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4 **PRESENT:** Andreopoulos, Bernstein, Bhat, Boroznoff, Chung, Cruz Paul, D'Haem, Diamond, Duffy, Ellis,
5 Falk-Romaine, Ferris, Finnegan, Gardner, Gazzillo Diaz, Godar, Harris, Kearney, Kelly, Kim, Levitan, Lindsey,
6 Mathew, McNeal, Parras, Pavese, Perez, Quicke, Potacco (for Swanson), Rady, Rosar, Scala, Schwartz,
7 Sheffield, Snyder, Steinhart, Tardi, Verdicchio, Wagner, Waldron, Walsh, Watson, Weil, Weisberg

8
9 **ABSENT:** Barrow, Dinan, Healy, Ndjatou, Nyamwange, Wong

10
11 **GUESTS:** Anreus, Bolyai, Burns, Chabayta, Ciliberti, Cohen, DeDeo, Fengya, Ferguson, Goldstein, Hahn,
12 Kashyap, Liautaud, Martone, Malu, Miller, Noonan, Olaye, Phadia, Rabbitt, Seal, Tiernan, Zeff

13 The Senate was called to order at 12:33 PM.

14 **Parras noted he would like to remove VI-b from the Agenda. Adoption of the Agenda along with removal**
15 **of the Governance Resolution was moved by Duffy seconded by Quicke.**

16 **Quicke questioned the reason for the deletion.**

17 **Duffy noted that the Governance Council would like to further look at this. Falk seconded.**

18 **Parras then noted that Bernstein would like to be here for the discussion of the Linguistics Minor so he**
19 **would like to move it from VI –a – i to a- iii. Wagner seconded and the agenda passed as amended.**

20 **ANNOUNCEMENTS**

21 Ellis announced that next Friday, December 2nd, in Ballroom A there will be a Faculty Development
22 Workshop: “First Year Students – A Collective Effort.” This is being jointly sponsored by the Office of First
23 Year Experience and the Provost’s Office. Please RSVP to liautaudd@wpunj.edu

24 Kashyap announced the recent success of a College of Business seminar and gave particular tribute to Dr. Kim
25 for organizing a lecture by Ambassador Yong-mok Kim from the Republic of Korea on the global economy.
26 This lecture aired on WMBC which is watched by over half a million Korean viewers worldwide. Kashyap
27 then went on to discuss how William Paterson students entered a national sales challenge competition and
28 placed third. SIFE also entered two teams into a national competition, one is finalist and they are competing for
29 \$6000 in scholarship money.

30 **The Draft Minutes of the November 2, 2011 meeting were moved to be accepted by Snyder and seconded**
31 **by Perez after the following corrections were then made: in line 18 Announcements was spelled wrong,**
32 **Watson and Harris were not in attendance, in line 205 it should read “and”, and in line 36 it should be**
33 **added: “the Senate Executive Committee.”**

34 **CHAIR’S REPORT:**

35 While the Ad hoc Committee for Administrative Evaluations was not on agenda Parras noted that the
36 Committee has been charged and met. Additionally, the Senate’s concern about experienced member(s) has
37 been addressed. Malu confirmed that she has expertise in survey design and Tardi, who has survey experience
38 and is a methodologist, has volunteered and has been added to the Committee. Duffy was elected chair and the
39 Committee is moving forward with the charges and should have a report for the Senate for the 12/13 meeting.

40 *University Core Curriculum Assessment Committee*

41 Two weeks ago Natrajan convened a meeting focusing on how the Undergraduate Core Curriculum (UCC) will
42 be assessed. By the common consent of the University Senate Chair, the Provost, and the UCC Council it was
43 determined that a University Core Curriculum Assessment Committee needs to be formed and members will
44 be appointed by the Provost, and the Chair will receive 3 credits release time.

45 Snyder questioned if Community members can volunteer to be on this Committee by writing to the Provost
46 even though the Provost is appointing people.

47 Parras noted that they can.

48 Sheffield noted that she does not see how someone can do this for three credits; she read the details of the
49 Assessment Plan / Chair position online.

50 Parras noted it was online briefly and mistakenly.

51 Steinhart brought up that recently syllabi were taken from his department and given to the Assessment
52 Committee and were to be blinded and he is not sure how they can be blinded. Furthermore, this did not pass
53 any formal process. These syllabi were just taken through the secretary without anyone being informed and
54 this seems heavy-handed.

55 Parras agreed and said he will speak to who is responsible.

56 Eric noted that they need to find out who is responsible.

57 Rabbitt noted that the Committee is only looking at the syllabus for alignment to approved outcomes. She
58 noted that there has been dialogue and that this is only a pilot assessment plan because there is a need to
59 look at syllabus and identifiers of faculty will be removed.

