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

8
9 **ABSENT:** Barrow, Chung, Kelly, Nyamwange, Perez, Kinesiology Representative

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11 **GUESTS:** Basu, Bliss, Burns, Chabayta, Cohen, Daniel-Robinson, DeDeo, Fuller, Goldstein, Jemmott,
12 Lawrence, Martone, Malu, Miller, Olaye, Phadia, Rabbitt, Refsland, Rosengart, Seal, Tiernan

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

14 **I. Adoption of the Agenda was moved by Duffy and seconded by Tardi.**

15 **II. The Draft Minutes of the November 22, 2011 meeting were moved to be accepted by Sheffield and**
16 **seconded by Quicke.**

17 **III. ANNOUNCEMENTS**

18 **Bolyai is having a Town Hall Meeting on University Finances today at 2:00 p.m. in University Commons,**
19 **Ballroom A.**

20 **IV. CHAIR'S REPORT:**

21 **Point of Information by Tardi. Tardi questioned why the Finance Town Hall Meeting was not being**
22 **held during common hour as many faculty have class at 2PM and cannot attend.**

23 Parras noted that he recommended to the Administration that it be held during common hour but they were not
24 able to accommodate this time.

25 Parras reminded the Senate that work is being done looking into minors, academic policies across the councils
26 relating to minors, how minors are declared, why minors can't be declared electronically as this is more work
27 for departments, and major /minor day.

28 McNeal asked if councils will be looking into whether there will be student learning outcomes and assessment
29 for minors.

30 Parras noted that the Executive Committee will look into this.

31
32 Parras went on to note that the draft of the Strategic Plan will be out "any minute" and that he, in his role as
33 Chair of the Senate, has done his best to advocate for the Senate, but that he is only one member of the
34 Committee and that should the Senate have any concerns about the Plan to please contact him.

35 January 31st is a special Senate meeting dedicated specifically to the draft of the Strategic Plan. The entire
36 Strategic Planning Committee will be at that meeting. Parras asked Senators to make a special effort to speak to
37 their colleagues as Senators and get feedback on the draft and to speak to the Executive Committee as well.
38 Parras asked that there be comments on implementation and implored Senators to take advantage of all public
39 forums relating to the Strategic Plan as well as emails and blogs.

40 Andreopoulos called attention to the Montclair State University Strategic Plan which Parras had emailed to all
41 Senators and asked Senators to read it as it can serve as a comparison and will bring forth more interesting
42 issues to discuss.

43 **V. VICE-CHAIR'S REPORT:**

44 The Department of Kinesiology needs an additional member for their Range Adjustment Committee.

45 **Falk-Romaine moved to nominate Griswold to the Range Adjustment Committee and Duffy seconded.**
46 **The motion passed with one abstention.**

47 **VI. Ad Hoc Committee on Administrative Evaluations Update**

48 Duffy, the Chair of the Ad Hoc Committee on Administrative Evaluations, gave an update on the Committee's
49 work. Duffy noted that the Committee has met twice already and will meet again on 12/14. He noted that the
50 meetings were lengthy, one going as long as three hours. Topics discussed at length at these meetings included
51 whether to go from the previous usage of a 5 point scale to a 4 point scale, the decision to drop the term
52 "neutral" and use "average" instead, and whether to add another category prior to the survey regarding
53 "insufficient knowledge". A subcommittee has also been formed to look at different methods of conducting the
54 survey, for example, should the survey be rolled out in two waves, the first wave for evaluating the President
55 and Provost and the second wave for evaluating the other two vice presidents and the Deans. The Committee
56 has been studying old forms, soliciting job descriptions, and paying close attention to concerns about rater
57 anonymity and confidentiality.

58 Quicke questioned if on the 5 point scale 3 will be "average?"

59 Duffy noted yes.

60 Quicke then questioned if 3 was satisfactory?

61 Duffy responded by saying, "is it?"

62 Tardi stated that 3 is average, average is not satisfactory, it is "mediocrity". She questioned, "Do we want
63 mediocre administrators?" We went with the 5 point scale, however, because sometimes people's job
64 performance is that, average.

65 Duffy noted that the Committee initially debated changing to a 4 point scale in order to make people choose
66 below or above average

67 Finnegan asked for clarification about the analysis of the evaluations.

68 Duffy explained that the Committee has been spending time revising the form and there are at least two people
69 on the Committee with data analysis expertise.

70 Snyder asked when would the questions be released.

71 Duffy answered that the Committee would like to bring them to the first Spring Senate meeting.

72 Kim questioned whether the Senate would have to approve the new questions.

73 Duffy affirmed that they would.

74 Kim asked when this would take place.

75 Duffy noted that it should take place the first meeting in January or February.

76 Parras reaffirmed that the evaluations need to be done and approved by the Senate by the end of the Spring
77 semester.

78 Duffy confirmed this timeline and noted that unless there is a “bad analysis” he sees no need to come back and
79 ask the Senate for more time.

