

1 William Paterson University – FACULTY SENATE MINUTES –March 10, 2015  
2 FACULTY SENATE WEB PAGE <http://www.wpunj.edu/senate> --  
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4 **PRESENT:** Andreopolous, Broome, Decker, Diamond, Dinan, Duffy, Ellis, Falk-Romaine,  
5 Furst, Gazzillo-Diaz, Griswold, Kearney, Kim, Kothandaraman, Ku, Levitan, Maduro, Magaldi,  
6 Makarec, Martin, Martus, O'Donnell, Owusu, Perez, Peterman (for Steinhart), Phelps, Polchak,  
7 Rosar, Sabogal, Sandmann, Schwartz, Sheffield, Simon, Smith, Snyder, Swanson, Tirado, Villar,  
8 K Wagner, Waldron, Wallace, Wicke, Yoo (for Lum)

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10 **ABSENT:** Aktan, Alon, Avdeev, Cano, McNeal, Swanson, Verdicchio,

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12 **GUESTS:** Bambrick, Bolyai, Brenenson, Bundy, Burns, Cammarata, Chabayta, Ciliberti, Corso,  
13 Daniel-Robinson, de la Suaree, Diaz, Escobar, Ferguson, Fuller-Stanley, Godar, Goldstein,  
14 Liautaud, McCoy, McLaughlin-Vignier, Miller, Moore, Noonan, O'Brian, Rabbitt, Refsland,  
15 Rosenberg, Rosengart, Sandford, Schneider, Seal, Sherman, Shojai, Tiernan, Trelisky, V Wagner,  
16 Weisberg, Williams, Yucel, Zeff

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18 **PRELIMINARIES:** Levitan called the Senate to order at 12:30PM. The Agenda, moved by  
19 Martus and Dinan, was approved unanimously. The Minutes of the 2/24/2015 meeting, moved  
20 by Martus and Snyder, were also approved unanimously (after Sheffield noted that grammatical  
21 errors must be corrected in resolutions passed last time).

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23 **CHAIR'S REPORT:** Levitan and Polchak introduced the new SGA VP for Academic Affairs,  
24 Brandon Phelps, as a new member of the Senate.

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26 The Academic Standards Council is redrafting its resolution on course repeats for discussion at  
27 the April 14<sup>th</sup> meeting.

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29 A closed, Faculty and Professional Staff meeting will be held on Thursday, April 16<sup>th</sup> during  
30 Common Hour in Science East 3002. Administrative Evaluation documents will be distributed in  
31 advance to elected members of the Senate.

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33 **UNDERGRADUATE COUNCIL: MINOR IN WORLD LITERATURE:** Roux and Duffy  
34 moved approval of this minor. After O'Brian briefly described the minor, Wallace noted an error  
35 that will be corrected. Dinan and Trelisky asked questions regarding scheduling and course  
36 listings, which de la Suaree addressed. The minor was then approved unanimously.

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38 **UNIVERSITY CORE CURRICULUM AND ASSESSMENT COUNCIL: ASSESSMENT**  
39 **OF THE UCC:** Williams began with a statement calling for the appointment of an assessment  
40 coordinator.

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42 Weisberg presented a PowerPoint (archived in the Packet for this meeting) describing the  
43 timeline for developing assessment for UCC courses. College Writing is being used as the first  
44 and baseline course since it is the only course all students must take. Kim questioned the slow  
45 pace of the process, and Martus wanted to know when the campus could say "This is (or is not)  
46 working." Phelps asked if cohorts of students were being tracked longitudinally. Weisberg said  
47 that is not possible since the same students don't take the same courses year by year.

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49 Kothandaraman suggested that if money is the issue, perhaps the process should be outsourced  
50 since we cannot wait too long for needed feedback. Perez agreed that the loop must be closed  
51 sooner rather than later. Andreopoulos asked if students have a role in the process. Williams  
52 replied that only faculty are involved at present, but that students will be surveyed later on. Zeff  
53 noted that the NSSE, which will be conducted again this spring, garners student input on these  
54 topics. Griswold stated assessment should not be outsourced, and that the College of Education  
55 has an assessment coordinator who handles the many tedious tasks inherent in this process.  
56 Martus and Perez called for greater granularity in an iterative assessment process to look at  
57 various elements that will lead to improvements.

