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**University Senate**

**Professional Studies Building, Room 336; Extension 3459**

**MINUTES OF MEETING**

**April 11, 2016**

**ATTENDANCE:**

**Presiding:** Dr. Joseph Riotto, University Senate President

**DEPARTMENTS PRESENT**: A. Harry Moore, Harriet Phillip; Art, Brian Gustafson; Biology, Ethan Prosen; Chemistry, Robert Aslanian; Computer Science, Mort Aabdollah; Criminal Justice, Bill Calathes; Early Childhood Ed., Regina Adesanya; Educational Leadership & Counseling, Vaibhavee Agaskar; Elementary/Secondary, Vanashri Nargund; English, Joshua Fausty; Finance, Rosalyn Overton; Fire Science, Anthony Avillo; Fitness, Exercise and Sports, Amy Rady; Geography/Geoscience, Deborah Freile; Health Sciences, Gail Gordon; History, Jason Martinek; Library, Min Chou; Literacy Education; Management, Wanda Rutledge; Marketing, Melissa M. Martirano; Mathematics, Freda Robbins; Media Arts, Kathryn D'Alessandro; Modern Languages, Grisel Lopez-Diaz; Dept. of Multicultural Ed., Donna Farina; Music, Dance & Theatre, Desamparados Fabra Crespo; Nursing, Gloria Boseman; Philosophy/Religion, Sabine Roehr; Political Science, Joseph Moskowitz; Psychology, Frank Nascimento; Sociology/Anthropology, Max Herman; Special Education, Patricia Yacobacci; Women’s & Gender Studies, Jacqueline Ellis.

**DEPARTMENTS ABSENT:** Accounting, Jeanette Ramos-Alexander; African/Afro American Studies; Alumni, Jane McClellan; Economics, Ivan Steinberg; ESL; Educational Technology, Chris Carnahan; Latin American Studies; Professional Security Studies, Richard Cosgrove;

**SENATORS-AT-LARGE PRESENT:** Cindy Arrigo, Deborah Bennett, Natalia Coleman, Marilyn Ettinger, Siyu Liu, Robert Prowse, Leonid Rabinovich, Joseph Riotto, Michelle Rosen.

**SENATORS-AT-LARGE ABSENT:** Audrey Fisch, Rubina Vohra, Tim White.

**PROFESSIONAL STAFF SENATORS-AT-LARGE PRESENT:** Betty Gerena, Queen Gibson, Cynthia Vazquez.

**PROFESSIONAL STAFF SENATORS-AT-LARGE ABSENT**:

None.

**STUDENT SENATORS PRESENT:** Arijean Feliciano.

**STUDENT SENATORS ABSENT:** Leman Kaifa, Daniel Outar, Jeniyah Wilkins.

**STUDENT SENATORS-AT-LARGE PRESENT:** Ana Pena.

**STUDENT SENATORS-AT-LARGE ABSENT:** Alvert Hernandez, Corinne Reilly-Ferretto, Harold Daniels II

**Draft 24 April 2016**

**University Senate Meeting Minutes**

**University Senate Meeting #7 for AY 2015-2016**

**Monday, 11 April 2016, Gothic Lounge (H202)**

Senate President, Dr. Joseph Riotto, called the meeting to order at 2:08 PM

**I. Moment of Silence**

Senate President Riotto requested a moment of silence to honor:

Dr. John Marchism, retired professor of Geoscience/Geography. Professor Marchism joined the faculty of Geoscience/Geography Department in 1967 and served with distinction until his retirement in 2005. He passed away on Friday 18 March.

**II. Clicker System Test:** Passed

# III. Approval of Agenda

Motion made and seconded to approve agenda.

Agenda amended to remove the Public Safety Update as the presenter is unavailable.

There as a request for a report from the Senate Executive Committee (SEC) on its recommendation for a process to resolve jurisdictional disputes as per the charge from the 8 February Senate meeting. The issue has been discussed and the SEC does understand the need for clarity. There will be several initiatives related to the issue including Constitutional considerations as well as clarifying the roles of C+I, Graduate Studies, and any other Senate Standing Committees that address issues that lack clarity. It was agreed that the SEC should come back with a conclusive answer to the issue. Please addendum under new business.

