

1 William Paterson University – FACULTY SENATE MINUTES – February 14, 2023  
2 FACULTY SENATE WEB PAGE <http://www.wpunj.edu/senate>

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5 **PRESENT:** Andreopoulos, Christensen, Crick, Diamond, Duffy, Elleithy, Gazzillo-Diaz, Gill,  
6 Gerst, Gladfelter, Griffiths, Hack, Helldobler, D. Hill, Hong, Kaur, Kernan, Kollia, Lockhart (for  
7 Orr), Marshall, Martinez, Nassiripour, Natrajan, Nemeth, Newman, Nocella, Onaivi, Powers,  
8 Pozzi (for Alford), Robelledo, Rosar, Simon, Snyder, Steinhart, Tardi, VanderGast, Vega,  
9 Verdicchio, Wallace, Watad, Williams, Wright, Yoo

10  
11 **ABSENT:** Shannon

12  
13 **GUESTS:** Andrew, Astarita, Baron, Barrows, Bartle, Berg, Bliss, Boucher, Brenensen, Brillante,  
14 Brito, Broome, G Brown, L. Brown, Cammarata, Cedeno, Chauhan, Chavez, Corso, Davis, De  
15 Vega, Diaz, Fanning, Ferguson, Fowler-Calisto, Fuentes, Gerber, Gilzene, Ginsberg, Goldstein,  
16 Gordon, Gramiccioni, Grimes, Griswold, Guzman, Harris, Hayes, Hirshon, Jennings, Kashyap,  
17 Kearney, Levine, Lincoln, Lubeck, MacDonald, Malindretos, Marks, Mathew, McCann,  
18 McLaughlin-Vignier, Milanes, Miles, Mohamad, Morrissette, Najarian, Noonan, Ortiz, Owusu-  
19 Ansah, Panayides, Pozzi, Puchalski, Reardon-Henry, Refsland, Ricupero, Ryblewski, Salvesen,  
20 Seuss, Sharma, Soto, Von Dohlen, Weaver, Weiland, Weiner, Zeleke, Zeman

21  
22 **N.B.** If you were in attendance and your name does not appear above, please e-mail the  
23 Secretary directly ([duffy@wpunj.edu](mailto:duffy@wpunj.edu))

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

32  
33 **PRELIMINARIES:** Chairperson Christensen called the meeting to order at 12:34pm and  
34 presented the Land Acknowledgment.

35  
36 She again thanked the anonymous donor for providing a full lunch.

37  
38 Natrajan and Kaur moved acceptance of the Agenda, which was adopted unanimously.

39  
40 Wallace and Andreopoulos moved acceptance of the Minutes of the January 23<sup>rd</sup> meeting, which  
41 were approved unanimously.

42  
43 **UNDERGRADUATE COUNCIL: NEW PROGRAM: CERTIFICATE IN USER**  
44 **INTERFACE AND USER EXPERIENCE (UI/UX):** Brown and Diamond moved approval of  
45 the Council's resolution. It was approved unanimously.  
46

47 **VICE-CHAIR'S REPORT:** The Department of Communication Disorders needs an external  
48 member for its RTP Committee. Hong nominated (Duffy seconded) Kernan from Public Health,  
49 who was approved unanimously.

50  
51 The Department of Public Health requests an external member to serve on its DAC. Hong (and  
52 Marshall) nominated Davi from Environmental Sciences, who was approved unanimously.

53  
54

## 55 **CHAIR'S REPORT:**

56

### 57 **Updates:**

58

59 **Course outlines:** Departments are being given lists of courses that have not been taught in a few years  
60 and the plan is to delete what is no longer being taught from the system. Then, departments will be asked  
61 to update course outlines that are outdated. This is an important process and I've stressed to the  
62 administration that it should be department-driven, with departments making decisions about what needs  
63 updating most urgently.

64

65 **Senate Representation update:** We are still working out a potential compromise on the issue of Senate  
66 Representation. The President and I met this morning and are making progress working out the details.  
67 We should have both a By-Laws change (for the Diversity Council) and Constitutional Amendment (for  
68 at large positions) up for discussion and voting at the next meeting. We understand that the composition  
69 of the Senate is *not a trivial issue*. The Senate Executive Committee wants to ensure that any changes we  
70 propose will strengthen the Senate as the body representing faculty in the critical area of academic policy.

71

72 For background, I encourage you to read the document in the Senate Packet that was prepared by the  
73 2019-2020 Senate Exec Committee. It summarizes issues of representation and the role of the Senate in  
74 shared governance and will be helpful going into our next meeting.

