

1 William Paterson University – FACULTY SENATE MINUTES – October 25, 2022
2 FACULTY SENATE WEB PAGE <http://www.wpunj.edu/senate>
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5 **PRESENT:** Alford, Andreopoulos, Bliss (for Nocella), L. Brown (for Yoo), Christensen, Crick,
6 Diamond, Duffy, Elleithy, Falk-Romaine (for Newman), Gazzillo-Diaz, Gill, Gerst, Griffiths,
7 Hack, Helldobler, D. Hill, Hong, Kernan, Kollia, Marshall, Nassiripour, Natrajan, Nemeth,
8 Onaivi, Powers, Robelledo, Rosar, Shannon, Sheffield (for Orr), Simon, Snyder, Soto (for Kaur),
9 Steinhart, Tardi, VanderGast, Vega, Verdicchio, Wallace, Watad, Williams, Wright
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11 **ABSENT:** None
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13 **GUESTS:** Aiello, Andrew, Astarita, Bartle, Berg, Boucher, Bowrin, Brenensen, Broome, G.
14 Brown, Cammarata., Ciccomascolo, Corso, Davi, Decker, DeVega, Diaz, Ellis, Ferguson,
15 Fuentes, Gerber, Ginsberg, Goldstein, Gramiccioni, Griffin, Griffiths, Grimes, Gritsch, Harris, S.
16 Hill, Hirshon, Holder, Jones, Kashyap, Lever, Lincoln, Lubeck, Marks, McLaughlin-Vignier,
17 McMahan, Milanes, Miles, Najarian, Ohidigbo, Ortiz, Owusu-Ansah, Panayides, Potacco, Pozzi,
18 Publik, Quinn, Rabbitt, Reardon-Henry, Refsland, Ricupero, Schwartz, Seuss, Sharma, Stelma,
19 Sullivan, Torres, Vasquez, Von Dohlen, Weiner, Zeleke, Zeman
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21 **N.B.** If you were in attendance and your name does not appear above, please e-mail the
22 Secretary directly (duffy@wpunj.edu)
23

24 **PROCEDURAL NOTES:** The meeting was held, live, in Ballroom B/C. Everyone else could
25 join via Teams. When someone viewing remotely wishes to speak s/he should type SPEAK in
26 the Chat box. Duffy will keep track of those desiring to speak and will recognize each in order.
27 When recognized, the speaker will then unmute the microphone. Only the Chair's screen will be
28 visible. The session will be recorded, but only the Secretary will have access to the recording. In
29 order to avoid feedback, crosstalk and distortion, all virtual attendees must keep their
30 microphones muted until they are recognized by the Chair and have the floor.
31

32 **PRELIMINARIES:** Chairperson Christensen called the meeting to order at 12:34pm, and
33 presented the Land Acknowledgment.
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35 Natrajan and Wallace moved acceptance of the Agenda, which was adopted unanimously. Orr
36 and Williams moved acceptance of the Minutes of the October 11th meeting, which were also
37 approved unanimously.
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39 Christensen pointed to the full lunch on the service table and thanked the anonymous donor for
40 the spread. The full Senate applauded the donor's generosity.
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42 **VICE-CHAIR'S REPORT:** Christensen stated firmly that if any department wants to have a
43 program proposal approved by the Senate and sent forward to the Provost, such a proposal must
44 be in the Senate Office no later than March 28th in order to allow for it to be reviewed by the
45 appropriate council, come to the Senate, etc. Do not delay. Send them as early as possible.
46 Powers reinforced that point.

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CHAIR’S REPORT:

The Senate Representation Task Force has begun meeting. As required by the Senate, we will have a proposed model for increasing senate representation by the first senate meeting of the Spring semester.

The COVID-19 Impact Task Force already has a slew of volunteers. They’ll begin work shortly. Thanks to everyone willing to take on that additional work.

At the last senate meeting, when discussing student belonging on campus, Wallace raised questions about the bias reporting procedure for students. I’ve reached out to Miki Cammarata and we will work with her and the Council for Equity and Justice to make sure those procedures are clear and students feel protected in the process.

In SEPP we discussed the growth of WPOne. We discussed the contract that the administration plans to renegotiate to increase revenue. Currently, there are no plans to leave Academic Partnerships. The contracts with them are for 3 years and each program has its own 3-year contract. The support we receive from them would be costly to duplicate-- advertising, recruitment, and student support that we would need to provide ourselves.

We were also told that Academic Partnerships believes we could enroll up to 5000 students. We asked about how to manage that growth-- what that means for oversight of those classes and instructors? Can we ensure continued high-quality education in that space? Today we’ll get some insight into where WPOne is at currently— who is teaching the courses, who enrolls in them, etc.

We asked in SEPP and I asked the president this morning: What is our right size? The measure is still the 2010 FT faculty proportion to students. But ultimately it is financial. We were told the BOT hasn’t asked for layoffs. They’ve asked for a balanced budget, or at least a substantial deficit reduction over two years.

