

## **SENATE COUNCIL CHARGES ACADEMIC YEAR 2021-22**

### **ACADEMIC STANDARDS**

1. Establish criteria for judging the effectiveness of academic policies, consulting with Jonathan Lincoln for recommendations of priorities for updating.
2. Complete the revision of the Academic Integrity Policy, in consultation with Sandy Hill.
3. Clarify alternative credit options for PLA awards (e.g. challenge exams, AP, CLEP, portfolio assessments) with Kara Rabbitt. Ensure program faculty understand PLAs and develop guidelines for transparency with students.
4. Review transfer credit GPA policy for returning adult students for possible revision that aligns with needs and circumstances of adult learners (in consultation with Kara Rabbitt).
5. Continue to work on the charge with the Assessment Council.

### **ADMINISTRATOR ASSESSMENT**

- No charges at this time.

### **ADMISSIONS AND ENROLLMENT MANAGEMENT**

1. Review the effectiveness of current policies and practices in recruitment, admission, retention, and enrollment management.
2. Identify how WPOne and ADCs are impacting enrollment in “traditional” programs and consider if the variety of program offerings area clear to prospective students.
3. Consider how the university can expand dual-enrollment opportunities for high school students (with Patrick Noonan).
4. Analyze Enrollment Management reports to determine progress in increasing enrollment and addressing weaknesses in admission and retention. Collaborate with the Vice President for Enrollment Management to prepare a report to the Faculty Senate that will include recommendations for increasing enrollment.
5. Analyze retention and enrollment data to evaluate the effectiveness of WillPower 101 in retaining first-year students.

### **ADVISEMENT & REGISTRATION**

1. Develop best practices for academic advisors and departments, including a semester timeline for ensuring students are informed and in touch.
2. Work with the advisement center to set up regular meetings with departments about program content/curriculum and how to best market their programs to students.
3. Work with Kara Rabbitt and Enrollment Management to ensure that the differences among program options are clear to academic advisors.

4. In consultation with Carmen Ortiz, and taking the NSSE/FSSE findings into account, collaborate on the visioning and deployment of faculty advisor training during the 2021-22 AY.
5. Consult with the Union on the recommendation that colleges should mandate initial and ongoing training for their advisors.

## **ASSESSMENT**

1. Analyze the results of Faculty Assessment survey (spring 2021) and report findings and recommendations to the Senate.
2. Work with the Office of Institutional Effectiveness to determine how the Council can inform and support their assessment efforts.
3. Determine courses that have high rates of failures and repeats. Consider how these could benefit from a curriculum overhaul to help in the retention of students.
4. In consultation with Kara Rabbitt, to address what should be done to address the quantitative skills deficit as identified by the NSSE/FSSE Results Task Force.

## **BUDGET AND PLANNING**

1. Work with the administration in establishing the budget for each fiscal year.
2. Determine fiscal priorities for the budget based on the university's mission and core values.
3. Recommend ways to enhance attendance and involvement of students, faculty, staff at campus wide budget meetings.
4. Work with the Vice President for Strategic Initiatives and University Relations to prepare a clear report of the 2021-2022 budget status at the university to be presented to the Faculty Senate.

## **ELECTIONS**

1. Review updates to the election council handbook (e.g. updating election procedure directions to the change from using the campus-vote.com system to Qualtrics in the fall of 2017 for campus-wide elections), due to the last update of the handbook being April of 2017.
2. Work with the Governance Council to amend the Faculty Senate By-Laws as necessary to include guidelines for virtual/remote election processes.

## **GOVERNANCE**

1. Plan and execute Open Forums for the University community to discuss Faculty Senate Representation.
2. Continue to review and research various models of Faculty Senate representation.
3. Draft Constitutional amendment to align Ex-officio Senators with current existing roles (SGA representation needs to be updated).

4. Recommend a workflow procedure for Constitutional Amendment approval from Office of the President and Board of Trustees.

## **GRADUATE POLICIES**

1. Review and unpack the “WPU Graduate Education: Future Directions and Policy” document previously submitted to and approved by the Senate in order to extract actionable items
2. Submit a proposal to the Faculty Senate for developing a Center for Graduate Studies modeled after the “WPU Graduate Education: Future Directions and Policy” and based on Ad Hoc Committee feedback.
3. Review and recommend policies and procedures for the development of Centers, Institutes and Certificates linked to our academic programs.
4. Plan the Graduate Forum “2022” theme.
5. Propose the development of a Graduate Multi-cultural, Mentoring and Support Program (GMM-S) to support all graduate students and programs at William Paterson University. The GMM-S would provide mentoring, academic support, undergraduate-graduate research opportunities and social support programs to help recruit and retain graduate students. The GMM-S would work collaboratively with the Centers for Diversity and Inclusion and the Black Cultural Center in providing workshops and discussions supporting diversity and inclusivity.

## **GRADUATE PROGRAMS**

1. Continue to work on standing charges.
2. Review EAB reports and offer recommendations to the Faculty Senate and Administration on how such data (or other reports like it that might be requested) might best be utilized such as informing strategic program growth planning, program assessment, and the review and consideration of program changes and new program proposals brought before the Faculty Senate.
3. Update graduate program requirements to reflect efforts to decolonize the curriculum.

## **RESEARCH, SCHOLARSHIP & CREATIVE EXPRESSION**

1. Continue research on how universities provide faculty with blocks of dedicated research time. Present the findings to the Senate.
2. Look into the creation of a conceptual framework for a Center for Research, Scholarship, and Creative Expression that will house and manage an RSCE portal.
3. Survey students and faculty on the barriers to and potential for student research collaboration with faculty. Work with Jonathan Lincoln to address what should be done to “expand opportunities for high impact practice of student research work with faculty” as identified by the NSSE/FSSE Results Task Force.

## **TECHNOLOGY**

1. Work with the Technology Across the Curriculum Council and the Library to expand faculty use of OER materials, particularly in first year courses. Recommend to the administration what would accelerate such adoption among faculty.
2. Explore possible collaboration with other councils and committees to identify and provide faculty with the resources for remote and in-person teaching and research.
3. Continue to monitor progress on WP Online as it continues to add programs over time.
4. Work with TAC, the Council will discuss ways IRT can assist faculty with creating quality undergraduate and graduate online programs based on Quality Matters principles.

### **UNIVERSITY CORE CURRICULUM**

1. Assess the following UCC areas: Diversity and Justice & Area 3B: Historical Perspectives/
2. Lead the UCC area committees in updating the Student Learning Outcomes for each core area to ensure they reflect current disciplinary language and include the goal of decolonizing the curriculum.
3. Review and updated, as needed, the UCC Student Learning Outcomes.
4. In honor of the ten-year anniversary of the current UCC, develop a Renewal/Refresh plan. This might consist of: a celebration; updates (including but not limited to decolonizing the UCC); re-educating the WPU community (students, staff, faculty) about the goals of UCC; re-engaging faculty, staff, and advisors with professional development workshops; updating the webpage
5. Examine the extent to which students are taking UCC courses within their own major rather than, as hoped, in a variety of disciplines and, as needed, plan for related updates. Consider how students in WPOnline and ADC programs complete their core requirements.

### **UNDERGRADUATE**

1. Continue to work on standing charges.
2. Update program proposal and revision questions to include how programs contribute to the university core mission and decolonizing the curriculum.
3. Work with Kara Rabbitt to examine how programs are selected for WPOnline and ADC.
4. Review EAB Reports and offer recommendations to the Faculty Senate and Administration on how such data might be best utilized in informing program assessment, growth, and program changes.