

Warren Sandmann, Provost and Senior Vice President for Academic Affairs

Fall 2016 All-Faculty Address

Welcome to fall semester 2016. Classes have been up and running and students have been on campus for a few days already, but we are still new enough into the semester for a welcome. Thank you for taking the time from your schedule to attend this event, giving us the chance to recognize faculty who have achieved milestones in their careers, highlight just a very few of the accomplishments that took place last year, and talk a little bit about the opportunities and challenges ahead of us this year.

One of the hallmarks of this event is the chance to recognize faculty who have earned tenure and promotion this past year.

Newly Tenured

Corey Basch, Public Health

Elizabeth Brown, Elementary and Early Childhood Education

Anthony Bundy, Educational Leadership and Professional Studies

Karen Decker, Special Education and Counseling

Racine Emmons Hindelong, Kinesiology

Laura Fattal Elementary and Early Childhood Education

Shan Feng, Marketing and Management Sciences

Cheryl Hollema, Nursing

Maria Kromidas, Anthropology

Brenda Marshall, Nursing

Peter McGuinness, Music

Jan Mohlman, Psychology

Christina Mouser, Mathematics

Jill Nocella, Nursing

Liane Robertson, English

Maria V. Vega Veglio, Mathematics

Those promoted include:

From Librarian II to Librarian I

Anthony Joachim

From Assistant Professor to Associate Professor

Elizabeth Brown, Elementary and Early Childhood Education

Racine Emmons Hindelong, Kinesiology
Laura Fattal Elementary and Early Childhood Education
Shan Feng, Marketing and Management Sciences
Leo-Felix Jurado, Nursing
Maria Kromidas, Anthropology
Emily Monroe, Biology
Christina Mouser, Mathematics
Jill Nocella, Nursing
Liane Robertson, English
Marianne Sullivan, Public Health
Maria V. Vega Veglio, Mathematics
Jason Wicke, Kinesiology

From Associate Professor to Professor

Jane Austin, Psychology
Jerry Beal, Communication
Marina Budhos, English
Hopeton Mark Ellis, Sociology
Thomas Fallace, Secondary and Middle School Education
Amy Learmonth, Psychology
Wooi K. Lim, Mathematics
Ian Marshall, English
Jan Mohlman, Psychology
Keumjae Park, Sociology
Michael Rees, Art
Franklin Rodriguez, Languages and Cultures
David Snyder, Chemistry
Chriss Williams, Communication
He Zhang, Art

Congratulations to all the newly tenured and newly promoted faculty!

This afternoon also allows me the opportunity to very briefly highlight some of the achievements of the colleges and divisions in Academic Affairs this year—and this is a very brief list, as I am firm with all the Deans that they need to significantly limit these highlights.

In the College of Arts and Communication this past year, two faculty members earned prestigious recognition for their work. Professor Robin Schwartz of the Art Department was honored as a 2016 John Simon Guggenheim Fellowship recipient for her distinguished achievements as a photographer. Professor Bill Charlap of the Music Department and serving as Jazz Studies Director was awarded with a Grammy for Best Traditional Pop Vocal Album in collaboration with singer Tony Bennett at the 58th Annual GRAMMY Awards Premiere Ceremony on Feb. 15 in Los Angeles.

The newly revised MBA program in the Cotsakos College of Business has been built to offer flexibility in curriculum, course scheduling and offerings, students' career and professional services, as well as a strong connection to industry. The new curriculum offers a lower Core with emphasis on strong managerial skills and knowledge in all functional areas of business; an upper integrative and strategy-oriented Core where leadership permeates all courses; and opportunity to concentrate in many areas of business. Traditional specialization and concentration areas such as accounting, finance, marketing, management, as well as new cutting edge areas and courses such as music management, business analytics and data-mining are available to students. Thirteen new courses such as Innovation, Strategy, and Corporate Sustainability; Business Analytics; and Influence, Persuasion, and Negotiation Strategy have been prepared by our strong and academically qualified faculty members who engage in practice and policy-oriented cutting edge research. The MBA enrollment has almost doubled in the past few years.

