

1 William Paterson University – FACULTY SENATE MINUTES –January 31, 2012
2 (Special Meeting on Strategic Plan)
3 FACULTY SENATE WEB PAGE <http://www.wpunj.edu/senate> --
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5 **PRESENT:** Aktan, Andreopoulos, Barrow, Bernstein, Bhat, Boroznoff, Cruz Paul, D’Haem, Diamond, Dinan,
6 Duffy, Ellis, Falk-Romaine, Ferris, Finnegan, Gardner, Gazzillo Diaz, Godar, Harris, Healy, Kelly, Kearney,
7 Kim, Levitan, McNeal, Ndjatou, Nyamwange, Parras, Pavese, Perez, Quicke, Rosar, Scala, Schwartz, Sheffield,
8 Snyder, Steinhart, Tardi, Verdicchio, Wagner, Waldron, Walsh, Watson, Weil, Weisberg, Wicke, Wong
9

10 **ABSENT:** Chung, Lindsey, Swanson
11

12 **GUESTS:** Bayete, Bogdon, Bolyai, Bryant, Chabayta, Chadda, Cho, Cohen, DeYoung, Frierson-Campbell,
13 Hahn, Hamalian, Kaplan, Lee, Martone, Malu, Mir, Pesce, Natrajan, Potacco, Rogers, Sabogal, Seal, Suess,
14 Williams

15 The Senate was called to order at 12:38 PM.

16 **I. Adoption of the Agenda was moved by Pavese and seconded by Perez.**

17 **II. ANNOUNCEMENTS**

18 No announcements

19 **III. CHAIR’S REPORT:**

20 Provost Weil recently sent out two emails, one was about sabbaticals and the other one was about
21 reorganization of the Provost’s office. Please let the Senate Executive Committee know if you have concerns.

22 The last meeting of the Senate will be the first meeting of new Senate. Due to finals, it will be moved from
23 May 8th to Thursday May 3rd. An email will be sent out about this.

24 The Vice President of Institutional Advancement has asked for a Senate Representative for Team Four of the
25 Strategic Plan Implementation Team. Parras asked that any Senator interested in this position email him by
26 Tuesday February 7th.

27 **IV. STRATEFIC PLAN DISCUSSION**

28 Parras introduced the discussion by noting that he would be “moderator.” He noted that there would be a 2
29 minute speaking limit per person, and that Senators would have first priority for speaking and then he would
30 open it up to other audience members. He stated that Senators were to be seated in the first two rows. Parras
31 went on to note that the first 20 minutes of the meeting’s discussion should focus on Goal Number One of the
32 Strategic Plan.

33 Parras reminded the Senate of Shakespeare’s Cassio and the quote “Reputation, reputation, reputation” and
34 noted that this Plan is supposed to support our image and our brand name and he called upon the Senate to let
35 the Committee know if they feel if it does not. He noted that one cannot “wallpaper over a broken wall” and he
36 feels that the Plan gets to “fixing the wall.”

37 Waldron gave thanks to the Senate and noted that it is the 4th public meeting about the Plan in two weeks and
38 that there would be another town hall meeting the next day. She reminded the Senate that all meetings as well
39 as minutes are on the Strategic Plan website. Waldron reminded the Senate that the original draft of the
40 Strategic Plan Framework was proposed on September 6th and the Committee then spent much of the fall
41 getting feedback and commentary and a significant amount of this feedback is public information. The Draft
42 then came out on December 15th and according to Waldron, much of the feedback received is incorporated.

43 Waldron went on the note that the Strategic Plan Committee began its work in April 2011 so this planning has
44 been going for almost a year.

45 The Committee Members who were present then introduced themselves: Kamilah Bayete, Graduate Student;
46 Len Bogdon, Chief Information Officer; Steve Bolyai, Vice President for Administration and Finance; Kris
47 Cohen, Vice President for Enrollment Management; Sandra DeYoung, Dean, College of Science and Health;
48 Mark Ellis, Professor of Sociology; Rochelle Kaplan, Professor of Educational Leadership, College of
49 Education; (Joann Lee, Professor of Communication – came in shortly after) College of Arts and
50 Communication; John Martone, Vice President for Student Development; Will Pesce, Vice-Chair of William
51 Paterson University Board of Trustees; Kathleen Waldron, President and Chair of the Strategic Planning
52 Steering Committee; Edward Weil, Provost and Senior Vice President for Academic Affairs

53 Parras then opened the floor up for discussion of the Plan.

54 Dinan discussed that she was pleased to see strengthening in academic areas and programs and the listing of
55 programs here is interesting when bringing in Honors students as a significant number of Honors students come
56 into nursing and music. She noted that these programs are not listed and expressed her concern about this and
57 then asked about what this meant for these programs and for funding to these programs.