Amended Agenda approved

# IV. Approval of Minutes

Motion made and seconded to approve the minutes.

Minutes approved

**V.** **Announcements**

Senate President Riotto made the following announcements and referred Senators to the back of the agenda for additional announcements

1. President Henderson invites the University community to a Town Hall meeting that is scheduled for Wednesday, April 13th (2-4 PM) in Ingalls Recital Hall, R101. President Henderson will provide an overview of new programs, student success initiatives, fundraising, international efforts and construction.
2. Save the date as NJCU’s Open House is scheduled for April 16th!

**VI. University Senate President’s Report**

1. The SEC met with the Union to ascertain items that belong to the Union, belong to the Senate, and those items that are multidimensional elements for both to pursue. However, it was acknowledged that the Union would identify potential areas of negotiation and would identify those items at the appropriate times.
2. On the River Keeper item: Mr. Al Ramey is meeting with the Planning, Development & Budget Committee on Wednesday, April 13th and will have the committee report out to the Senate.
3. We did “charge” the Senate C & I Committee and Graduate Studies Committee concerning the Resolution to Clarify the Senate Procedure for Review of Proposals for Revision of Existing Programs and Resolution to adhere to Constitutional Processes.
4. We sent an e-mail to President Henderson regarding the University Senate Resolution Concerning Faculty Members Participation in the Reappointment/Tenure Process. We are waiting for a response.

## VII. Student Success Collaborative (SSC) – Dr. Karen Morgan, Interim Assistant Provost

The purpose of this item was present an overview of student success and where we are now. Please see attachment #1 for details.

If we look at the national picture, 81% of full-time students do not graduate on time at non-flagship 4-year bachelor degree institutions (64% at flagship institutions). The students are taking almost an extra year to finish their degree and are earning approximately 14 extra credits. This extra year comes at great financial cost to both the student and the taxpayers. The SSC initiative is looking at how NJCU can improve our students’ success.

Four particular areas of focus were described. 1) Institutional Intentionality (or what is the university as a whole doing to impact student success?). We are building a culture of continuous improvement. 2) Looking at Student success from the student’s perspective. This includes advising (both intrusive and appreciative) and non-cognitive factors such as the student’s sense of belonging at NJCU and the student’s career focus. 3) Curriculum. Curriculum is being redesigned to be more personalized and responsive to student needs. This includes course redesign, 4-year degree maps, summer bridge programs, and task forces for first year student success academy and second year student success institute. 4) Faculty/Staff. Collaborations are being developed between Academic Affairs and Student Affairs and Research about first year outcomes is being looked at.

The strategic goal is for our students to achieve academic, personal and social success. The University has a holistic perspective on success with initiatives such as Quantitative Literacy Across the Curriculum, Communication Across the Curriculum, the honors program, cluster scheduling, and the Education Advisory Board Student Success Collaborative (EAB SSC). How can we measure and mark progress against our student success goals? The SSC initiative looks to measure real-time student performance using metrics such as attendance, grades, change in GPA, whether students are earning required grades in courses.

The EAB SSC has provided two deliverables. First is the predictive workbooks. Based on 10 years of old records, the workbooks allow us to look at critical courses and timing as well as programmatic trends. For example, the top ten courses with the highest rates of D’s, F’s, or W’s have been identified. Second is the advisement platform. During the Fall 2015 semester, ten departments took part in the pilot program; now everyone has access through Gothic Net. The advisement platform contains a great deal of information which allows for a “30 second gut check” of a student’s progress as well as a more detailed discussion. Everyone was encouraged to log into the platform because this is an opportunity to look at how we can increase retention and Graduation.