After a great deal of work on the part of the faculty, staff and leadership of the College, accreditation by the Association to Advance Collegiate Schools of Business (AACSB) of the undergraduate and master's degree programs in business was extended until 2021. AACSB reaccreditation is a continuous improvement process that is conducted every five years. Internationally only five percent of business programs are privileged to be accredited by the AACSB-International.

The College of Education faculty, and professional staff received a number of grants, including grants from the Geraldine R. Dodge Foundation; the Henry and Marilyn Taub Foundation; PNC Bank; New Jersey Department of Education; New Jersey State Council on the Arts for New Jersey History Day, and continuation of USDE funding for 3 multi-year grants and for a Noyce grant, and also received a Spencer Grant for research on democratic education in the 20th century. Nancy Norris-Bauer, Director of School/Community Partnerships, received a 2016 Governor's Jefferson Award for her distinctive contributions to History Day. National History Day is the largest history education program in the country, serving over 5,000 middle and high school students throughout New Jersey. Because of Nancy's interest in, promotion of, and demonstration of the value of NHD participation, she has partnered to build teacher capacity for a rigorous program that meets History, English, Technology, Arts and Career/College Readiness standards. College of Education faculty also authored or co-authored 5 books and published/presented in 80 peer-reviewed venues.

In collaboration with Career Development, the College of Humanities and Social Sciences and the Dean's Advisory Board prepared students for a Networking Reception in March with area employers through a practice event featuring mock interviews, feedback from alumni and staff, and the opportunity for students to practice telling their stories. This career readiness initiative was also supported by an

ongoing series of workshops for HSS majors on resume building, job searches, and interviewing with active participation of successful alumni. The College also supported an interdisciplinary service learning trip to New Orleans over spring break for students to engage with community organizations still working to address ongoing issues ten years after Hurricane Katrina.

Three departments in the College of Science and Health completed the process for new or significant revisions to the majors that they offer. The Computer Information Technology major was officially implemented in the Spring 2016 and expects its first graduate (a transfer student) in December 2016. The Department of Public Health redesigned the Applied Health major, providing the College with a Health Studies major to afford input, output, and straight through completion tracks for health related majors. Communication Disorders and Sciences will teach-out the BA/MS and return to a stand-alone BA program and a separate graduate MS program. Student participation in research remains a notable distinction for the College. Last academic year, 65 undergraduate students and 15 graduate students authored or co-authored a research presentation or poster at a regional, state, or national professional meeting in their discipline. Additionally, 18 undergraduate students authored or co-authored publications in peer-reviewed journals. The 10th Annual Undergraduate Research Symposium was held in the Spring as part of Explorations 2016. One hundred twenty-two students from 35 colleges participated. Six biology graduate students presented their research the evening before the symposium and attended an alumni reception. Thirteen alumni from the Departments of Biology and Chemistry served as judges during the symposium and led a panel discussion with students.

In response to student demand, Cheng Library introduced 24/7 service for the last two weeks of the fall and spring semesters. Between midnight and 7 AM, the gate count totaled 35,905 for the fall semester, and 31,271 in the spring semester. The library also doubled the number of study rooms from 11 to 22 and increased available computers by adding an extra 52 wired and wireless desktops on the first and second floors.

The Summer First Year Foundations program continues to be a success in reducing the number of students needing developmental courses during the academic year. This past summer, over 700 students went through the summer program—over 40% of the new entering first year class. Of the students eligible for summer programming, 90% took advantage of that eligibility. This year we added an extra Saturday tutoring component for online students, and offered expanded refresher options for late depositing students so they could still complete the program in the summer. All Summer FYF students were also fully engaged with Blackboard, so they will be better prepared to use Blackboard for the regular school year.

The School of Continuing and Professional Education completed another successful Summer Precollege Youth Program, enrolling 679 students, increasing enrollment at both the middle school and the high school level. Additionally, a cohort of 68 Passaic High School students attended this summer, taking college credit courses, receiving academic support and participating in SAT preparation workshops.

As we commence the 2016-17 academic year, we know that we continue, unfortunately, to be operating without a current contract for our faculty members and most of our staff. We will keep an eye on negotiations at the state level and hope for settlements for all of our faculty and staff.