80 Pavese brought up that anonymity is an obvious concern.

81 Duffy spoke about the importance about not utilizing WPU machinery when filling out the survey and then also
82 noted that only two people will have access to the raw data, Cruz Paul and Phadia.

83 Bhat suggested adding a question which would reveal how well the evaluator knew the person being evaluated.

84 Parras discouraged the micromanagement of the Committee.

85 Tardi clarified that the Committee did take this suggestion into consideration but that evaluators cannot say that
86 they do not know someone as information about the Administration is well communicated throughout the
87 University, for example, through Senate minutes, Union minutes, and Board of Trustee minutes.

88 Parras thanked Duffy for his update and the whole committee for their work.

89 **VII. Governance Council**

90 **Board of Trustees Liaisons selection process**

91 Malu motioned to accept the Resolution of the Governance Council to amend the Senate By-Laws regarding
92 Senate representatives to the Board of Trustees committees and Godar seconded.

93 Gazzillo Diaz suggested to amend the bylaw to be a more democratic process. She called attention to Section 1
94 Number 6: The Executive Committee will consider all nominations and select two candidates, if possible, for
95 each position for consideration by the full Senate. No nominations can be made on the Senate floor. Gazzillo
96 Diaz went on to suggest this process be mimic the at-large Senator election process.

97 Tardi seconded this if this is a motion.

98 Walsh questioned what the rationale was behind having the Executive Committee narrowing the nominations
99 down to two.

100 Malu deferred to Duffy.

101 Duffy said the rationale was based on what is done with the councils.

102 Tardi noted that four of the Board of Trustee Committees have now been consolidated into two. These are
103 important Committees and she emphasized that this should be a competitive process and should not concentrate
104 power in the hands of the Executive Committee. There should be a better process, more open to the community
105 beyond the Senate and therefore this should allow for the full vote of the Community.

106 Walsh questioned if it is possible to get the “endorsement” of the Executive Committee for candidates.

107 McNeal supported Gazzillo Diaz and the democratic process and shared governance and thus having as many
108 people as possible vote for the Board of Trustee’s Liaisons.

109 Malu clarified that the discussion now centered on the Executive Committee presenting all nominations to the
110 Senate to vote instead of narrowing it down to two.

111 Ferris questioned if the point of the amendment being discussed was to take the Executive Committee out of the
112 process.

113 Parras clarifies that this is not what is being said, instead it is being said that the whole community is being let
114 into this.

115 Godar noted that once the whole community votes for the position then this position ceases to be a Senate
116 representative and is now a University representative.

117 Gazzillo Diaz noted that this is not how she views this process.

118 Duffy noted that this is correct that the full body would be voting and that this would be inappropriate for the
119 whole community to vote for.

120 Tardi reminded the Senate that there used to be a General Education Committee that was voted on by the whole
121 university community.

122 Parras suggested the resolution be sent back to the Council for further work.

123 Pavese suggested eliminating 6 entirely.

124 Parras noted that this is only a partial solution and then 7 and 8 still need to be taken care of.

125 Sheffield asked what direction we were giving the Committee if we were sending it back. What was the
126 consensus?

127 Godar noted that unless we are giving the Committee directions it is pointless to send it back to them and this
128 resolution does not belong in the bylaws unless the liaison is going to be elected by faculty.

129 Duffy suggested a compromise and suggested deleting the first sentence of number 6 and opening it to everyone
130 in the faculty Senate.

131 **Duffy motions to amend the resolution and deleting the first sentence of Number 6 and Godar seconds.**
132 **Parras puts the questions. The motion passed unanimously.**

133 **VIII. Old Business**

134 **a. Undergraduate Council**

135 **Dobrick motioned to approve the new Linguistics Minor. Levitan seconded and discussion ensued.**

136 Ellis inquired about the market demand for this minor.

137 Bernstein noted that she did not know the demand but there is an interest. The introduction course was already
138 running and is filled up.

139 Bhat noted that many students are interested and this is an excellent opportunity.

140 Pavese supported this minor and noted that he thinks it is important as linguistics influences everything and is
141 invaluable.

142 McNeal questioned as to whether there are student learning outcomes and assessments for this minor.

143 Bernstein noted that this is not required to be written up.

144 McNeal noted that it seems to be a bunch of courses but not necessarily a program with defined student learning
145 outcomes or assessments.

146 Bernstein noted that it is a descriptive write-up to appeal to students.

147 Godar commented that this is a wonderful interdisciplinary program.

148 Ku commented that lots of computer science majors are interested in this minor.

149 **The program passed unanimously.**

150 **b. Enrollment Management (Kristin Cohen)**

151 Cohen opened her presentation by noting that a more focused effort on retention is needed.

152 Short term solutions are that we have dropped our credit requirements to 120 and now we need to push students
153 to take 15 credits per semester so they can graduate in 4 years. Also, students need to register before they leave
154 each semester, at this time only 80% of our first year students are registered for next semester.

