

1 William Paterson University – **FACULTY SENATE MINUTES** –September 27, 2011
2 FACULTY SENATE WEB PAGE <http://www.wpunj.edu/Senate> --
3

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

9 **GUESTS:** Bliss, Burns, Chabayta, Ciliberti, Cohen, Daniel-Robinson, DeDeo, DeYoung, Ferguson,
10 Flint, Goldstein, Gritsch, Hahn, Heinzen, Jemmott, Kaplan, Liautaud, Malanga, Maratouk, McCoy,
11 Miller, Olaye, Overdorf, Nauta, Potacco, Rabbitt, Resland, Rosengart, Seal, Sherman, Tiernan

12 **PRELIMINARIES:**

13 The Senate was then called to order at 12:31 PM.

14 **Acceptance of the Agenda was moved by Pavese, seconded by Quicke, and approved.**

15 **The Draft Minutes of the September 13, 2011 meeting were moved to be accepted by Sheffield,**
16 **seconded by Ellis and approved with no corrections. Scala thanked McNeal for the detailed**
17 **minutes.**

18 Parras welcomed the President Harry Watson Jr. of William Paterson University's Student Government
19 Association (SGA), and Vice President Victor Harris. It is in the Senate's Constitution that these two
20 student members are ex officio members. Parras asked them both to attend and he thanked them for
21 coming.

22 **CHAIR'S REPORT:** Parras attended the Board of Trustee's meeting on September 23rd at which time
23 they approved the lowering of the requirements to 120 credits for a BA or BS degree.

24 The Executive Committee of the Senate will have a P1 / P2 meeting this Thursday September 29th and
25 will speak about details of implementation as there has been questions about this from faculty and staff.

26 Parras discussed his recommended Governance Council charges regarding the Senate Liaisons to the
27 Board of Trustees (see <http://www.wpunj.edu/dotAsset/311029.pdf>). He recommended the outcome of
28 the Governance Council's work be policy and procedures regarding the eligibility and selection of
29 liaisons and that this language be put into the Senate Constitution.

30 **Tardi moved to accept these charges and Godar moved to amend the charges so that they read that**
31 **the bylaws be amended and not the constitution** as the constitution must be approved by the Board of
32 Trustees and amending the bylaws would therefore expedite this process. **Quicke seconded this**
33 **amendment.** Discussion ensued.

34 Duffy affirmed that there are representatives in place at the moment and that nothing will change at the
35 present time. The Governance Council will convene this Thursday, September 29th and will be charged.

36 Tardi motioned point of order and asked if there was any way that this process could be expedited and
37 that these positions be temporary until the change goes to the Board of Trustees.

38 Parras put the motion to vote.

39

40 **The resolution on the motion to approve recommended charges to the Governance Council**
41 **regarding the Board of Trustees Liaisons to provide exact language needed to amend the Senate**
42 **Bylaws so that it incorporates the following: Who is eligible for the positions? What is the term of**
43 **service? What are the charges or responsibilities? This motion passed unanimously.**

44

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

46 There was an opening on the Senate Technology Council in the College of Arts and Communication.

47 **Falk-Romaine moved to have Farber appointed to this position, Duffy seconded, and this motion**
48 **was approved unanimously.**

49 Falk-Romaine announced that Anthropology needs external members on their Promotion Committees.

50 **Falk-Romaine moved to appoint the following:**

51 For Murli Natrajan (Anthropology): Geoff Pope (Anthropology), Ted Cook (History), and Maya Chadda
52 (Political Science).

53 For Maria Villar (Anthropology): Geoff Pope (Anthropology), Octavio DeLaSuaree (Languages &
54 Culture), and Ron Verdicchio (Elementary Education).

55 For Joann Cunningham (Anthropology): Sherle Boon (Psychology), Mark Ellis (Sociology), and Ed
56 Burns (English).

57 For Tom Gundling (Anthropology): Geoff Pope (Anthropology), Stephen Vail (Biology), and Linda
58 Hamalian (English).

59 **Scala seconded, and the motion passed with one abstention.**

60 **REPORT OF THE SENATE LIAISON TO THE BOARD OF TRUSTEES FINANCE, AUDIT**
61 **AND INSTITUTIONAL DEVELOPMENT COMMITTEE:**

62 Finnegan's report is in a document which is posted online (<http://www.wpunj.edu/dotAsset/315148.pdf>).

63 Finnegan began by noting that his report is posted online. He emphasized the importance of this liaison
64 position and how it is essential that the Senate be allowed to weigh in on decisions on purchases and
65 resources and that this is noted in his report. More specifically, Finnegan suggested that future bid waiver
66 memorandums should include the advice of the appropriate Senate Council concerning a product or
67 service, especially when a waiver involves products or services that are used for teaching and advisement.
68 Finnegan stated that while this role of the Senate is key, he did not necessarily see this in practice.