With the school year beginning, we will continue to work on our student success issues. Making sure that students are learning what we say they should learn, and that they are doing so in a timely fashion, remains one of the key challenges we face.

This past year, thanks to the efforts of a group of faculty and staff, we completed a redesign of our first year seminar. This redesigned course, christened the Pioneer Success Seminar, is designed to help our students better acclimate and ultimately to succeed academically at William Paterson. We have increased the number of peer leaders in the seminars, have provided training for those who teach the course, and under the leadership of Professor Mark Ellis and Director of New Student Experiences Kim Daniel Robinson, we have enhanced educational and social support elements in the seminar, including the implementation of the “My Pioneer Success Plan” assignment, which will encourage students to better engage with major selection, course selection, financial planning, time management and academic and social issues. Thank you to Mark, Kim and the members of the working group who developed the new model.

Last year as well we also began the implementation of Degree Works, our new degree audit system. All the students entering in fall 2015 were in the system, and this fall we will have almost all undergraduate students in the system. Degree Works allows students, faculty advisors and professional advisors to more accurately track progress toward degree completion, identify potential stumbling blocks to academic progress, and more accurately analyze what happens if students switch majors during the course of their academic career. Degree Works is a great tool for all involved, but like all tools, it is still dependent upon proper use. We have to remain vigilant in making sure that the correct information is in the system, that all curricular updates are reflected in the system, and that all of us use this tool as intended. Degree Works is information, and it is still up to us to use that information effectively.

For some time now, we have been struggling to better understand what barriers are in place for our students, why too many of them do not return after their first or second year, and why too many of them are unable to learn and complete their degrees in a timely fashion. We have conducted numerous interviews with students who leave us, and we have combed through what data we have in trying to answer these questions. Most students have indicated that they leave for financial reasons and academic reasons—but we have simply not had accurate information about our students.

Starting this fall, we will be working to remedy this omission. The Academic Development area, in collaboration with Student Enrollment Services and Student Development, under the leadership of Associate Provost Danielle Liautaud, will begin implementing a new tool for student success. This new tool, called Starfish (I don’t really know why they chose to call this product Starfish—perhaps the image of the many arms of a starfish, yet all connected), will allow us to more accurately review student academic performance and identify earlier when students are experiencing academic or other difficulties.

This new system will replace our homegrown Early Alert program with a more robust system that will still allow for individual reporting but will also include automatic reporting from multiple sources—we will be able to see, for example, when students miss deadlines for important tasks such as registration or advisor meetings, or when they experience financial difficulties and other holds that keep them from registering. Just as importantly, this new Early Alert system has a much more effective database and communication system, so that this information is not isolated in one office or is not communicated to all the areas that need to know about and assist the students.

In addition to the Early Alert and communication tools, Starfish also includes support for predictive analytics. We have worked hard over the past few years to be able to learn about our students at a finer detail—this new tool will allow us to better understand how students are progressing academically as individuals, not just as members of large groups or cohorts. This tool will help provide information so that we will have a better handle on why students are struggling, and just as importantly, what the characteristics are of the students who are succeeding. Better analysis will help us move from self-report and perception to accurate understandings of students and their academic performances.

This is an implementation process, and like Degree Works, will take time and will still be a tool that must be used effectively. We will be rolling out Starfish in Academic Development to start, focusing on professional advisors and professional staff in Academic Development. As the implementation progresses and we become more familiar with the tool, we will expand its use for others who work with students—trying to make sure we do not overwhelm people with too much data and too little knowledge.

As was announced earlier, Academic Development is completing a reorganization to better serve students in a more comprehensive and coordinated manner. Much as many of the non-academic student support services were reorganized into a one-stop shop operation in Morrison Hall, with Student Enrollment Services providing support for students with questions about bills, financial aid and registration, the reorganization of Academic Development will lead to a more fluid support for students with academic concerns. The professional advisors who had been housed on the 3rd floor of the Student Center will now be in Raubinger, in the same physical space as other Academic Development professionals. The professional advisors primarily serve students with fewer than 30 credits, as well as readmitted students and students in between majors. That population is also the population that often has academic concerns. Now students coming in to meet with the professional advisors will have access to the tools and support of the full Academic Development program. To take full advantage of this reorganization, we will implement Starfish first in the Academic Development area.