155 Steinhart asked what is being done about this.

156 Cohen noted that email blasts are going out and there are phone campaigns.

157 Gardner questioned whether these students are the ones who have seen advisors or not and whether advisors
158 could be given information about students who have not registered?

159 Cohen questioned whether advisors would reach out.

160 Gardner noted that she felt they would.

161 Cohen said they would be happy to do this.

162 Cohen discussed the students who leave and how about 60% do not wind up getting into another university.
163 She also discussed the possibility of multi-year scheduling.

164 Pavese questioned how economic hardship is facing students.

165 Cohen discussed how the perception is that students are very poor and that she took exception to that, however
166 more are Pell eligible, this number has gone up from 28% to 40%.

167 Pavese asked how “poor” is being defined.

168 Cohen discussed that it is defined by the family plus student income combined and then this is measured against
169 to the poverty line.

170 Levitan discussed that in the first year, if a student does not average 15 credits a semester then they can go to
171 winter or summer sessions to make it up, is this better than having them do a fifth year?

172 Cohen noted that yes, winter / summer is better than a fifth year but it is better if the students go in assuming
173 they have to take 15 credits a semester and we need to encourage this.

174 Tardi noted that she had two questions. If there are basic skills needs isn't it better for a student to start with 12
175 credits and have a good “GPA cushion” rather than failing out? And in terms of our basic skills students
176 needing remediation, we went from having 66% of our population needing remediation to 49% but did we just
177 move them through or are they truly remediated?

178 Cohen discussed the revamp of the Basic Skills program and how students are allowed to retake the test or take
179 a summer test prep program.

180 Tardi expressed her concern that the University is now merely teaching to the test and not remediating these
181 students' need.

182 Kim noted that there are many reasons why students are leaving WPU. Four are the most important. They are:
183 GPA problems – 42% have less than 2.0, 18% - 2.5 – 2.99 and 20% 3.0 or greater; the second reason is
184 financial; the third relates to advisement and counseling and the fourth is that they leave to go to a more
185 prestigious 4 – year institution.

186 Snyder noted that he sees a lot of good things we need to do but questions how this will actually work. He
187 noted that there are a significant number of students graduating from high school that do not have the basic
188 skills that they need so how do we increase retention efforts without affecting our recruitment efforts?

189 Cohen expressed that if the University could get more students that don't need basic skills then this would help.
190 When basic skills are added to 120 it is difficult for students to graduate in four years. The basic skills summer
191 program instituted last year helped. With flat rate tuition, taking 15 credits a semester is an economically sound
192 decision for students and it gets them out faster and cheaper and she noted that they can handle being expected
193 to do more.

194 Andreopoulos noted that this was an interesting Enrollment Management Report and she spent time reading it,
195 especially the Appendix. She noted a dominant theme: economic stress. The most important was the
196 connection between GPA and financial stress. When students work 50 hours per week their GPAs go down.
197 She noted that she does not want to be pessimistic but many students have to take care of their families. There
198 are single moms with children. She questioned how the University can address this problem. She also
199 concurred that basic skills is a phenomenal problem, beyond the University.

200 Cohen discussed that we are not the only University feeling financial stress and the University has been
201 responsive to the needs of the students. The Board approved only a 2% raise in tuition, the lowest in years in
202 order to encourage students to stay here. There are more scholarships at this University than at many others in
203 NJ. While students struggle to pay, it is a hallmark of a public university. We need to raise more money for
204 more scholarships. There has been a reduction in federal and state aid to higher education. When she looks at
205 students who leave 60 % do not re-enroll – they may be the ones with financial problems and the other 40%
206 may go to more expensive ones and they may have higher GPA's but there is not a lot we can do to keep the
207 price down and keep support of our students up so, our students have an equal shot.

208 Finnegan asked for clarification regarding having a multi-year schedule through banner. He also asked what is
209 the typical number of credits students finish in a semester? And why is it called "flat rate" if students do not
210 typically do 15 credits per semester? And why do we call ourselves a 4-year institution if the majority of ours
211 students do not finish in four years. This goes to the question of how we price, this is an ethical question.

212 Cohen noted that 36% graduate in four years and why can't students graduate in four years? In five or ten years
213 we need to have that as a goal. Most students graduate with about 145 credits and if they graduated with 120
214 then they would have a chance at 4 years.

215 Cohen went to talk about the academic life of students and giving them more choice and putting control back
216 into the hands of the students by giving them more choices, and more flexibility. She noted that students have a
217 disconnect with the campus and they need to feel more connected and less frustrated, and parking is one of the
218 solutions to this problem. Long term solutions in this category relate to students having more pride in the
219 University, more options, enhanced residential options and expanded extra-curricular opportunities.

220 Parras thanked Cohen.

221 **ADJOURNMENT:** The Faculty Senate adjourned at 1:45. The next meeting of the Faculty Senate will be held
222 on Tuesday, January 24th at 12:30 pm in University Commons Ballroom C.

223 Respectfully submitted: K. McNeal

224 THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT: www.wpunj.edu/senate