69 Verdicchio thanked Finnegan and then asked him about the information in the second paragraph,
70 regarding increasing fundraising by having more interaction with faculty.

71

72 Finnegan suggested getting a presentation from Institutional Advancement to gain more understanding
73 about this matter.

74
75 Ferguson, who is Vice-President for Institutional Advancement, then came to the mike and addressed this
76 briefly by discussing how fundraising is not done in a “silo,” it is done with faculty and deans and
77 therefore specific fundraisers are being assigned to specific schools to help in specific areas.

78
79 Scala then asked about the \$200 million capital project, specifically, if issuing bonds for capital projects is
80 approved, would there be a timeline to implement these projects?

81
82 Waldron noted that since Bolyai was not present she would clarify the issue. It is a longstanding wish
83 that funding of capital projects go back to being funded by the State of NJ. This funding stopped in 1988.
84 Right now the presidents are trying to make the argument for it to commence again and this state bond
85 referendum for higher education, which would require voter approval, must go to the ballot. Should it
86 pass, the exact timing for implementing the projects could be 30 years. It is not clear what the financing
87 mechanism will be so the administration at William Paterson put in every project we could think of
88 needing for the next 20 years.

89
90 Steinhart questioned where the bid waivers Finnegan references in his report are listed.

91
92 Waldron noted that bid waivers are a matter of public information and are in the Board of Trustee’s
93 minutes.

94
95 Pavese references Finnegan’s report and notes that the University is not trying to attract international
96 students per se but instead is trying to get students who are already in this country and are enrolled at
97 community colleges. He is concerned about this because of what he sees as inconsistent enrollment at
98 community colleges. For example, he noted that at Sussex Community College, enrollment is down, even
99 though enrollment is up at Bergen County Community College. Pavese questioned the strategy of putting
100 so much reliance on community college transfer students.

101
102 Perras referred Pavese’s comments directly to Cohen.

103
104 Cohen discussed how the Board of Trustees is kept informed of trends at community colleges. Due to the
105 economy, enrollment trends are increasing at community colleges and William Paterson is reaping these
106 benefits with regard to international students. Launching a campaign directly in other countries is
107 expensive and William Paterson does not need to do this at this time as international students are coming
108 to us directly from community colleges.

109
110 Tardi noted that while unions are supportive of capital funding initiatives, they are not supportive of
111 initiatives that do not come without oversight. She stated that as it stands now, we do not know the details
112 of this initiative and since the tax payers will be funding this initiative it is important to know who will
113 have input, how the distribution of funding will be determined, and who will have oversight. The union
114 will be providing more information on this issue.

115
116 Kim noted that Bergen County Community College currently has an enrollment of 17,000 students with
117 700 of them being international students. Kim noted that we should target enrolling at least 20% of these
118 international students.

119
120 **REPORT OF THE UNIVERSITY CORE CURRICULUM COUNCIL: Levitan, Malanga, and**
121 **Natrajan**

122 Levitan, Malanga, and Natrajan presented the Key Tasks for 2012 and discussed the documents which are
123 posted online: 1. UCC Department Interview Summary Majors/Non-majors/Implementation Summer
124 2011 (<http://www.wpunj.edu/dotAsset/313566.pdf>), 2. UCC Courses in Development
125 (<http://www.wpunj.edu/dotAsset/313566.pdf>), and 3. How Majors will Complete the UCC
126 (<http://www.wpunj.edu/dotAsset/314661.pdf>).

127 Topics touched upon during their presentation included key tasks for 2012. One focus is how to insure
128 the integrity of the UCC program in terms of breadth - particularly are there sufficient choices and
129 sufficient sections? There is a draft of the UCC assessment plan underway. Changes are being made to
130 Banner to implement UCC advisement guidelines. Also under consideration is whether the UCC panels
131 should continue and if so, should they take on a different role such as faculty development. Under
132 additional consideration is the idea of adopting a standard timeline for UCC course approvals.

133 In terms of course approvals, at the current time, 152 courses have been approved, and 50 courses are
134 pending. There are 300 proposals in the system at the current time.

135 In the area of "Technology Intensive" this is where there is a challenge at the moment. Also a challenge
136 is what is being offered for students outside their majors. What are departments creating for students
137 outside the major? And if there are courses created, there may not be the needed number of sections.