60 Tardi noted that she did not submit hers because she was not given information about this and it needs to be
61 determined that this is indeed assessment of the UCC and not an assessment of faculty. She noted that It
62 would be helpful if the union reviewed this process so then the union could reassure its members. But at this
63 point, it is not clear what this process is and how it is being used. It is necessary that faculty be informed what
64 the process is and how it will be used. Are the objectives being compared with UCC objectives? We have not
65 been informed of this as faculty.

66 Parras noted that he could not give clarification.

67 McNeal asked that a copy of the Pilot Program be released to the whole community since it is already being
68 implemented.

69 Kelly noted that it is her understanding that this is a College of Humanities and Social Sciences specific Pilot so
70 she is not sure where this Pilot fits into the University's overall plan.

71 Parras noted that he would request that information about the Plan be provided to the College of Humanities
72 and Social Sciences' faculty.

73 Weil reminded the Senate that the Middle States update on the UCC assessment plan was rather complex and
74 extensive and it spoke to the need for pilots and phases. He went on to say that part of what we need to now
75 indicate to Middle States is that this is underway.

76 McNeal noted that hence there needs to be transparency with regard to assessments before they are
77 implemented.

78 **VICE-CHAIR'S REPORT:**

79 John Malindretos from the College of Business nominated for and approved to serve on the UCC Review Panel-
80 Area 5 (Community and civic Engagement).

81 **PRESIDENT WALDRON'S DISCUSSION OF THE STRATEGIC PLAN:**

82 Waldron thanked the Senate for their incredible feedback and thoughtful discussion. She spoke about the
83 written feedback from the Department and Colleges. Waldron then went on to list the numerous venues
84 where feedback was sought and noted that feedback is a matter of public information. Through this process
85 there have been various discussions with the Board of Trustees and this past Friday, November 18th there was
86 a Board Retreat and then an Open Public Meeting about the Plan.

87 The first draft will be completed sometime in December between the 10th and the 15th and followed by a
88 number of public and private meetings.

89 With regard to the feedback, Waldron noted that there were four general themes that she would like to
90 address.

91 First, Waldron noted that the Framework did not strongly address Academics. The Committee felt the same
92 way and has made changes.

93 Secondly, Waldron spoke about the feedback regarding the feeling that the Core Values of this University
94 expressed during UCC development were not embraced in the Framework. This has hopefully been corrected.

95 Waldron noted a third issue with which the Committee is still grappling with; the anxiety-creating problem of
96 highlighting programs to help the University have a better identity. Some programs will be chosen and some
97 will not. This is a philosophical problem as we are creating an identity for a University which is not a research
98 institution. Some programs are known for excellence and some are not and Waldron noted the need to
99 broaden public knowledge of programs and how resources are allocated to these programs. Waldron noted
100 that some people will like this approach and some won't.

101 Another area of feedback Waldron discussed was looking for specific "metric goals" and she affirmed that the
102 Committee was not going to do this. She stated that there are not going to be numbers. This is draft one; this
103 is a strategic plan, "not an implementation plan." If anyone is looking for an implementation plan, that will
104 emerge later. Waldron noted that she wanted to clarify this point.

105 The first draft of the plan will be approximately 18 – 20 pages and then another round of meetings will begin
106 for feedback. Then there will be revisions and the final document.

107 On 1/26 there will be a Town Hall Meeting, 1/31 a full Senate Meeting dedicated to the Strategic Plan, 2/1
108 another Town Hall Meeting, and a student meeting, directors' meeting and other meetings are still being set
109 up.

110 Waldron then went on to address the issue of an American Federation of Teacher (AFT) member being put
111 on the Committee. She noted that they have chosen not to do so and this was very deliberate on the part of
112 the Committee. There have been requests from other community representatives and they have been

113 declined as well and the Committee is moving forward as is although Waldron noted that implementation of
114 the plan will be the responsibility of everyone.

115 Weisberg addressed the integrity of the plan. He noted that when the plan began it was stated that University
116 priorities would come out of the plan, for example facilities planning and resources. That said, Weisberg
117 noted that *The Pioneer Times* was informed about a facilities plan yet the Strategic Plan is not yet released.
118 Weisberg questioned whether the Strategic Plan is designed to get our input or just designed to look like it is
119 getting our input. He noted that it is hard to make time in our schedules to come to Strategic Planning related
120 events when the Strategic Plan as well as facilities planning and the allocation of resources may already be
121 determined.