What does success look like for our students? Our students should:

* Finish in a timely manner
* Graduate with minimal debt
* Have a study abroad experience
* Have a meaningful internship
* Have a rich General Education experience
* Have a positive, quality learning experience in their major
* Career placement

Questions about the EAB SSC platform should be sent to [NJCUeab@njcu.edu](mailto:NJCUeab@njcu.edu). Questions about the student success initiative in general, should be sent to [StudentSuccess@njcu.edu](mailto:StudentSuccess@njcu.edu).

Question: Could you explain the rationale for doing away with advisement holds?

While looking at enrollment trends a lag in enrollment was noted. Per a charge from the University President, what other institutions are doing and what NJCU can do to offset the lag and actually have students be able to enroll in classes was examined. So, with the exception of three cohorts, advisement holds were lifted. The three cohorts that still have advisement holds are 1) rising seniors (students with 105+ credits), 2) new students, both transfer students and first-time full-time freshmen, and 3) students on academic probation (GPA’s below 2.0). The goal here is to implement the culture of continuous improvement by being proactive and having conversations with students when we know that preregistration is about to begin.

Question: Are students getting messages from EAB already that say they need certain classes because that is what advisors have done in the past.

EAB is just the tool. Humans still need to do the outreach and campaigns through EAB.

Question: Are all students in EAB now?

Currently, the platform is only for bachelor’s degree seeking students. However, when we upgrade to the new system both undergraduate and graduate students will be included.

Question: How will social engagement factor in?

Currently, there is the National Survey of Student Engagement. Also, the SSC committee is working with Student Affairs looking at initiatives such campus contact, and looking at connections within the platform with counseling.

Question: What is the benchmark? When will we be measuring the progress?

Data collection began in Fall 2015; therefore, we should be able to start looking at data from the 2015-2016 academic year in Fall 2016.

Concern was expressed that the EAB platform may dissuade students from changing majors. The platform should not influence a student’s decision to change majors. The implementation of a “change of major” hold is a good suggestion and is being considered.

## VIII. Quantitative Literacy Across the Curriculum (QLAC)

## – Dr. Beimnet Teclezghi & Dr. Laura Pannaman, Co-Chairs

The presentation was an update on the status of the QLAC initiative. Please see Attachment #2 for details.

The QLAC committee was established in Spring 2015 and began by defining the goals of the committee. First the committee setup a survey that was sent to the department chairs (in Summer 2015) to assess how much Quantitative Literacy content was in the courses offered by each department. The committee received 24 responses out of 37 departments (64.9%). Using these responses, the committee developed the goals and student outcomes for the QLAC program.

The goals of QLAC program are that on completion of instruction in Quantitative Literacy skills students will 1) understand basic Quantitative Literacy skills; 2) apply Quantitative Literacy skills to discipline specific and every-day life situations and 3) communicate solutions to real world problems using quantitative data. The student learning outcomes were adapted from the AAC&U VALUE rubric for Quantitative Literacy (See handout #3).

The proposed timeline for the QLAC program is as follows: In Spring 2016, there will be 5 workshops. There will be one general quantitative literacy workshop and then four discipline focused workshops (STEM, Social Sciences, Arts and Humanities, Business and Professional Studies) looking at developing quantitative literacy content and assessing it. Also in the Spring, participants will be identified for the pilot program beginning in Fall 2016. The pilot program will involve 7 departments (3 CAS, 2 CPS, 2 COE, and 2 SOB). Individuals in the pilot departments will be identified to implement quantitative literacy content in Fall 2016 courses in their respective departments. Each following semester the number of departments involved will be expanded until in Fall 2018 the entire university will be participating in the QLAC program.

Discussion: The comment was made that this sounds like a choice. It was emphasized that participation in the pilot will be a choice, but participation in the QLAC program is not a choice. All departments will eventually have to participate.

Question: What do you mean by as many courses as possible? Are you thinking of a number of courses? Will all courses be required to participate?

The answer to that will be determined by the departments and the people teaching courses where they feel that quantitative literacy could be best introduced. No one expects every course to have a quantitative literacy component. One way to look at it is to look at your department, see a class that all students in the major take, and implement quantitative literacy content in that class

## IX. CxC – Communication Across the Curriculum

## – Dr. Corey Frost & Dr. Robert Romero, Co-Coordinators

The presentation was an update on the status of the QLAC initiative.