58 Weil responded by stating that most people know about William Paterson's reputation in the areas of nursing
59 and music, music is internationally known and now it is time to bring other programs up to these levels, to bring
60 other programs up selectively, and to allocate resources selectively but that we will continue to support nursing
61 and music.

62 Waldron added that she would also put education in that category noting that in a SWOT survey, education is
63 also known and education, nursing, and music are programs that need to be continually nurtured.

64 Weisburg noted that he was following up on Dinan's comments. He noted that when we exclusively focus on
65 some programs we ignore programs that are strong and we run the risk for being known for nothing. He
66 discussed his concern for there not being mechanisms developed for pointing out these programs, that these
67 programs were selected without faculty input and he urged the Committee to reopen this and get faculty input.
68 Weisburg noted that the faculty knows what the strengths are and what the students are attracted to.

69 DeYoung discussed nursing and existing programs and noted that they cannot expand much due to faculty
70 shortages and space. She noted that as Weil discussed, resources will be allocated to support existing programs
71 but the Strategic Plan is about how we can grow strategically, where there is demand, and where the resources
72 can come from. Then academic implementation will be focused through Team One and input will come from
73 faculty and the Provost.

74 Kaplan noted that Weisberg's point is well taken. The impression in the Strategic Plan is that the faculty has
75 more input than it actually does. There is lots of faculty input but not in an organized way. This should not be
76 regarded as a done deal. Kaplan affirmed that the faculty voice must be heard and the faculty must form their
77 own committees and react and speak to people who are going to make this Plan happen.

78 Mir asserted that there is a difference between strategy and implementation and nothing has been finalized
79 about the selected academic areas; that was left to the implementation plan. A number of faculty and
80 departments put forward a large number of suggests and these sets of suggestions were collected, archived, and
81 are an important part of the implementation plan.

82 Lee noted that throughout the process of talking about this draft, it was noted that the draft is the setting out of
83 the five Principles to work with. The implementation must have the rigor. She noted that the University and

84 the priorities needed to be defined and there was not a huge definition of metrics, this is part of a larger group
85 discussion and this must be part of the implementation process.

86 Weil discussed how the Plan includes criteria for development and implementation for programs and those
87 listed are illustrative of those that appear to meet the criteria and the discussion will continue.

88 **Godar motioned a point of order and asked for only one panel member response per question.**

89 Scala noted the reference to “qualified faculty” in the plan and then called attention to the “elephant in the
90 room,” the fact that professional staff and faculty are working without a contract and looking toward the
91 administration for this matter. Scala then called attention to Women’s and Gender Studies, the importance of
92 interdisciplinary studies and the absences of the humanities in the Plan. She affirmed the need for humanities,
93 including interdisciplinary studies, to be in the plan. These are important in terms of our commitment to
94 diversity, which was also taken out of our Mission Statement. Diversity is a significant part of our history and
95 this cannot be taken out. Scala urged the Committee to put diversity back into the Mission Statement and think
96 about what this means. She also asked the Committee to specifically address Lesbian, Gay, Bisexual, and
97 Transgender (LGBT) issues and to be overtly inclusive, noting that Montclair State University has a minor in
98 LGBT.

99 Waldron responded by stating, “noted.”

100 Kelly noted her appreciation to the Committee for all the work they have done and how far the Plan has come.
101 She discussed that it is an exciting time for William Paterson to redefine who we are. Kelly remarked to the
102 Committee that if she is focusing on problems, it is not because she does not see value in the Plan and she also
103 noted that her department, Political Science, has shared detailed feedback regarding the plan as well. Kelly
104 went on to note that there is a need to match student learning outcomes to core values and then noted that the
105 core value of diversity is missing in Goal 2. She also discussed concern about the mission statement and
106 diversity and its lack of discussion of diversity as well as the fact that it does not state what it “aims” to
107 accomplish. Kelly went on to recommend that Goal 1B be reworded in order to alleviate anxiety and gain the
108 further support of the University community. Again, Kelly noted that Diversity, and the absence of it in Goal
109 Two while speaking about recruitment, enrollment, and retention is concerning. Kelly ended by speaking about
110 international education and the need for this to be addressed in the plan.

111 Waldron reminded speakers that if they run out of time they could give written comments on the Strategic
112 Planning Blog.

113 Steinhart began by noting that he appreciated the Committee’s hard work but he viewed the document as
114 lacking “strategy” and instead being filled with “tactics.” He noted that there is a core vision but questioned
115 what the actual focus was, noting that there seemed to be just a laundry list. He focused on the humanities and
116 the fact that they were relegated to the core curriculum and there was no focus on the leadership the humanities
117 can play in the University. Steinhart went on to note that there was no interdisciplinary connection with the
118 humanities within the plan. He stressed that while there are plenty of opportunities for leadership in the
119 humanities, it was relegated to the “core.” He emphasized that the Strategic Plan is a tactical document, “not a
120 strategic document.”