New Jersey may still allocate an unknown amount of money to WP in November and there is the possibility of adding additional money to our yearly appropriations. This would help, but we have to wait. And as I told the President this morning, we want to do everything we can to avoid the possibility of notices going out in January.

I asked how we can be a part of convincing the BOT to provide the institution with more time to pull retention and enrollment numbers up. The good news is that members of the Senate Exec are having lunch with members of the BOT after their next meeting.

Academia is unique in that we are not “just” employees of the University. Shared governance is not found in other industries. According to the AAUP, it means that as experts we have a “joint responsibility” in running the University. Of course, we do not have final decision-making power, but we do have the power to ask questions and to use our knowledge as educators to provide feedback and input; to make public statements and recommendations. We’ve been

93 disempowered in a lot of spaces. How do we restore the power of our role in shared governance?
94

95 I think we would benefit from thinking about shared governance as part of the decolonizing
96 process—one of the tenets of our strategic plan. Decolonizing the university includes
97 decolonizing its governing structures. Post-secondary education itself is a colonial project so the
98 work of decolonizing within that must be intentional and will not be comfortable.
99

100 In the classroom, decolonizing means centering our students' experiences and knowledge and
101 positioning them as co-creators of their learning. Decolonizing leadership asks all leaders to look
102 to the margins, to the folks with the least amount of relative power, and to bring them into the
103 decision-making processes. It means valuing the perspective and knowledge of each community
104 member, particularly faculty and staff, who interact with students every day and know our
105 students' needs and concerns. Decolonizing shared governance is the process of centering
106 community knowledge and values and promoting the self-determination of our university
107 community.
108

109 Our next meeting will be a closed meeting. Several senators have asked for another one. People
110 feel freer to speak in that space. We will use it to collectively generate a strategy for
111 communicating our concerns with the BOT and to think about how we can restore our collective
112 power.
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114 Natrajan applauded the comments on decolonization and shared governance. Since
115 decolonization is one of the pillars of the Strategic Plan, any force of democratization is a force
116 for decolonization.
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118 **WP ONLINE:** Rabbitt and Lincoln presented a PowerPoint [archived in the Packet of this
119 meeting] and took questions. Rabbitt discussed undergraduate programs and Lincoln covered
120 graduate.
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122 Rabbitt responded to the question: Is WP Online taking away from our traditional on-campus
123 students? She said that if a regular student wishes to move to the WP Online program, the
124 associate dean of each college discusses the situation. This fall only 33 students (out of 542
125 requestors) moved to WP Online.
126

127 Lincoln said the RN to BSN program is grouped with graduate programs due to the similarity of
128 the students. Declines in on-campus students (e.g. in the MBA program) will require that
129 decisions will need to be made about the continuation of on-the-ground programs.
130

131 Wright asked about the demographics regarding gender, race and economic status. She also
132 asked if there will be a plan to assess the impact of these programs (e.g., regarding social
133 mobility, etc.)? Rabbitt said they don't have those data yet, but they are tracking them and
134 should know more soon. These are typical WPU students who stopped out for various reasons.
135 We have many supports for them.
136

137 Lincoln noted that we will have two graduate commencements in the Spring since so many WP
138 Online students want to attend a real graduation ceremony. We are also capping some of the

139 programs (e.g., Nursing) because we want to be able to provide a quality clinical experience.

140
141 Watad asked if we have contingency plans in case we don't continue with AP (Academic
142 Partnerships)? Rabbitt said: Building capacity. Helldobler noted that we're trying to build wrap-
143 around services into the online environment. How do we build support for the population of
144 online students?

145
146 To Watad's point he stated: It's all about risk and how much risk you're willing to take. With the
147 current AP agreement WPU had zero up-front costs – no recruiters, no marketing dollars. If we
148 bring it in-house, we assume all of that risk. We don't know how to do online recruiting the way
149 AP does. We could learn, but enrollment could contract. We are trying to get a better revenue
150 share and then assess the risk. If we can't get a better share, do we look for another partner or do
151 we bring it in-house? Even if we got a 60-40 share, it would only add another \$1M to the bottom
152 line. If the revenue were to contract, that would create greater peril for the institution and a
153 different set of questions we would have to answer. If we decide to leave them, we have to give
154 them a year's notice and you wonder what kind of marketing they'll do for us during that year.

155
156 Gill suggested that going in-house is better in the long run, even if the short-run risks are high.
157 Helldobler, consulting Lever, noted that the risk is high but we're beginning to lay the
158 foundation. If we can get a better revenue share without raising our risk, we may stay with AP.

159
160 Helldobler also noted that we are meeting our students' needs by changing the modality of
161 instruction to meet their preferences. We are no longer just competing with our traditional rivals.
162 Now we must compete with Southern New Hampshire, Phoenix, Cappella, etc. We have name
163 recognition and that helps us with NJ students. This is not the game we've been in, but we must
164 learn it.

165
166 Andreopoulos said that looking at enrollment it looks like a good program, but agrees that we
167 need better revenue sharing. She wants to hear the experience of the faculty. The faculty should
168 decide which are the strong programs. We need to hear from the faculty for informed decision-
169 making. Christensen said that the conversation would continue.