122 Waldron responded by noting that that is a fair comment but that the facilities plan already exists but is
123 reaching its end life. The University is required to update it and the Strategic Plan does not determine what
124 facilities are being built.

125 Waldron noted that Bolyai was going to have Town Hall Meetings about and that facilities planning should be
126 spoken about at those meetings.

127 Weisberg asserted that he was not talking about repair jobs.

128 Waldron responded that facilities are separate from the Strategic Plan.

129 Weisberg reiterated that the Strategic Plan would determine capital-project priorities.

130 Waldron discussed that we have a desperate need for classrooms and that faculty share offices.

131 Parras called attention to the upcoming Budget Town Hall meeting and noted that facilities planning could to
132 be addressed at that meeting.

133 Scala thanked Waldron for feedback and asked her for the reason for saying no to AFT representation on the
134 Committee.

135 Waldron noted the representation on the Committee and stated that there was a clear recommendation for
136 who would be on the Committee and that faculty were selected based on their areas of expertise. She called
137 attention to Kaplan and her experience with graduate programs and Ellis and the First Year Experience. Then
138 she noted that the Chair of the Faculty Senate is on the Committee and it is his title that gives him this seat.

139 Tardi pointed out to Waldron that, with all due respect, she did not answer the question. Furthermore, Tardi
140 noted that the Chair of the Senate was not initially put on the Committee until there were complaints and this
141 goes against what Waldron initially stated regarding others requesting to be put on the Committee and being
142 turned down. Tardi noted that the AFT represents 3200 faculty and staff who will ultimately implement this
143 Strategic Plan and therefore should have had representation on this Committee and the intent of not having
144 representation was to marginalize the Union.

145 Waldron noted that with all due respect, she disagrees.

146 Pavese discussed how he is very encouraged by the inclusiveness of adjunct faculty but wonders how adjuncts
147 can be assisted to move up the ranks. He would like to see some effort in the plan for preventing stagnation
148 in the ladder of success for adjuncts.

149 Waldron noted that she herself was an adjunct faculty member and that she does not make a distinction
150 between adjuncts and other classes of faculty. She expressed her concern about the overall engagement of all
151 faculty and noted that she is committed to supporting all faculty.

152 Kelly asserted the importance in recognizing the profound importance of union culture at this institution in
153 order for us to move forward in a unified manner. She noted that it is important to recognize the roots of the
154 institutions – roots that are growing deeper if we as a community and institution are going to survive in this
155 economy. Kelly cautioned that this needs to be taken seriously.

156 **NEW BUSINESS:**

157 *Undergraduate Council*

158

159 *Cotsakos College of Business*

160

161 **Dobrick moved to approve the following new majors in the Cotsakos College of Business:**

162 **1. B.S. in Global Business**

163 **2. B.S. in Finance**

164 **3. B.S. in Financial Planning**

165 **4. B.S. in Management**

166 **5. B.S. in Marketing**

167 **Godar seconded the motion and discussion ensued.**

168

169 Levitan noted that new programs were checked off on the program sheets but they seem to be revisions to
170 old programs.

171

172 Godar noted that they had been concentrations so technically they are new programs.

173

174 Gardner wanted clarification because they are new BA programs and there are a huge number of students so
175 she questioned whether new faculty would be required.

176

177 Dobrick noted that this was not necessary as this is just a matter of concentrations being made into majors.

178

179 Finnegan noted that while the issue under discussion is concentrations being made into majors, the rationale
180 has enrollment for these programs going up substantially yet no new faculty being requested.

181

182 Perez responded that the College has close to 1800 students and that the total will basically remain the same
183 with no significant increases in enrollment expected.

184

185 Bernstein wanted to know how this change will allow students to differentiate themselves from other
186 students in the area.

187

188 Godar noted that this change would make the students more competitive as most institutions already have
189 BA's in these specific areas.

190

191 Bhat wanted to know what was the most popular major.

192

193 Godar noted that it was management.

194

195 Harris questioned what was the difference between a concentration and a major.

196

197 Godar noted that there was no difference, just a name change.

198

199 Weil noted that there is a difference, that the degree designation is now changing, and students will now
200 receive degrees in these specific areas.

201
202 Cruz Paul spoke in support of changing from concentrations to degrees as she works with employers and while
203 they understand that William Paterson has historically granted the BS degree in Business Administration with
204 a concentration in a specific area, having more specific degrees may increase our students' jobs prospects.
205 Cruz Paul noted that this is a good move for our University and for our students.

206
207 Tardi noted that she supports this as well as it can be used as a recruitment tool as parents and students often
208 do not understand what a concentration is.