138 Levitan noted that the goal is to be creative, so it does not look like the previous GE program. All
139 programs can populate the UCC program.

140 Natrajan noted that advisor programs were already held and an advisor packet is already being developed
141 and will be out in late September. There will also be a program for adjuncts in early October. UCC is
142 also currently working on two faculty development programs with the Center for Teaching Excellence.

143 Levitan and Malanga were both re-elected as co-chairs to the council.

144 Scala asked if adjuncts will be compensated for attending the advisor programs.

145 Natrajan noted that they will.

146 Kelly noted that in area 5 there is a great need for courses. In areas 4,5, and 6 she noted that it is important
147 to imagine courses that are not merely "boutique" courses but that can have multiple sections that other
148 faculty as well as adjuncts can step into and teach. Additionally, in area 4, one area of concern is the use
149 of verbiage sometimes used when referring to this area. Kelly noted that the use of language should not
150 be improvised when describing a UCC area. The Senate carefully deliberated each description of the
151 UCC areas and using other language is a miscue. On a final note, Kelly thanked the UCC Council for
152 doing a wonderful job with the summer institute and noted that if the panels were no longer utilized it
153 would still be effective to keep the summer institute.

154 Ferris asked if there was a place on Banner where students could go and view the UCC courses and when
155 they are offered.

156 Natrajan noted yes, it says whether they are offered during fall or spring. It is under "Attributes" in
157 Banner.

158 Ferris then asked if it is possible to see all the classes at once.

159 Natrajan noted that there will be an advisor packet being circulated shortly which includes this
160 information.

161 Barrow asked how many courses are we looking to have in each area.

162 Levitan noted that there is no set number but they want to have some cycle of regularity and that for a
163 course to be approved in Areas 1,2, 3 it must be offered at a minimum of once/year but courses proposed
164 for areas 4,5, 6 must be offered at minimum once/ 2 years.

165 Weil noted that there are currently a large number of sections at the entry level but that now a large
166 number of courses with a large number of sections are necessary in areas 4, 5, and 6 for next year.

167 Perras thanked Levitan, Malanga, and Natrajan for their presentation as well as for the work they did all
168 summer long.

169 **OLD BUSINESS:**

170 *Discussion of Framework of the University's Strategic Plan, 2012-22- From September 13, 2011*

171 Perras introduced the discussion and encouraged recommendations which could be voted on.

172 Kim noted that he has significant concerns about the timetable. He questioned how it is possible that at
173 the November 18th Board of Trustees meeting they will review and discuss the initial framework and then
174 in December a full Strategic Plan will be prepared and distributed to the University community. He
175 expressed concern that in such a short amount of time such a significant plan can be created and
176 incorporates the feedback given.

177 Perras responded that he is confident that the Committee could follow the timetable.

178 Kim asked if the Committee could modify the timetable.

179 Perras noted that it is not written in stone.

180 Kim went on to emphasize his concerns that annual reviews will be needed to make sure that this 10-year
181 strategic plan is on the right track. There will need to be actions, corrections to the plan, revisions, and
182 activities to support this plan every year. In order to achieve these strategic goals and objectives in 10
183 years the Faculty Senate or a committee comprised of community members needs to closely evaluate the
184 strategic plan annually.

185 Finnegan discussed what struck him is that a major goal that may have emerged out of the plan is being
186 announced prior to the plan, that being, on page 6, "By 2022, it will grow enrollment to 15,000 students."
187 He went on to note that in the 1990's there was no growth in enrollment and in the last decade there was
188 only 13% growth so that to attain this significant growth we now need to double our efforts. Therefore,
189 William Paterson will need to have everyone on board with regard to the feasibility and equity of our
190 plan. William Paterson needs to have faculty convinced that this is the right plan. Furthermore, we need
191 an AFT Union representative on the planning Committee. He went on to discuss that while sustainability
192 is discussed on our website and is a key feature of strategic planning, it is not actually in the framework.

193 While he was happy that the framework talks about faculty development, it should talk about the
194 development of the entire person and discuss what is done to engage faculty, staff, and students to have
195 better health. Finnegan then went on to discuss pg. 5 of the plan and the objective of “Identifying a
196 distinctive set of exceptional academic programs.” He noted that none of the criteria for identifying these
197 academic programs have to do with academics and that academics should be first and foremost when
198 identifying these programs.