170
171 Simon suggested that we look for students among the military, many of whom need college
172 credits to improve in rank.

173
174 If anyone has additional comments or questions, send them to Rabbitt and Lincoln.

175
176 **MISSION STATEMENT:** Christensen displayed the proposed Mission Statement [archived in
177 the Packet of this meeting]. Ellis and Powers (Co-chairs of the Mission Committee) are
178 garnering feedback from various constituencies (e.g., Senate, SGA, University Counsel, etc.).
179 Ellis said the charge was to write a three-sentence mission statement. Williams read the entire
180 Mission Statement.

181
182 William Paterson University, located on a picturesque campus in northeastern
183 New Jersey, outside New York City, is committed to diversity, equity, inclusion, and the
184 transformative power a public university education has for students, families, and

185 communities.

186

187 Proud of our Hispanic and Minority Serving designation who will comprise New
188 Jersey's new majority, students of all backgrounds learn from and interact with diverse
189 faculty and staff dedicated to providing intentional support and attention through
190 innovative and flexible approaches in all forms of learning in state of the art facilities.

191

192 Drawing from the rich opportunities of the region, the return on investment of a
193 William Paterson University education is career readiness, economic mobility, social
194 justice, and informed decision-making to thrive professionally and personally in local and
195 global environments.

196

197 Gazzillo-Diaz asked if this had been presented to parents or prospective parents? Ellis said no,
198 but will note that for future iterations.

199

200 Ellis asked for first impressions. Alford said it doesn't read like a mission statement. It feels like
201 a brochure about the scenery and what the campus was about. It doesn't state a mission.

202

203 Gill said a mission statement tells what we do as opposed to opportunities a student would have
204 here.

205

206 Marshall said the sentences are long, complicated and have a lot of concepts that are ill-defined.
207 It doesn't reflect our uniqueness.

208

209 Gazzillo-Diaz noted that everyone's claiming diversity, equity and inclusion, but she likes the
210 emphasis on the transformative power of our public university education. (In the Chat Marks
211 noted that TCNJ includes "transformative" in its mission statement.)

212

213 The second question Ellis asked focused on WPU's uniqueness and distinctiveness, but since the
214 body obviously wanted to address his third question – How can we strengthen the mission
215 Statement (given the three-sentence parameter within which it must be framed) – he moved on to
216 that.

217

218 Williams asked what are our goals? What are we striving for?

219

220 Watad said that mentioning that we are an HSI/MSI doesn't add anything. We serve everyone.
221 He would delete the second sentence and leave just the first and third sentences.

222

223 Verdicchio would place the final clause – "thrive professionally and personally in local and
224 global environments" – at the top.

225

226 Wallace feels that "the return on investment" is strange. It sounds sales-pitchy. Remove it.
227 Focus on what we do and what we do well. It is important that we are an HSI and we serve a
228 particular population. We offer a quality education with leading scholars, and students get to do
229 research with the faculty.

230

231 Ellis, returning to Gazzillo-Diaz/s earlier remarks about surveying parents, said that the ROI was
232 a nod to the parents, who often pay for the student’s education. Helldobler added that it is the
233 number one concern of parents, whether we like it or not.

234
235 Steinhart said it doesn’t read like a mission statement to him. If ROI is the number one concern,
236 it should be the in the first sentence.

237
238 Ellis said the committee is still grappling with “What’s our #1 sentence?”

239
240 Simon said it is important to know what its audience is. It is written with long clunky sentences.
241 It should be easy to read and understand. Some people will read it and say “this school is all
242 about educating minorities” – and not being part of those groups, go somewhere else.

243
244 Brown said there are redundancies.

245
246 Helldobler stated that a mission statement is an action-based statement that declares the purpose
247 of the organization. The only action statement in these three sentences is “learn from and interact
248 with diverse faculty and staff dedicated to providing intentional support and attention through
249 innovative and flexible approaches in all forms...” Mission statements are to guide our work and
250 our decisions. They are not marketing tools. What is unique about what we do?

251
252 Tardi thinks a mission statement should be short and sweet: Who are we? What do we bring to
253 the table that differentiates us? Who do we want to be? When the President was hired he
254 realized that no one in the state knew who we are and what we want to be. And we still don’t. If
255 we can’t define it in a couple of lines, we have a problem.

256
257 Potacco (in the Chat) said that the emphasis on “New Jersey’s new majority...” seems to exclude
258 out-of-staters.

259
260 Powers and Ellis collected written input and will welcome any further comments sent to them.

261
262 **ADJOURNMENT:** Upon the motion of Wallace and Williams, the meeting adjourned at
263 1:48pm.

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265 The next meeting of the Faculty and Professional Staff will be on Tuesday, November 8th at
266 12:30 pm in the **LIBRARY AUDITORIUM**. Attendance at this meeting is **restricted to elected**
267 **senators only**, and they must attend in person. The meeting will not be streamed live on Teams.

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269 Respectfully submitted, Bill Duffy.

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