75

76 **FACULTY MENTOR PLAN:** Powers and L. Brown presented a PowerPoint [archived in the  
77 Packet of this meeting].

78

79 Powers began by discussing Career Clusters, an organizing structure that links what they're here  
80 doing to what's to come.

81

82 Brown continued the PowerPoint displaying the Dual Model, comparing Professional Advisors  
83 and Faculty Mentors.

84

85 Diamond asked what percentage of undergraduates change their majors. Duffy quoted old data:  
86 3.4 times. Powers said that's the number of advisors they've had. It's 1.2 times at WPU. Powers  
87 also said that if a student changes majors, there would be a new mentor in the new major.

88

89 Onaivi asked about who will be issuing PINs. Christensen said the Professional Advisors would  
90 be discussing course planning. They will also handle all the routine administrative work (e.g.,  
91 has student completed Alcohol 101, FASFA, etc.). The Faculty Mentor will acclimate the  
92 student to the discipline.

93

94 Weiland raised a number of issues involving Education majors. Who will handle field experience

95 paperwork, including creating resumes? Brown said that the student would work with the Mentor  
96 prior to their professional course work. Mentors would also assist with ADRs, recommendations  
97 to the chairs and permits, and guiding students in careers involving required examinations (like  
98 Education and Nursing).

99  
100 Weiland noted that Education majors cannot start their coursework until they have completed 60  
101 credits and have passed the PRAXIS Core. Brown replied that this new system will work well  
102 for Education majors since Faculty Mentors will be paired up with students at 30 credits.

103  
104 Weiland said that transfer students wouldn't be able to complete in time. Brown said that it's 30  
105 college credits, not 30 WPU credits.

106  
107 [Other comments in the Chat that were not voiced during the Senate meeting are listed here so  
108 that Brown, Christensen, Powers or Helldobler may reply directly to the questioners.

109  
110 Weiland: Knowing the complications of education, is difficult. It takes so much time and  
111 experience to understand. Will specific advisors be assigned to learn these complications? As  
112 we have more non-traditional teacher candidates (e.g., paraprofessionals who work full-time  
113 until 4 or 5) will the advisors be available at non-standard hours?

114  
115 Ginsberg: If a first-year student (0-30 credits) wants or needs faculty mentorship to proceed in  
116 the major, what will be the process of connecting students to faculty? Will chairs be the contact  
117 faculty for students until they reach 30 credits?

118  
119 Andrew: Question of clarification: are students assigned to a faculty mentor if they have 30  
120 credits OR a year of college or 30 credits AND a year of college?]

121  
122 Snyder likes the career communities. Where would a student who has a major like biochemistry  
123 go? Can they join two communities? Powers said yes.

124  
125 Hack stated that Sports Management has 113 students and only two faculty who specialize in  
126 that field. How would mentoring be handled? Brown said perhaps not by program, but by major.  
127 Since some programs have few majors it might be better to assign by major. Christensen agreed,  
128 but noted that there would be inequities. If a faculty member elects to take on more mentees, it  
129 would count as service.

130  
131 Tardi is concerned about how the students will get to the Faculty Mentors since they don't go to  
132 the Advisors unless they must in order to get the PINs. Christensen discussed this with her  
133 students. They liked the idea but admitted they wouldn't go to the Faculty Mentor unless they  
134 were required to do it. Perhaps it could be a zero-credit requirement (like WP 101), and the  
135 student would have to meet with the Faculty Mentor twice, Fall and Spring, to pass the course.

136  
137 Tardi asked: Is mentoring voluntary? Powers said that each department would have the ability  
138 to decide how a mentor would be assigned, and it could decide that not everyone would do it, so  
139 in that sense it's not required of everybody, but it might be necessary in some departments. Tardi  
140 said that it's either mandatory for everybody or voluntary and some faculty may choose to take

141 on more mentees, but there would be a gross inequity if you don't make this voluntary,  
142 Helldobler this must be discussed with the Union.

143  
144 Helldobler said that it is also a process of socialization. Professional Advisors must be  
145 intentional in connecting students with the Faculty Mentors early on. Students are used to the  
146 high school system where the guidance counselor is typically not a faculty member. The  
147 Professional Advisors and the Faculty Mentors are part of the Success Team for each student. He  
148 thinks the idea of a zero-credit course deserves more exploration. Tardi recommended that the  
149 administration look at the Stockton model.

150  
151 Watad asked about incentives for students to contact Faculty Mentors and what tangible benefits  
152 will the student get from the meeting? Brown said the zero credit might be an incentive, as  
153 would the opportunity to meet their peers or even pizza. Different majors might have incentives  
154 like permits for courses. This is the biggest challenge.