As the undeclared advisors move to Raubinger, the New Student Experience program will move into the space in the Student Center, and will now be physically located in the same place with the Transfer Student Experience program and the Sophomore-Junior Experience program. With all three programs in the same space, we will now be better able to provide a seamless support experience for students. As importantly, having all of these programs working together will better enable us to help students as they transition and progress toward graduation. As we learn more about student academic issues from Starfish and as we analyze the information we gather from the new predictive analytics tool, these programs will be quite literally better positioned to address student needs and concerns.

The final addition to our student success efforts for this coming year is one that will not be fully implemented until Fall 2017, but is one that we have been discussing for some time. We will be implementing a Learning Communities model for the 2017-18 academic year. Learning Communities have been a staple of student success efforts at a number of colleges and universities nationwide, and they have been under discussion here for a number of years. Most recently, starting in 2014 at one of the Student Success Forums, we returned to this concept, and this past year, including this summer, and continuing this fall, a small group of faculty and staff have been working together to roll out Learning Communities for the 2017-18 year. As we move forward on this project, additional information will be provided and additional discussion will take place. The plan is to have 10 Learning Communities

implemented for Fall 2017. Faculty who will be teaching in these Learning Communities have been involved in planning. These Learning Communities will be opt-in for students and are also voluntary for the departments and programs taking part. Learning Communities are part of the model for providing collaborative learning experiences for as many of our new entering students as possible, including the continuation of programming in Honors and continuation of Linked Courses.

As we continue to enhance our academic support for all students, including new students, we also need to continue to grow enrollment and revise and update our curriculum to meet the changing needs of our students and the changes in our disciplines.

We have had some good activity in terms of curriculum updates and enhancements. In the past two years, through action by the Faculty Senate on work by faculty and departments, we approved 6 revisions to minors, 7 new minors, 19 revisions to undergraduate majors, and 7 revisions to graduate programs. We have also completed a new undergraduate degree offering, the Bachelor of Science in Computer Information Technology. In addition, there are two new graduate degrees that have been reviewed at the Senate level and are being readied for state review, the Masters in Public Health and the Masters of Art in Chemistry, and two new undergraduate programs, Actuarial Science and Urban Science, that will be reviewed this fall.

This is good work, and these revised programs and new minors have provided additional and enhanced options for our current students. However, we have not been as progressive as we possibly need to be in terms of new program development at the undergraduate, and, especially, the graduate level.

As academics, we all know that our disciplines are fluid, and that disciplinary knowledge changes over time. The needs of our students, and the needs of our society, also change over time. Our curriculum needs to reflect the changes in our disciplines and the changes in society. Curriculum is and should be an evolving entity, not a static one. Of course, we never create new or revise current programs just for the sake of movement—we do so in response to our disciplines and our society.

This past year in the Provost Office, we hired Jonathan Lincoln to serve as Associate Provost for Curriculum and International Education. In this role, Associate Provost Lincoln will be able to help programs and departments with program revision and with the development of new programs. This role also includes serving as the Provost Office point of contact for graduate academic programs, so assistance will also be available for graduate program revision and new program development. As will be noted later, the need to look at how we can strategically grow graduate education remains a key area for the university.

Jonathan has also been working at helping to update our curricular review and development process, which will be helped immensely this year as we begin to implement the new curriculum and catalog management process, following the phase-out of CAPP. Bringing very needed improvements to the process is important, but we also need to use these new processes.

We are a comprehensive regional university, and we serve undergraduates and graduates. At the undergraduate level, as a comprehensive regional university, our courses and programs serve multiple purposes and multiple audiences. We have UCC courses to help our students have a well-rounded and well-developed liberal arts education. We offer programs at the undergraduate level that are very focused and career-oriented, and we also offer programs that educate students for a variety of careers

and professions, but also to prepare them for graduate education and, importantly, help them be learned and productive members of society, regardless of the career or profession which they enter. Given these multiple purposes, our program offerings are appropriately broad. As we do go forward at the undergraduate level, I do think it is important that we focus on any needs for additions or revisions to our undergraduate programs. Developing new minors offers opportunities for current students. Developing new undergraduate degree programs makes William Paterson a university that may attract students who would otherwise not have considered us.

