

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

9 **ABSENT:** Chung, Ferris, Lindsey, Sheffield,

10 **GUESTS:** Basu, Burns, Chabayta, Chesney, Cohen, Daniel-Robinson, Davis, DeYoung, Dobrick,
11 Fengya, Ferguson, Goldstein, Griswold, Hahn, Kashyap, Lawrence, Liautaud, Malu, Mankiw, Miller,
12 Nauta, Noonan, Potacco, Resland, Rosengart, Seal, Tiernan, Trelicky, Zeff

13 **PRELIMINARIES:**

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

15 **Adoption of the Agenda was moved by Wagner and seconded by Duffy. Parras then motioned to**
16 **amend the Agenda by adding on Elections Council's Report to New Business. This was moved by**
17 **Quicke and seconded by Duffy; these motions passed unanimously.**

18 **ANNOUNCEMENTS**

- 19 a. Wagner announced that the Technology Council Forum is being held this Thursday. Everyone is
20 invited. It is being held in the University Commons 211 during common hour. There will be
21 three main topics tables. Please see announcement for more information.
- 22 b. Kelly as well as Principe, her colleague from the Political Science Department, will be on NJ
23 Today doing election night coverage tonight.
- 24 c. Pavese announced that violinist Nadja Salerno-Sonnenberg, will present an exciting program of
25 chamber music during a concert at William Paterson University in Wayne on Sunday, November
26 13 at 3 p.m. in the Shea Center for Performing Arts.
- 27 d. Basu announced that that the College of Business' Financial Planning Program has been named
28 as one of top ten in the country in a financial planning journal.

29 **The Draft Minutes of the October 25, 2011 meeting were moved to be approved by Tardi, seconded**
30 **by Godar and approved. Parras commended McNeal on the minute taking.**

31 **CHAIR'S REPORT:**

32 Parras noted that the Senate meeting packets and past packets are now secure. They need to be logged
33 into using WPU login / password. He thanked Wagner for helping set this up.

34 Finnegan noted that this is a public University and funded with public support. Therefore he is
35 uncomfortable with this mechanism. He requested that the website have a notation on it saying
36 something such as "If interested in seeing packets please contact the Executive Committee" so the public
37 will not have to make a formal public records request to access the packets.

38 Parras noted that there is a statement on the website about accessing documents and the minutes are still
39 public should at a meeting in the Spring.

40 Tardi noted that Parras had previously stated that we were supposed to be given a response about the
41 Strategic Plan from the President. She questioned when we would be given a response to our questions.

42 Parras responded by saying that Waldron will give a brief report at our next Senate meeting. He noted
43 that the Committee met that morning and that more “meat” is being put onto the plan.

44 Tardi then asked if the Executive Committee could give an update and ask the President when exactly we
45 would be given responses to the questions that were asked.

46 Parras noted that Weil would give an update at this meeting and Waldron would update the Senate at the
47 next meeting.

48 McNeal referred back to what Finnegan said in terms of the packets being online and asked if there were
49 plans for the minutes to become secure as well and asked who can now access the packets.

50 Parras said that there was no intention of making the minutes secure. He also noted that the Senate
51 packets are available to all William Paterson faculty, staff, administration, and students with their login
52 IDs.

53 Weil then gave an update on the strategic plan. He noted that the Committee met that morning and that
54 Waldron had sent him an update. The process is still moving forward and there will be more public
55 activities. As noted, the Committee met this morning although the Waldron was not present. They
56 reviewed the first draft and the five major goals are still present in the plan. The language is being
57 flushed out and this is being done based on feedback from the public meetings held, the blogs, and
58 departments’ feedback. The focus is on how to concentrate simultaneously on both undergraduate and
59 graduate education and there was a discussion on balancing curricular and co-curricular programs. Weil
60 noted that they are at a point where they are trying to stop at specificity and implementation. The
61 Committee will meet again next week and look at updates. They are trying to cover all bases and look at
62 all comments.

63 Weisberg asked for more specifics about curricular and co-curricular programs. What specifically did this
64 discussion entail?

65 Weil noted that they talked about experiential education on the undergraduate level and can we offer this.
66 And in terms of co-curricular, there was talk supportive of credential development.

67 Parras finished by noting if this is asked again next week the Committee will have a better answer.

68 *Ad Hoc Committee on Administrative Evaluations*

69 Parras noted that the following people have volunteered to be on the Committee:

- 70 Jerry Beal (Communication)
- 71 Theresa Cruz Paul (Career Development & Advisement Center)
- 72 Bill Duffy (Library)
- 73 Nancy Friend (Center for Continuing & Professional Education)

74 Rochelle Kaplan (Educational Leadership)
75 Kathy Malu (Secondary & Middle School Education)
76 Eswar Phadia (Mathematics)

77 Parras noted that Falk Romaine or he would convene and charge the Committee.

78 Kelly noted that she presumed that Eswar is a statistician but wondered if anyone on the Committee is a
79 methodologist?