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59 **STUDENT SUCCESS TEAM UPDATE:** Liautaud, Sherman and Schneider reviewed their  
60 PowerPoint (archived in the Packet for this meeting). Schneider and Sherman spoke about the  
61 discussions at one of the SST fora regarding withdrawals. Students should be encouraged to  
62 speak with faculty or advisors before dropping courses. Tardi said that the faculty member  
63 teaching the class, who knows what is actually going on in the classroom, is better able to help a  
64 student than the advisor. An extensive list of factors students give as reasons for dropping  
65 courses was discussed. Kim questioned the sample size (409 of 11,000) and called for more  
66 follow-up. Andreopolous noted that several elements in the surveys are correlated (e.g., difficulty  
67 of material and inability to keep up with the work). Liautaud mentioned a number of initiatives  
68 that are being implemented for first year students, including more linked courses and more peer  
69 leaders in Freshman Seminar courses.

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71 Schneider pointed to the increase in the frequency and better timing of communications with  
72 students. He also noted the success of the 30/3.0 scholarship program that rewards students who  
73 complete 30 credits during an academic year while maintaining a 3.0 GPA with a \$1000  
74 scholarship, renewable for three years. Tardi asked if the improvements in retention are due to  
75 the peer leaders or Supplemental Instruction. Liautaud replied that the SST is still drilling deeper  
76 into the data, especially in regards to at-risk students, but Sandmann assured the body that the  
77 other issues will be addressed as well. Kothandaraman called for greater use of social media and  
78 further research on goal-directed incentives promoting higher retention rates. Andreopoulos  
79 asked what courses are most successful, but Sherman replied that they don't know that answer  
80 yet. At present more of the focus is on social support networks, but that the SST will be  
81 investigate soon.

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83 Polchak said that the SGA supports better use of the pop-up windows (which should be copied to  
84 the advisor), but not that students be required to consult with faculty. Ellis wondered how peer  
85 leaders could be used more extensively. Schwartz suggested using procedures similar to what  
86 EOF uses for at-risk students. Phelps asked how many Freshman Seminar classes have peer  
87 leaders; Liautaud replied: more than 60%. Phelps also supports the use of pop-ups to advise  
88 students of the issues involved with dropping course, and the various options open to them.  
89 Sheffield emphasized that no one can legislate student responsibility, but she supported support  
90 groups and the use of technology to assist students in this process. Levitan invited the campus to  
91 attend the next Student Success Team Forum on April 17<sup>th</sup>.

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93 **UNIVERSITY CORE CURRICULUM COUNCIL: PROPOSAL ON AREAS 4, 5 AND 6:**  
94 Weisberg and Duffy moved approval of the Council's proposal, which would discontinue the  
95 prerequisite of taking an Area 4 course before a student can proceed to Areas 5 and 6. Extensive  
96 discussion (joined by Andreopoulos, Martus, Ellis, Tirado, Phelps, Sheffield, Peterman, Trelisky,

97 Levitan and others) focused primarily on the developmental aspects of the entire UCC program  
98 (which requires that courses be taken in a progressive order) and the scheduling difficulties  
99 students, departments and chairs have encountered when students have to take Area 4 courses  
100 before they can take any from Area 5 or 6.

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102 **ADJOURNMENT:** Upon Perez's motion, the Senate adjourned at 1:49pm.

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104 The next meeting of the Faculty Senate will be on Tuesday, March 24<sup>th</sup> in Ballroom C.

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106 Respectfully Submitted: Bill Duffy, Secretary

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108 THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT:  
109 [www.wpunj.edu/senate](http://www.wpunj.edu/senate)