The goals of the CxC program are to 1) help the students develop effective communication skills, 2) make student learning more efficient, 3) increase student competence in discipline specific forms of communication, and 4) increase student engagement in the classroom and improve retention and graduation rates.

This year, the CxC coordinators have met with faculty in 1-on-1 and 2-on1 consultations, hosted roundtable discussions, and conducted 6 faculty workshops on topics including, formal assignments, informal assignments, digital pedagogy, and plagiarism. So far the workshops have reached ¾ of academic departments and about 70 faculty.

In the near future, the coordinators seek to expand the work done so far. In April, there are several workshops planned. First, on April 25th and 26th is “Feedback loops: responding to student writing”; a workshop about minimal marking. On April 29th (in cooperation with General Education) there is a workshop on transparent assignment design. In late August, there will be a workshop on syllabus and assignment design. Looking to next year, CxC is looking to work with more departments to institute communication pedagogy. To that end, CxC has gathered volunteer liaisons to the departments who will aide in communication with their departments.

CxC works on essentially three levels. First, there is faculty development. There has been a grass roots approach so far focusing on small group discussions and small workshops. Second, there is curriculum. Here the CxC coordinators will be working with programs and departments; seeking to identify the communication skills that faculty in those departments think their students should have and working to embed those skills in established classes or helping to develop new classes to teach the skills. Ultimately, the goal is building a community culture so the student’s entire experience and NJCU will be conducive to the development of communication skills.

Finally, CxC has a blog at communicationacrossthecurriculum.wordpress.com where information can be found. Either coordinator can also be emailed by anyone interested in the materials from previous workshops.

Question: How are you assessing the program?

This is what the coordinators are working on right now with sue Gerber to determine the most effective way. It is an indirect endeavor as the ultimate goal is student success, but CxC does not interact with students, it interacts with faculty. There are procedural goals embedded in the original proposal like how many faculty members can be provided materials, or how many departments can be contacted, and so on. The coordinators are developing an assessment plan that looks at student results on exit exams for composition courses and target assessments later in students’ careers. This is forthcoming.

## X. University Senate Standing Committee Reports

1. **Elections Committee** – Dr. Chris Carnahan, Chairperson

The following individuals were elected to serve in the position of Faculty Senator-at-Large.

* Cindy Arrigo, Biology, College of Arts and Science
* Marilyn Ettinger, Finance, School of Business
* Lee Ann Halbert, Health Sciences, College of Professional Studies

There were four nominations for the three available positions of Professional Staff Senator-at-large. The nominees are:

* Katherine Aquino, College of Education
* Betty Gerena, College of Arts and Science
* Queen Gibson, School of Business
* Denise Serpico, College of Professional Studies

The election for Professional Staff Senators-at-large will be held in April 18th and 19th. The committee gave a brief review of the procedure for voting on Gothic Net.

Question: How does the system lock you out?

Unless you are identified as a Professional Staff, the computer will just lock out. You only get the opportunity to vote if you are Professional Staff.

1. **Graduate Studies Committee** – Dr. Rosilyn Overton, Chairperson

The Graduate Studies Committee reviewed and recommends the Senate approve the following for inclusion in the various college’s curricula:

1. Doctoral Program in Community College Leadership, Department of Educational Leadership and Counseling (see attachment #4 for details)

This is a 55 credit program to create educational leaders for community colleges. There are only 2 other similar programs in the state: one is run by a private entity and the other is a completely online strand program. Therefore, the proposers consider NJCU to be the only school that would have a community college leadership doctoral program.

Discussion: It was clarified that the program is composed of blended and online courses.

Procedural question: in the past, when doctoral programs have come to the before the senate, Graduate Studies has presented and then the item was put on the agenda for a subsequent meeting as a separate agenda item for full discussion. Is that the procedure in this case or is this the one time the senate has to ask questions about this proposal?

The intention is that this is the one time this proposal will come before the senate.