80 Parras commented that these were all the names that the Executive Committee received.

81 Godar questioned whether anyone on the Committee had experience in survey design and if not, noted the
82 importance in recruiting someone.

83 Tardi clarified the points made, that there is a need for someone with experience in both methodological
84 and survey design experience on the Committee and the previous recruitment was for someone with a
85 statistical background.

86 Parras noted that this possibly should be added after the motion is passed as there is a concern for time
87 and he noted that both Duffy and Kaplan are experienced staff and faculty members.

88 Finnegan questioned whether we could have the initial report earlier.

89 Parras responded that the Committee would be encouraged to move along as quickly as possible.

90 Parras asked for a motion as the Committee stands.

91 **Gardner moved and Bhat seconded to approve the Committee as it stands.**

92 Kelly motioned a point of information and asked if we were asking to pass this with the purpose of
93 finding someone with a survey background?

94 **Barrow moved and Quicke seconded to amend to approve this Committee with a survey research
95 methodologist sought. The motion passed.**

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

97 a. Falk Romaine announced that there is an opening for a faculty member for the Review Panel for UCC
98 Area 5 - Community and Civic Engagement. An announcement will go out this week seeking volunteers.

99 2. The Senate Executive Committee approved membership on the Geography and Urban Studies
100 Promotion Committee at its meeting on October 27, 2011.

101

102 **NEW BUSINESS**

103

104 *Elections Council's Report*

105

106 Matthew, from the Election Council, discussed how, with regard to the elections for the Professional Staff
107 Promotions' Committee, there were 5 at large slots but only 4 nominations after 2 rounds of nominations.
108 Therefore, after consulting with Parras, it was decided to open a third round of nominations for this slot.

109
110 Tardi noted that this is an issue of policy and it has to be decided between the Union and the
111 Administration. This is not consistent with past practice and we cannot just open another round of
112 nominations when slots are not filled. When elections are over we do not open other rounds. They are
113 over and then there are just 4 members.

114
115 Perras took this as a motion and Duffy seconded this motion.

116
117 Tardi noted that this is not a motion; this third round needed to be voided.

118
119 Perras questioned whether Tardi is withdrawing her motion.

120
121 Tardi affirmed that this is just facts, not a motion. Policy calls for two rounds and that is what was done.

122
123 Perras then withdrew the motion.

124
125 *a. Undergraduate Council Early Childhood (P-3) with Teacher of Students with Disabilities (TSD)*

126
127 Dobrick discussed that the Teacher of Students with Disabilities Endorsement is already available for
128 other licensures and we just need it in this area. This is an area of huge demand and will increase job
129 opportunities for our students.

130
131 **Dobrick moved to approve this program, Walsh seconded it and it was approved without dissent.**

132
133
134 *b. Discussion on Center for Continuing & Professional Education (Bernadette Tiernan)*

135 Information relating to Tiernan's Presentation can be found at
136 <http://www.wpunj.edu/dotAsset/326929.pdf>

137 Tiernan noted that the focus of the Center for Continuing & Professional Education is on the idea of
138 lifelong learning. That the Centers' markets (the Center thinks in terms of the "market place") has
139 different markets for lifelong learners. So far in 2011, they have had 16,865 participants in their
140 programs. Their Center is structured like a business, and structured like the markets that they serve in that
141 they have multiple programs serving multiple markets that they serve.

142
143 For example, their youth programs are their greatest area of growth and the area where the faculty can get
144 the most involved. There were 700 middle school students involved this summer through the Taub
145 Foundation and High School students work with Middle School students and these High School students
146 also get SAT tutoring. There are strong business partnerships, for example, people the Center works with
147 several times a month.

148
149 Tiernan noted that besides the "intellectual" property that comes from the University in terms of the
150 expertise of the colleges, the Center also works with all other facets of the University.

151
152 Perras noted that there was an order of the day and that it was a good time for questions to commence.

153
154 Kim asked if the student participants are local students or statewide.

155 Tiernan noted that they are local.

156
157 Kim questioned whether the classes they take at the Center will benefit them will they go to college.

158
159 Tiernan noted that they do not get AP credit for these classes.