209
210 **Gardner called the question and Boroznoff seconded. The program was approved unanimously.**

211 *College of the Arts & Communication*

212 **Dobrick moved to approve the following new majors in the College of Arts and Communication:**

- 213 **1. B.F.A in Animation & Multimedia**
214 **2. B.F.A. in Drawing, Painting & Printmaking**
215 **3. B.F.A. in Graphic & Interactive Design**
216 **4. B.F.A. in Interdisciplinary**
217 **5. B.F.A. in Photography**
218 **6. B.F.A. in Sculpture & 3D Design**

219 **Scala seconded the motion.**

220 Steinhart asked what is "B.F.A. in Interdisciplinary?"

221 Parras noted that this it is a typo, it should be "Interdisciplinary Arts."

222 Quicke noted that he would like to see more of an overlap between arts and communication classes.

223 Bhat asked which is the most popular major?

224 Anreus noted that it is graphic design.

225 Potacco asked if other choices were considered?

226 Anreus noted that this would be considered, that the interdisciplinary major is a more open-ended BFA such
227 as one at an art school and students can draw from the other 5 areas.

228 **Duffy moved to amend the title of the one major from Interdisciplinary to Interdisciplinary Arts and Levitan**
229 **seconded this motion. Motion passed.**

230 **Parras put the question and the program passed unanimously.**

231 *Enrollment Management*

232 Cohen continued her presentation to the Senate by discussing retention and discussing that her office is
233 tracking the student re-enrollment process and that this needs to be done well into the 90th percentile. There
234 is first year slippage even in the first semester and managing the entering cohort is critical to enrollment
235 management.

236 Kim asked about the students who are leaving and wanted to know if they are going to work full-time or going
237 to other universities.

238 Cohen noted that Zeff is tabulating a report based on five semesters of survey data and 40 percent of
239 respondents are at other institutions, and of the other 60 percent, some of them will return.

240 Finnegan wanted to know if there was any reason to believe that our retention rate was not just random; how
241 do we attribute this type of swing? He wanted to know where we want to be? What is “the” number?

242 Cohen noted that there seemed to be a four year pattern and that every fourth year there seemed to be a
243 drop-off. She noted that this cycle needs to be broken and she believes we can get in the high 90s and we
244 need to be in the 80s.

245 Diamond pointed to the number of variables: GPA, distance from homes, etc...and questioned then how we
246 can make adjustments? How do we order the relative weighting? What do we react to first?

247 Cohen discussed that the strategy is trying to react to our students by talking more to them, and interacting
248 more with them to see what affects them.

249 Diamond questioned whether, for example, if four things are changed how will the Office know which of the
250 four affected the students?

251 Cohen responded by noting that they don’t care as long as retention goes up.

252 Kelly noted that they seem to be focusing on first year students and questioned whether that is where most of
253 the students are being lost.

254 Cohen replied that the first two years are the most critical.

255 Kelly responded by noting that every student who does not come back should get a survey with weighted
256 questions. She also questioned the return rate of the survey as well as whether second and third surveys are
257 sent out if students do not respond.

258 Cohen noted that she did not know if, in the past, they have done surveys as regularly as they could have and
259 that the Strategic Enrollment Committee is now putting together a survey of why students have not registered
260 now as since 50% of students who have registered have done so.

261 Andreopoulos affirmed that retention is so important that everyone must cooperate. During advisement we
262 need to ask students why they are leaving; ask why they are leaving and ask their GPA. We need to distinguish
263 between students. High achieving ones want to go to more prestigious institutions and the second ones give
264 all sorts of reasons: relocations, money, pressure. She noted that she has had at least 70 students leave over
265 the past three years, and we must distinguish between students.

266 Watson called attention to the fact that while the discussion was on first year students there is a major issue
267 with students here. He noted that the administration focuses too much on freshman and not on the students
268 who are already here. The move from the 128 to 120 credits deserves an applause he noted, but now there
269 needs to be more planning for what can be done for students who cannot afford to be here.

270 Cohen discussed that they are not just looking at freshmen, they are looking to retain all students but
271 freshman are an easy indicator and that they are not ignoring continuing students.

- 272 Watson questioned whether something could be presented on that.
- 273 Parras noted that this is part of a much longer report.
- 274 **ADJOURNMENT:** The Faculty Senate adjourned at 1:49. The next meeting of the Faculty Senate will be held
275 on Tuesday, December 13th at 12:30pm in University Commons Ballroom C.
- 276 Respectfully submitted: K. McNeal
- 277 THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT: www.wpunj.edu/senate