121 Verdicchio thanked the Committee and noted that he is delighted that the University has a Draft Plan. He
122 commended everyone on the Committee. He went on to speak of the “tone” of the plan and noted that in terms
123 of tone, it is probably acceptable in terms through 2012 – 2015 but looking long term it is disappointing as it
124 does not look in terms of our place in the world. Verdicchio discussed how it does not look beyond our students
125 graduating and “working at Macy’s”; it does not look for them to be “citizens of the world.” He commented
126 that there is nothing in the document that seeks to prepare them for working in a global environment.

127 Verdicchio noted that it is a “nice Jersey plan” and that we at William Paterson University need more than this
128 “provincial” plan, we need to be a “great university.”

129 Waldron responded by thanking Verdicchio.

130 Kim discussed how William Paterson has good music, nursing and education programs but we need to make
131 sure we keep them very strong for many years because Montclair State, Kean, and other sister institutions as
132 well as private institutions are aggressively promoting these programs. He noted that we must keep our “aces in
133 hand.” He then went on to ask Committee members how we can achieve the goals by 2012 (or 2022?).

134 Weil responded by noting that the draft of implementation is here and that the Committee will soon no longer
135 exist. There will be an overarching body that will review the goals on an annual basis to determine what has
136 been achieved. Weil went on to note that where the institution will be in terms of Academics, that we can’t say,
137 the Implementation Plan would determine that.

138 Cohen then went on to address enrollment and noted that Team 2 will be looking carefully at metrics and at
139 goals in the areas of retention and graduation rates. At this time they are lower and in some cases a lot lower
140 than what we want but it won’t be hard to come up with these metrics. This is the team’s goal.

141 Levitan noted that some parts of the plan are so generic. She noted the need to tie the Plan into the University
142 Core Curriculum and the University’s history noting that if we went on record as being committed to global
143 awareness and citizenship, reminding everyone that this supports what Verdicchio said, we could be
144 distinguished. Levitan finished by also noting the need for interdisciplinary collaboraton.

145 Waldron responded by stating, “noted.”

146 Tardi introduced herself to the Committee noting that she is not only the Senator from Sociology but also the
147 American Federation of Teachers (AFT) representative. She thanked the Committee for making drastic
148 improvements on the Plan but noted she had many questions and concerns. Tardi first discussed how she does
149 not understand why there are no metrics in the Plan and how it is more of a vision than a Plan. She noted her
150 concern about diversity which has always been a part of who we are at William Paterson but her concern about
151 the removal of the word “diversity” from the mission statement and it being “buried” in a subsequent paragraph.
152 Tardi then noted her concern that there is reference about the historic area of Paterson and the falls but no link
153 in this plan to the community of Paterson which could be an important part of our University’s identity. She
154 stated that even after reading this Plan she is still confused about “who we are, who we want to be, how we are
155 going to get there, and who is going to be responsible.” Tardi then questioned why the President was in charge
156 of the Strategic Planning Committee but was taken off the Implementation Planning Committee and then noted
157 that Pesce or another Board member should be on the Implementation Plan so there can be accountability. She
158 went on to mention Montclair State University’s Strategic Plan and how they have metrics in it and noted that
159 we need to compare ourselves to sister institutions or we may cease to exist. Tardi then questioned how, if it
160 took the Strategic Plan almost a year to be developed, the implementation plan can be developed in less than a
161 semester. She questioned accountability and resources and asked will these changes actually be feasible?

162 Waldron then asked Pesce to speak about accountability and dashboard indicators.

163 Pesce discussed how three or four years ago there were not enough metrics and so the Board developed what
164 they thought would be useful metrics, Dashboard Indicators, to see if William Paterson was on the right path.
165 He noted that accountability would come from board members. Pesce discussed that while William Paterson
166 has not done as well as some institutions in measuring progress, we have started the process and it is an iterative
167 progress and there are metrics but work still has to be done. He noted that we have used the best practices in
168 strategic planning and this is an evolutionary process and William Paterson University has to be focused with a
169 sense of urgency.

170 Quicke noted that while there is much that is good in the plan he wished that there was something distinctive.
171 He discussed Section 1C , it talks about support for faculty and faculty development. He stated that this is a
172 good and serious commitment. Quicke asked that this point be discussed and remarked how funding has been
173 scarce for this.

174 Waldron responded by saying that specifics cannot be given about this at this point but that there is a deep
175 commitment to professional development of the faculty. She noted that they have spoken to fundraisers and
176 told them of two important commitments, to scholarships and to professional development for faculty. Waldron
177 went on to note that the University is continuing to recruit fulltime faculty, 35 searches are proceeding and more
178 information will be coming on professional development. She went on to say that she knows that there is no
179 contract and she is sorry about this and hopes that it will be resolved and go forward with attention on our
180 students. Waldron remarked that it is her job that the ebb and flow of state financial support continues to come
181 to this University.