199 Steinhart supported what Finnegan spoke about regarding the only number mentioned in the framework is
200 the growth in enrollment of 15,000. Is this enrollment growth good or bad? What kind of curve in
201 enrollment growth will there be? Is a “curve” in enrollment planned or, for example, is William Paterson
202 getting them next fall? Since this is the only number mentioned in the framework, what does this absence
203 in numbers, lack in quantitative data mean? Since numbers are the key to success Steinhart would like to
204 see numbers, charts and plans laid out. Steinhart went on to reaffirm what Finnegan said regarding pg. 5.
205 The lack of academic criteria here is confusing. Are these aimed at exceptionally well-marketed
206 programs ? Steinhart noted that it struck him that the view regarding these programs was that bigger may
207 be better, but not necessarily academically better and that the Senate should say that pg. 5a is not
208 academically acceptable.

209 **Steinhart moved and Weisberg seconded whereas the criteria listed in Strategic Goal 1A are not**
210 **focusing on academic criteria the Senate recommends that the Committee revise them to reflect**
211 **stronger academic emphasis (excellence).**

212 Ellis noted that he is on the Strategic Planning Committee and remarked that departments need to
213 consider how they see themselves contributing to these 5 goals.

214 Ferris requested to change emphasis to excellence in the motion (amended in parenthesis above).

215 Pavese appreciates what Steinhart said and commented that the first draft is so general and he wants to
216 vote on something more concrete.

217 Weisberg noted that the issue of academic criteria, not just financial criteria needs to be addressed. It is
218 imperative that the Senate sends a message that we are interested in academic criteria.

219 Barrow asked if it would be possible to add to the motion that it be revised and brought back to the
220 Senate.

221 Perras noted that this would be taken as a separate motion.

222 Perras put the motion to vote.

223 **Whereas the criteria listed in Strategic Goal 1A are not focusing on academic criteria the Senate**
224 **recommends that the Committee revise them to reflect stronger academic excellence. The motion**
225 **passed with three abstentions.**

226 Scala picked up on a point Finnegan mentioned earlier in the meeting and which was also brought up at
227 the meeting two weeks ago. **Scala moved and Snyder seconded that a representative from the AFT**
228 **serve on the Strategic Planning Committee.** Perras put the motion to vote. **The motion passed**
229 **unanimously.**

230 Godar emphasized something that was brought up during the Provost's meeting. There is an emphasis
231 being placed on preparing students for the world of work yet William Paterson does far more than that.
232 The framework does not address what sets William Paterson apart, what we do to prepare students
233 beyond the world of work. The plan needs to be broadened to address this.

234 Quicke asked for further clarification about faculty development and whether it is back on the table.

235 Parras noted that information about this won't be able to be provided at this meeting.

236 Kelly wanted to reiterate what was heard at the Provost's meeting, that is that the vision and core values
237 of William Paterson need to be filled in as quickly as possible as it seems that the cart is being put before
238 the horse. What are our "core values"? What has made us distinct? For example, if William Paterson
239 grows to a student body of 15,000, will we keep our student / teacher ratio? Is our student / teacher ratio
240 one of our core values?

241 Cruz Paul noted that this was the first time she ever looked at a strategic plan framework and that it looks
242 nice but vague. As a Senate discussing this, she stated that we need more meat and are struggling with
243 this.

244 Parras noted that it is just a framework at this time.

245 Andreopoulos noted that it is difficult to discuss the framework, as it is so vague. She agreed with what
246 Tardi brought up at the previous Senate meeting, regarding the need for a GAP analysis. A plan should
247 include a discussion about where William Paterson is now, the strengths and weaknesses, and where we
248 want to be. Someone should present an analysis of where we are, this is normative economics. And as
249 this plan continues to develop, Andreopoulos questioned how many more meetings the Senate would
250 have to discuss it.

251 Parras noted that he would need to speak to the Executive Committee about this and that there would be
252 two more town hall meetings about this framework. After noting that there were elections still pending on
253 the agenda for the day, Parras recommended that Senators attend the town hall meeting and provide
254 further input.

255 Tardi motioned a point of order. She noted that there is a difference between Senators commenting at a
256 town hall meeting and putting forth motions and voting from the floor of the Senate.

257 Parras agreed and noted that the elections can be postponed.

258 Pavese wanted to motion to continue this discussion

259 Parras noted that a motion was not necessary and that the discussion could continue.

260 Snyder noted also is new to strategic planning but questioned whether there should be a contingency plan,
261 for example, what if there is not enough money?

262 **ADJOURNMENT:** Quicke motioned to adjourn. The Faculty Senate adjourned at 1:44.

263 The next meeting of the Faculty Senate will be held on at 12:30pm on Tuesday, October 11 at the Valley
264 Rd. Building Auditorium.

265 Respectfully submitted: K. McNeal

266 THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT:
267 www.wpunj.edu/Senate