160
161 Parras asked about who teaches the classes.
162
163 Tiernan noted that it varies by discipline. For example, in science it is mostly faculty but in education it
164 is mostly teachers then adjuncts then faculty.
165
166 Kelly asked what the “passion” is of the Center and what we (the Senate / Faculty / Staff) could do for the
167 Center.
168
169 Tiernan stressed that new collaborations could bring University talent forward. The Center can help
170 Faculty bring their passions to the public beyond the undergraduate / graduate levels of education, from
171 middle school to post-graduate / senior citizen. The University has this model through the 2022 Strategic
172 Plan and the Center is the avenue for faculty / staff to educate every age about their passions. Tiernan
173 stressed that the Center covers the education / ages that the University does not focus on.
174
175 Hahn referred back to Kim’s question about teenagers receiving AP credit through continuing education
176 and noted that while they do not receive it through continuing education, Noonan does run programs for
177 Advanced Placement credit.
178
179 Pavese corrected Tiernan and noted that “adjuncts” are faculty too. He then asked if the Center teaches
180 music.
181
182 Tiernan noted that the Center is teaching music and is more and more filling gaps in what is being
183 dropped by schools.
184
185 Andreopoulos discussed economics and how the recession has impacted internships, how most are now
186 unpaid. She then asked Tiernan to comment on how the recession is impacting the Center.
187
188 Tiernan noted that the recession has indeed impacted the Center and that they have had to adjust. Prices
189 have been flat lined. The Center is now having job fairs – the first one had 30 vendors and now the
190 number far exceeds that. The Center is now focusing on helping people find jobs and matching job
191 seekers to vendors.
192
193 Parras thanked Tiernan and noted that Ellis called for the order of the day.
194

195 c. NLT 1:15 PM. Discussion on Enrollment Management (Kristin Cohen)

196 Cohen’s Presentation / Report can be found at <http://www.wpunj.edu/dotAsset/327555.pdf>

197 Cohen went through her report and then discussion ensued.

198 Andreopoulos asked Cohen about data on income. She noted that retention is also an issue because of
199 income. Andreopoulos noted that she interviews students for internships and they work; they get grants
200 but they often work to support their parents. She discussed how this is a serious situation and should be
201 explained in terms of the recession; income is an important factor.

202 Cohen noted that they are looking at this. Forty percent of students are Pell Grant eligible so they are
203 currently looking into students who are leaving because of their income – they may be going to
204 Community Colleges because of costs but also to repair their GPAs. She noted that income is important.

205 Diamond questioned the fact that 42.5% of the 365 students who did not return for their second year were
206 “undeclared” and he asked if there are any characteristics or demographics that they share?
207
208 Cohen noted that they have not found common trends yet and are talking to colleges to see how these
209 undeclared students can find “homes.”
210
211 Steinhart discussed, as the University looks forward, what are predicted demographics? Who might come
212 here in terms of the 15,000 students we are seeking in this Strategic Plan? Is the “pie” shrinking or
213 staying the same? What are the trend lines?
214
215 Cohen noted that while this is not in the report, the high school population is decreasing, students are
216 more often going to two-year schools, and while our transfer rate is increasing students are also frequently
217 going out-of-state. Therefore we are focusing on a large increase in graduate students.
218
219 Bhat discussed the need for greater attention to be paid to students who are put on “early alert” and are
220 undeclared.
221
222 Cohen noted that they are looking at the early alert program and data and how they can look at “at risk”
223 students before they leave.
224
225 Kim referred back to what Steinhart discussed and the notion of getting 15,000 students based on current
226 forecasting. He questioned if this possible.
227
228 Cohen noted that yes it is possible but the entire University will need to be engaged to do this and more
229 graduate programs will be needed.
230
231 Kim noted that in the tables in the report international students were not reported.
232
233 Cohen discussed that they are not reported separately and that the 20 – 30 international students that the
234 University has comes in mainly through transfer.
235
236 Kim noted that there was nothing in the report about the future for international students.
237
238 Cohen conceded and said that this was not a perspective of the report and that the University plans to
239 recruit international students mainly through transfer / community colleges and does not have the
240 resources allocated to do so in other ways.
241
242 Pavese referred back to income and questioned whether recent census data was taken into account and
243 noted that he believed that the majority of our students are indeed “poor.”
244
245 Cohen referred back to income in New Jersey and said that she did not believe that \$60,000 for a family
246 in New Jersey is “easy” to live on.
247

248 Barrow called attention to other data such as the exodus of families from New Jersey and foreclosure
249 rates.
250
251 Kelly acknowledged the two factors main that attribute to student retention issues – the undeclared
252 student and distance from the University. Kelly noted the importance of the fact that only a quarter of our
253 students live in the dorms and the imperative of having sensitivity to the economics of gas prices.
254
255 Cohen noted that the “commuting factor” was not analyzed.
256
257 Kelly stressed the need to further analyze the data in terms of “who” the students are who are leaving.
258 Are they EOF / sponsored / regular and where does income plays in this analysis? This needs to be
259 analyzed so the University can appropriately intervene.
260
261 **Finnegan moved to ask Cohen to come back and Andreopoulos seconded this motion.**
262
263 Parras noted that Cohen would be invited back.
264 **ADJOURNMENT:** The Faculty Senate adjourned at 1:53 pm.
265 The next meeting of the Faculty Senate will be held on at 12:30pm on Tuesday, November 22, 2011 in
266 University Commons, Ballroom C. Respectfully submitted: K. McNeal
267 **THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT: www.wpunj.edu/senate**