155  
156 Lockhart wants to know how and when the Professional Advisors will be brought into the  
157 process. Powers said that Ortiz will do this. Christensen added that Will Power 101 and 102 will  
158 include discussions of mentoring.

159  
160 Kaur said that may faculty in all disciplines already mentor students formally or informally. Why  
161 the imperative to systematize this plan? There is a sense of Big Brother watching you. Thirty  
162 mentees is daunting. How could one arrange a common mentoring meeting for 30 students?

163  
164 Natrajan sees the need to distinguish between Professional Advisor, faculty advisor and now  
165 Faculty Mentor. Otherwise this will be just another mechanical add-on that will be more  
166 confusing and tiring or even tiresome. There should be a set of needs that students have. Maybe  
167 10% of our students are well-informed, self-driven and motivated. The bulk in the middle have  
168 different kinds of needs. The remaining 10% have very special, specific and maybe even severe  
169 learning needs. With a variegated approach to mentoring, we can make it stand out. We need  
170 students telling their peers the story that mentoring is good. How do we produce those stories?  
171 Powers suggested that the Yearly Faculty Mentoring Goals in the PowerPoint could be framed as  
172 needs.

173  
174 Andreopoulos noted that the documentation is very long. Is there a concise way to present it to  
175 the departments? What are the expectations of the Advisor? The Mentor? The student? What is  
176 the relationship between the mentor, who helps the student sharpen goals, and the advisor who  
177 helps choose the courses to achieve these goals? So far we've spoken of the division. It should be  
178 a collaboration. Helldobler said that Navigate will enable the Professional Advisor to identify the  
179 Faculty Mentor and direct the student there. Professional Advisors cannot substitute for faculty  
180 expertise. They should work together. Mentors can add to the Notes which the Advisor can see  
181 and use. The Professional Advisors are available year-round. We'll keep refining it as we go  
182 forward.

183  
184 Gazzillo-Diaz foresees extra steps in some cases where faculty know how to do some of the  
185 advising parts of the process. If mentoring training is mandatory, it must be discussed with the  
186 Union.

187  
188 Gill asked for an explanation of the shortcomings of the previous system. Why the authority to  
189 give the PIN being taken from faculty? Is this a one-year pilot program? Christensen said it will  
190 be rolled out with just sophomores, but will eventually be used for all students. Powers reiterated  
191 that students change majors often, which is not a recipe for developing a relationship. We do  
192 have some great faculty advising, but the Professional Advisors can strengthen the instrumental  
193 part of the work. We want to deploy the faculty in the ways they can best serve the students.  
194

195 Helldobler stated that the major impetus for this change came from the students who repeatedly  
196 said they wanted a continuity of care. They want a point person they can go to between semesters  
197 and over the summer. That model doesn't fit faculty life. It does fit student life. We'll use  
198 Professional Advisors where it makes sense and use faculty expertise where it is absolutely  
199 critical.  
200

201 Christensen asked senators to take this back to their departments for further discussion, and we  
202 will vote to move this forward at the next meeting.  
203

204  
205 **DUAL ENROLLMENT:** Noonan, McCann and Hayes presented a PowerPoint and took  
206 questions.  
207

208 Simon noted that some schools have high school students in the same classes as the college  
209 students.  
210

211 Diamond asked how can we increase the conversion rate (now 7%)? Noonan said that a major  
212 effort will be undertaken next year.  
213

214 Tardi asked for a table displaying where the 7% are coming from. Noonan will provide it.  
215

216 Helldobler asked if students can use TAG before they enroll here. Noonan said the issue of  
217 students using their financial aid during high school has come up and is being done elsewhere in  
218 the county. It is worth looking into.  
219

220 Crick asked what the biggest challenge to increasing the 7%? Noonan said our biggest  
221 competitors have been doing it for years: Seton Hall started in 1977, and FDU started in 1983.  
222 Our successes come from our alumni referrals. The community colleges are also competing, and  
223 are charging only \$60 per credit.  
224

225  
226 **COVID 19 TASK FORCE; PART TWO:** Hong and Griswold displayed selected student  
227 enrollment slides from a massive PowerPoint presentation [archived in the Packet of this  
228 meeting].  
229

230  
231 **ADJOURNMENT:** Upon Tardi's motion, the meeting adjourned at 1:46pm.  
232

233 The next meeting of the Faculty and Professional Staff will be on Tuesday, February 28<sup>th</sup> at  
234 12:30 pm in Ballroom B/C. Senators are asked to attend in person. The meeting will be streamed  
235 on Teams, and the link will be included in the Packet for that meeting.

236

237 Respectfully submitted, Bill Duffy.

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