Question: Has the proposal been checked/reviewed with regard to the doctoral handbook and is everything in the proposal consistent with university policy as stated in the current doctoral handbook?

Answer: Yes

Question: Are the admissions standards for this program consistent with the doctoral handbook?

Answer: Yes

Question: Does the number of full time faculty members make it possible to adhere to the doctoral Handbook’s specifications in regard to the maximum number of dissertations any one faculty member can be expected to supervise at a particular time?

Answer: Yes. Additionally, Dean DeFina stated that there is currently a search for additional faculty and as the program grows, resources will be allocated in a way that would be consistent with the workload that is specified in the faculty handbook.

Question: Since the doctoral handbook is university policy, is it correct that changes to the doctoral handbook can only be made through the governance process?

Answer: Both Dean DeFina and Senate President Riotto said yes.

Question: Why does the senate want to discuss the minutia of this proposal on the open senate floor?

The Senate’s role is supposed to be advising the administration on things we think should be policies. The Graduate Studies Committee seems to have done this by vetting the proposal; it seems a particularly inefficient process for getting proposals and curricula approved. The process is already very long and arduous. We should be moving forward with more proposals and addressing more issues than we have accomplished this semester.

The SEC hears the concern and agrees that the process is not always the most conducive with regard to progress. This relates to an earlier agenda item and the SEC hopes that when we respond to the earlier agenda item we might also be able answer how things might move ahead and not be belabored in such a way that people become discouraged.

Motion passed. The program will move on to SACC.

1. **Master of Arts in Teaching Special Education**, Special Education Department (See attachment #3 for details)

This is a new specialty within the existing Master of Arts in Teaching. It is 33 credits. Prerequisites: 2.75 GPA and a standard teaching certificate.

Motion passed. Program will move to SACC.

1. 10 new graduate courses

**Health Care Information Systems for Health Administrators**

Department: Health Sciences

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: HLTH 500

The selection, procurement, implementation and security of clinical and administrative health information systems are examined. Governance, organization, budget, management and evaluation of IT departments are reviewed. Major emphasis is given to the analysis and evaluation of the components of health information systems.

**Best Practices in Literary Education in Middle/Secondary Schools**

Department: Literacy Education

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: LTED 637

This course is designed to promote understanding and expertise with instructional strategies related to literacy in middle and secondary school settings. It focuses on the ways in which literacy is developed and used within the learning of discipline-specific curriculum including adaptations for culturally diverse, exceptional learners and struggling readers.

**The Science of Health Promotion**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: Prerequisites: NURS 600, NURS 601

This course prepares the nurse to focus on population health and application of the principles of primary health care, the strategies of health promotion and epidemiology concepts when nursing individuals, families, communities and populations. Professional, legal/ethical, economic, cultural and environmental issues as they apply to health promotion are examined.

**Advanced Health Assessment**

Department: Nursing

Credits: 3

Course Components: Lecture and Lab

Course Level: 600

Enrollment Cap: 15

Prerequisites: BSN degree

This course builds upon undergraduate health assessment knowledge and skills to provide competencies need for the Advanced Practice Nurse. The Advanced Practice Nurse is expected to synthesize data collected and interpret findings to establish evidence-based interventions to meet patient and family needs.

**Research Methodology**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: Undergraduate Statistics

This course will prepare the graduate nursing student to be proficient in: research as essential to the role of the advanced practice nurse, apply research concepts by conducting rigorous critiques and synthesizing data to generate nursing evidence and demonstrate proficiency in the development of a research proposal.

**Theoretical Development in Advanced Nursing Practice**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: BSN degree

This course explores the historical development of nursing knowledge, nursing theory and philosophical underpinnings in the areas of evidence-based practice, education, administration, and research. Nursing theories are explored for content, utility, and testability. Concept development is explored in the context of theory generation. Future directions for nursing theory development are investigated.

**Pedagogical Teaching and Learning Strategies in Nurse Education**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: NURS 600, NURS 601, NURS 609, NURS 610

This course focuses on teaching and learning strategies in nursing education. Diverse pedagogical strategies are explored inclusive of conventional strategies and emergent andragogical models reflective of critical, feminist, phenomenological and post-modern approaches to the teaching of nursing knowledge and practice. Learning theories reflective of the multicultural, diverse learner are reviewed.

