing much of their time on small details rather than on playing a broader and higher level role in the College's planning process. For this reason CPP approved and proposed a revised governance charge to the Steering Committee that would allow the Committee to focus on the highest level of institutional planning and direction. CPP also recommended to Steering a Scheduling/Calendar Advisory Committee that would focus specifically on these issues. In addition, CPP produced a recommendation to rethink the Planning Councils in terms of composition and required meeting schedule in an effort to increase their flexibility and efficiency. This recommendation was based on the feedback from the first year of Planning Council implementation.

CPP has also been working on a charge from the Steering Committee to determine if the values stated in the Support Services for Students Report are aligned with the mission of TCNJ. Comment and suggestions from CPP are being incorporated into the Committee's endorsement which will be forwarded to Cabinet with a copy to Steering when the revisions are complete.

Consistent with its proposed charge, CPP is providing input to the newly formed Graduate Education Study Group on the Role of Graduate Education at TCNJ as reflected in the Mission. CPP has been engaged in this discussion and will soon be providing input to the Study Group.

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

*John Krimmel, Chair, [krimmel@tcnj.edu](mailto:krimmel@tcnj.edu)*

*John Sisko, Vice-Chair, [sisko@tcnj.edu](mailto:sisko@tcnj.edu)*

The committee is currently conducting its biennial review of the College's "Alcohol and Other Drug Policy". The current policy was revised by this committee in October 2004, approved through governance in October 2004, and is effective through January 1, 2007. It is expected that only minor revisions will be made to the policy at this time, and these revisions will be forwarded to the Faculty Senate Executive Board in a timely manner in order to meet the January 1<sup>st</sup> deadline. In the meantime, Provost Paul is forming an Alcohol Commission that will likely work closely with CSCC in the coming months to encourage more campus-wide conversations on the issues surrounding the "Alcohol and Other Drug Policy".

The committee has also recently been charged with conducting a review of the Disciplinary Policies and Procedures document. These policies and procedures pertain to campus organizations, athletics, and dormitory life, rather than academic or classroom behaviors. The members of CSCC will be working on this project with a Work Force on Discipline that has been formed through Student Life.

## Faculty Senate Committee on Teaching Excellence

This year's charge to the Senate Committee on Teaching Excellence is to focus on developing recommendations for procedures of peer evaluation in support of the reappointment, tenure, and promotion process. As recommended in the 2006 report of the Senate's ad hoc committee on Peer Evaluation of Teaching, we are considering local as well as national best practices. The Committee recently surveyed the Schools to better understand the disparity of procedures on campus and to recognize good practices that currently exist. This phase of our work resulted in the identification of a number of summative guidelines; however, the Committee noted a lack of both consistent use and of faculty guidance in how to observe a class. In the 2006 report, our colleagues wrote, "Peer evaluations for summative purposes are appropriate when carefully targeted and conducted using clear, reliable protocols." This year's Committee is focusing on developing protocols as well as the support for faculty to learn how to use the tool. The Peer Evaluation of Teaching report also indicated the need to integrate both formative and summative evaluations in order to promote faculty development. In our review of current practices, the absence of a formative process of peer evaluation was noted as well. A focus of our work will likely include recommendations for a system more supportive of effective teaching, one that enhances development of teaching excellence.

In addition to the local survey, the Committee is learning about best practices from the literature and is examining models from some of our peer institutions. It is the intent of this Committee to prepare recommendations for a common system that includes indicators of successful performance, while staying mindful of the need for flexibility due to differences in models of instruction and modes of delivery. We also plan to outline professional development services to support our recommendations.

Recognizing that our focus overlaps with the typical work of our shared governance Committee on Faculty Affairs (CFA), we have strong representation from CFA on the Committee on Teaching Excellence.

Committee members are:

Sunita Ahlawat

*School of Business, Senate member, CFA member*

Lynn Bradley

*School of Science, Senate member*

Ralph Edelbach

*School of Engineering, Senate member*

Deborah Knox, co-chair

*School of Science, Senate member, CFA member*

Cynthia Paces

*School of Culture & Society, Senate member*

Ruth Palmer, co-chair

*School of Education, Senate member*

Deborah Thompson

*School of Education, CFA member*

## Faculty Senate Actions Fall 2006

- Sponsored a forum on the Committee on Faculty Affairs (CFA) revision of the Reappointment, Tenure and Promotion documents.
- Sponsored the first, highly attended Faculty and Administrators Community Event, held in the Social Science Atrium on November 8.
- Charged the Senate's Committee on Teaching Excellence to review the College's policies and practices on peer evaluation of teaching and to come up with recommendations for change. See the article in this issue.
- Initiated a Colloquium for Recognition of Faculty Research and Creative Activity. See the call for nominations in this issue.
- Initiated a joint Ad Hoc Committee on Campus Police with Staff Senate and SGA. See the article on Campus Police in this issue.
- Passed the following Resolution on Course Scheduling, which was distributed to Academic Leaders:

*The Faculty Senate is concerned that longstanding course scheduling practices have abruptly been prohibited by the College administration. When the current scheduling grid went through the governance process, it was understood that it would be used flexibly and equitably. We call on administrators to meet with faculty chairs and to work collaboratively to achieve a resolution that meets the educational interests of students and faculty.*

- Passed the following Resolution on Academic Consolidation, which was distributed to Academic Leaders:

*Transfers, mergers or consolidations of academic units are never purely administrative matters, and their academic implications deserve careful consideration by all affected parties (administrators, chairs/coordinators, faculty and students). Affected faculty members in particular must receive ample time to consider the academic ramifications of proposed administrative changes, their questions must be duly addressed by administrators, and their alternative proposals must be considered and evaluated objectively by administrators. The Faculty Senate calls on administrators to work collaboratively with affected faculty in considering any transfer, merger or consolidation of academic units. Should faculty decide that a transfer, merger or consolidation would negatively affect academic programs or faculty scholarship, they may submit the issue to College governance by contacting the Steering Committee. Steering should in turn submit the issue to the appropriate committees for their review and recommendation.*

## 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.*

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### President

Michael Robertson  
[mroberts@tcnj.edu](mailto:mroberts@tcnj.edu)

### Vice President

Deborah Compte  
[dcompte@tcnj.edu](mailto:dcompte@tcnj.edu)

### Parliamentarian

John Karsnitz  
[karsnitz@tcnj.edu](mailto:karsnitz@tcnj.edu)

### Staff Secretary

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

### Art, Media, and Music

Deborah Hutton, Art (09)  
Teresa Nakra, Music (08)  
Philip Tate, Music (07)

### Business

Sunita Ahlawat, Accountancy (07)  
Pamela Kravitz, Business Admin. (09)+  
Bozena Leven, Economics (09)  
Don Vandegrift, Economics (07)

### Culture and Society

Rachel Adler, Sociology (09)  
Deborah Compte, Modern Lang. (07)+  
Tim Clydesdale, Sociology (07)  
Christopher Fisher, AFAM, (08)  
Lorna Johnson, Comm. Studies (08)  
Richard Kamber, Philosophy (09)  
Regina Morin, Modern Languages \*\*\*  
Ann Marie Nicolosi, History/WGST (08)  
Cynthia Paces, History (09)  
Melinda Roberts, Philosophy (08)  
Michael Robertson, English (09)+  
Susan Ryan, Comm. Studies (07)  
Glenn Steinberg, English (07)  
David Venturo, English (07)+

### Education

Stuart Carroll, EECE (09)  
Jody Eberly, EECE (09)  
Jean Konzal, EECE (07)  
Jacqueline Norris, EASE (07)  
Ruth Palmer, EASE \*+  
Jerry Petroff, SELL (07)+  
Kathryne Speaker, SELL (07)

### Engineering

Ralph Edelbach, Technological Studies \*\*  
Orlando Hernandez, Engineering (09)  
John Karsnitz, Technological Studies (08)+  
Nabil Al-Omaishi, Engineering (07)

### Library

Maureen Gorman (09)

### Nursing

Eileen Alexy (07)  
Leslie Rice \*\*\*\*

### Science

Lynn Bradley, Chemistry (09)  
James Bricker, Biology (08)  
Jeffrey Erikson, Biology (07)  
Tom Hagedorn, Math./Statistics (07)+  
Deborah Knox, Computer Science (09)+  
Don Lovett, Biology (08)  
Amanda Norvell, Biology\*+  
Marcia O'Connell, Biology (07)  
Romulo Ochoa, Physics (08)

*\* Faculty Representative to the Board of Trustees*

*+ Senate Executive Board Member*

*\*\* AFT Representative*

*\*\*\* One-year replacement for Rebecca Li ('08)*

*\*\*\*\* One-year replacement for Gladys Word ('07)*