At the graduate level, however, we operate in a different manner. Our Strategic Plan, now moving into its fifth year, noted the need to grow and develop graduate education, with a focus on offering professional graduate programs that “serve the expanding population of adults seeking advanced degrees as a means for professional advancement, career growth and intellectual development.”

Unlike undergraduate programs, our graduate programs should serve a specific audience with a specific need, with degree completion leading to identified career and professional advancement. It is in this area that we have not grown to the extent we need to grow.

We now do have two professional doctoral programs, with the DNP program well-established and producing doctoral graduates. The PsyD program has enrolled its second class this fall and is moving toward disciplinary accreditation. Our MBA program has completed a significant revision, and as noted earlier, enrollment has almost doubled in the program. Our education graduate programs have faced a changing climate in teacher education, but have responded with new and innovative models, partnering with school districts, seeking out grants, and becoming nationally recognized in preparing teachers and educational leaders for a diverse society. Communication Disorders and the MSN program in Nursing have or are in the process of some curricular changes, and continue as strong professional programs.

As we look to grow graduate programs and graduate enrollment we need to remember our strategic plan and consider new and revised graduate programs that serve a professional audience looking for advancement

As a university, we have committed resources to graduate education. Beginning in 2011-12, the university shifted a significant portion of marketing and advertising dollars to graduate education. For example, in 2010-11, of the total media budget of \$472,000, only 20 percent, or \$96,000, was devoted to graduate education. In the most recent year, 2015-16, of the total media budget of \$429,000, 37 percent, or \$159,000, was devoted to graduate education, and in the years between 2010-11 and 2015-16, over 40 percent of the budget each year was devoted to graduate education.

Graduate advertising includes promotion of general graduate open house events, as well as program specific advertisement and promotion. In collaboration with Graduate Admissions, the Marketing and Public Relations Department has helped design and distribute direct mail material, e-mail advertising, and college and program brochures and flyers. We have been working at developing graduate enrollment.

Additionally, this past year, for implementation for the 2017-18 recruitment year (which is starting right now), we have revamped and revised the graduate assistantship allocation process. Graduate programs will know how many assistantships they have and will be able to use them to recruit graduate students, rather than just have students go into the big book of GAs.

Graduate program growth and enrollment is key to the growth and ongoing success of our university. Graduate programs are a major part of what it means to be a university. Graduate program growth and enrollment must also be strategic and focused. Regional universities, as part of their nature, will always need to be a little bit of everything at the undergraduate level. At the graduate level, however, our mission is to provide graduate programs that meet the professional needs of our students, our region and our state. As we consider graduate education growth this year, let us keep this mission in mind.

Now, for those of you keeping score at home, you may have remembered that in the past fall addresses you have learned about my fondness for Tolkien and Star Trek. This year, I embrace my geekiness by closing with Star Wars.

For people my age, to borrow the language of the annual Beloit Mindset List, there has always been Star Wars, from the first introduction to Luke, Leia, Han and Obi Wan, through the true horrors of Jar Jar Binks and the atrocious acting that was Anakin, and now to the reimaging of the Star Wars Universe.

There's been a bit of patricide, a few too many planets, ships and Death Stars being blown up, nauseatingly cute Ewoks, and far too many anthropomorphic robots.

But even in all of this, there has been a universal story (at least if you think Joseph Campbell via Bill Moyers is applicable): Throughout the years of Star Wars, many of us, including myself, have left the realm of young apprentice, and have tried, with varying degrees of success, to attain the level of venerable Jedi master, teacher of the young. The story of the passing of generational knowledge, and of the transition from student to master, is a story that we live daily in our work as educators. But as the story reminds us, education is never simply about the transmission of information; education is about the shaping and sculpting of the next generation of our culture. Education is more than the collection of information in a book, a lecture or a lesson; education is a quest.

So, as we start this fall semester, let us continue our quest, and of course, may the Force be with you.