182 Finnegan commented that he read the plan and that there has been lots of improvement but it still seems as if it
183 is only half finished because if it is going to succeed it must convince everyone in the University community
184 that they are vital to its success and it seems to be a plan for a “vocational institution” not a University which is
185 moving forward. He noted that the humanities and the arts are not vitally mentioned. Finnegan pointed out that
186 two centennials will take place during the duration of this Plan, the 100th anniversary of the First World War
187 and of the ratification of the 19th Amendment yet neither of these are mentioned. The humanities and the arts
188 would energize these centennials and bring great visibility to the University. Finnegan went on to discuss the
189 implementation plan and noted that it is very vague, that it is difficult to understand who is on the teams. He
190 questioned why administrators heavily dominate the teams and noted that he would like to see a variety of other
191 people on these teams making decisions. He would advocate for open forums.

192 Waldron noted that two teams are formed already and this information is posted on the Strategic Planning
193 webpage and an email will be sent out; the others are in formation. All the teams will hold public meetings and
194 keep minutes. She noted that they want openness as there is implementation and that there is a faculty member
195 on Team One, the Chair of the faculty Senate.

196 Chadda discussed how she had reviewed the Plan and what concerned her is international education. She had
197 worked on two documents, the assessment of international education concerning what we have and what we can
198 do and is aware of budget constraints but we still can do more. Chadda noted that there had also been a
199 document presented of how international education could be implemented with no cost. She discussed how
200 there is an enormous opportunity for development opportunities with international universities that are being
201 missed and that our students need greater global awareness. While our students may be perceived as
202 “provincial” far more students want to study abroad. She noted that “international education” should not just be
203 “stacked on” to the Strategic Plan, it should be an integral part of the plan and should incorporate diversity,
204 opportunities, faculty opportunities, and should be incorporated into every single goal.

205 Pavese was pleased that language about adjunct faculty was added to the plan but had concerns about the
206 phrase, “share high expectations for student learning.” He felt that this implied adjuncts did not have high
207 expectations and asked that the wording be modified.

208 Waldron stated that she would reexamine the wording.

209 Frierson-Campbell expressed her appreciation to the Committee for their work but then noted that nothing about
210 the arts or humanities is listed in the plan. She noted that what is said is as important as what is not said in the
211 Plan.

212 Perez pointed out that in 2005 – 2005 there was a plan created for International Education and that this plan
213 should be looked at given that an Implementation Plan is being created.

214 Barrow noted that she has been here for almost 30 years. William Paterson University along with other state
215 Universities of New Jersey has received national acclaim for being a *public* institution--accepting students from
216 diverse backgrounds with diverse abilities that reflect the public. She noted, "We take the students we get, not
217 just students for the premier ones, and educate them." Barrow went on to point out that every program is just as
218 important as a premier one as you don't know where the next innovation will come from.

219 Natrajan introduced himself as the Director of the Undergraduate Core Curriculum (UCC) which is 1/3 of the
220 Curriculum at William Paterson. He noted that the Strategic Plan does not read like the mission and vision of a
221 public university and that the UCC has been domesticated and put into a box. Natrajan went on to discuss that
222 the Strategic Plan should discuss a commitment to public service and citizenship, as this is what we do best and
223 this is what will get our students jobs.

224 Diamond noted that the role of the Strategic Plan Committee was to develop the plan to create Implementation
225 Plan. Therefore he questioned whether the identification of programs and areas that were "illustrative of
226 existing programs that appear to meet the potential of these criteria" (potential for growth and recognition) is
227 even appropriate to be placed in the Plan. He went on to note that we have no evidence that the areas that were
228 identified were analyzed in any depth and he discussed how faculty were not fully involved in the discussion.
229 Diamond then asked for comments regarding the expansion of professional graduate programs and the them
230 represented by the keywords: "adult learners," "adults seeking advanced degrees as a mean for "professional
231 advancement" and "applied programs."

232 Weil answered Diamond by noting that the success of graduate programs meet the descriptors that Diamond
233 read that we would look for demonstration that these programs meet these. He noted that we have always
234 picked them based on this criteria.

235 Waldron noted that there were great suggestions. She discussed that some had been presented before, some
236 changes had been made and some additional thought needs to be given to the feedback. The formal minutes of
237 the Senate will become formal feedback for the Strategic Planning Committee. She went on the note the
238 concern for the future of higher education in New Jersey and thanked everyone and noted that all comments will
239 be taken into consideration.

240 **ADJOURNMENT:** The Faculty Senate adjourned at 1:47. The next meeting of the Faculty Senate will be held
241 on Tuesday, February 14th at 12:30 pm in University Commons Ballroom C.

242 Respectfully submitted: K. McNeal

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