**Measurements and Evaluation Methods**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: NURS 600, NURS 601, NURS 609, NURS 610

This course prepares students to apply assessments and measurement techniques in testing and evaluation. The quality of assessment and measurement instruments, test creation, and the reliability and validity of instruments will be applied to the respective educational setting. The selection, interpretation and application of standardized testing will be presented.

**Concepts in Clinical Education**

Department: Nursing

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: Not numbered. 4 prerequisite classes from above.

This course focuses on the role of the Academic Nurse Educator in the clinical education of pre-licensure nursing students. Emphasis will be on best practices in clinical education to promote active learning in diverse students in the laboratory and clinical settings.

**Graduate Business Field Experience**

Department: Management

Credits: 3

Course Components: Lecture

Course Level: 600

Enrollment Cap: 20

Prerequisites: Bachelor’s Degree (2.75+ GPA)

The Graduate Business Field Experience emphasizes the relationship of concepts and skills learned in the classroom with real-world experience. Students will work part-time in a position approved by the graduate program coordinator and complete a project or paper under the supervision of a faculty advisor.

Courses passed.

1. **Planning Development & Budget Committee** – Dr. John Laski, Chairperson

At the March 16th meeting of the committee the committee reviewed and endorsed for approval the program proposal for the **Master of Science in Business Analytics and Data Science**. See attachment #5 for details.

**XI. Criteria for Search Committee for Faculty** – Dr. Joseph Riotto, Senate President

The SEC indicated that it is appropriate to charge the Faculty and Professional Staff Affairs Committee to develop the criteria to be employed in search committee for faculty per the Senate Constitution which states “It shall develop and recommend policy on academic freedom, professional ethics, professional development and faculty/professional staff personnel policies in general. These policies include, but are not limited to, promotion, tenure, retirement, leaves of absence, sabbatical leaves, awarding honorary degrees, appointment and retention, awards and research grants, exchange programs and workshops, provided such actions do not impinge upon the legal and contractual obligations of the official bargaining agent.” FPSA could reach out to other sources of information.

**XII. New Business**

**Addendum on the Clarification of Jurisdictional Issues** – Dr. Joseph Riotto, Senate President

This referred to the item as far as clarification on the issue brought up and the proposal to set a joint committee to determine appropriate forums for various proposals, issues. Formation of a joint ad hoc committee is not needed at this time as the Senate Constitution, the Senate Executive Committee (including senate standing committees and administrators are members on some and they are encouraged to participate on a regular basis), approved policy, SACC, and the reconvening of the ad hoc committee to look at the Senate Constitution, etc. are more than adequate coverage. With that said, we are however open to future discussion to establish an ad hoc committee if the situation warrants it. However, these questions as to jurisdiction the Senate Executive Committee should be questioned and the SEC would be more than happy to weigh in.

For clarification there would be no ad hoc committee. When there are jurisdictional disputes refer to Senate Executive Committee, Senate Policy (on the website), or SACC.

Question: What are the statuses of the School of Business proposals for Bachelor of Science in Supply Chain and the Global Business bachelor’s degree that have been held up since before December? Both are approved by PD&B and C+I. There was a Meeting on February 23rd and a consensus was reached. The SEC is waiting on the Provost’s response which satisfies and concludes that meeting. The proposals could then go to the floor.

Motion to Adjourn made and Seconded.

Motion passed.

Meeting Adjourned by President Riotto at 3:58 PM

Respectfully submitted,

Ethan Prosen, Ph.D.

Secretary of the University Senate

**Attachments:**

**#1 Student Success Collaborative**

**#2 Quantitative Literacy Across the Curriculum - Report to the Senate**

**#3 Quantitative Literacy Rubric**

**#4 CxC – Communication Across the Curriculum**

**#4 Report of Graduate Studies Committee**

**#5 PD&B Report to the University Senate**