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**University Senate**

**Professional Studies Building, 203A rm. 3**

**MINUTES OF MEETING**

**March 20, 2017**

**ATTENDANCE:**

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

**DEPARTMENTS PRESENT**: A. Harry Moore, Harriet Phillip; Accounting, Karen DeSoto; Alumni, Jane McClellan; Art, Brian Gustafson; Biology, Ethan Prosen; Counseling Education, Vaibhavee Agaskar; Criminal Justice, Bill Calathes; Early Childhood Ed., Regina Adesanya; Educational Leadership, John Melendez; Educational Technology, Chris Carnahan; Elementary/Secondary, Vanashri Nargund; Earth & Environmental Science, Deborah Freile;

English, Joshua Fausty; Fire Science, Patrick Boyle; Fitness, Exercise and Sports, Amy Rady; Health Sciences, Gail Gordon; History, Jason Martinek; Library, Min Chou; Literacy Education, Mary McGriff; Management, Wanda Rutledge; Mathematics, Freda Robbins; Modern Languages, Alberto Barugel; Dept. of Multicultural Ed., Donna Farina; Music, Dance & Theatre, Desamparados Fabra Crespo; Nursing, Gloria Boseman; Philosophy/Religion, Sabine Roehr; Political Science, Joseph Moskowitz; Professional Security Studies, Richard Cosgrove; Psychology, Frank Nascimento; Sociology/Anthropology, Max Herman; Special Education, Patricia Yacobacci; Women’s & Gender Studies, Jacqueline Ellis.

**DEPARTMENTS ABSENT:** African/Afro American Studies; Chemistry, Bumjung Kim; Computer Science, Mort Aabdollah; Economics, Ivan Steinberg; ESL; Finance, Rosalyn Overton; Latin American Studies, David Blackmore; Marketing, Susan Williams; Media Arts; Physics, Chris Herbert;.

**SENATORS-AT-LARGE PRESENT:** Cindy Arrigo, Deborah Bennett, Lorraine Chewey, Natalia Coleman, Marilyn Ettinger, Audrey Fisch, Lee-Ann Halbert, Robert Prowse, Joseph

Riotto, Cordelia Twomey, Rubina Vohra.

**SENATORS-AT-LARGE ABSENT:** Michelle Rosen.

**PROFESSIONAL STAFF SENATORS-AT-LARGE PRESENT:** Katherine (Katie) Aquino, Cynthia Vazquez.

**PROFESSIONAL STAFF SENATORS-AT-LARGE ABSENT**: Queen Gibson, Denise Serpico.

**STUDENT SENATORS PRESENT:** Horzy Genao, Raymond Campbell, Sierra Williams, Grisselle Hernandez.

**STUDENT SENATORS ABSENT:** None.

**STUDENT SENATORS-AT-LARGE PRESENT:** Leman Kaifa, Collin Officer

**STUDENT SENATORS-AT-LARGE ABSENT:**

Jennifer Hernandez, Leman Kaifa

**Draft 2 April 2017**

**University Senate Meeting Minutes**

**University Senate Meeting #6 for AY 2016-2017**

**Monday, 20 March 2017, Gothic Lounge (H202)**

Senate President, Dr. Joseph Riotto, called the meeting to order at 2:06 PM

**I. Clicker System Test:** Passed

# II. Approval of Agenda

Motion made and seconded to approve agenda.

Motion made and seconded to amend the order of the agenda to add Update on the Doctoral Handbook Program under New Business.

Amendment approved

Amended Agenda approved

# III. Approval of Minutes

Motion made and seconded to approve the minutes of the 6 February Senate Meeting.

Minutes approved

**IV.** **Announcements**

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

1. The 2017 NJCU Commencement is scheduled for Wednesday, 24 May 2017. The ceremony will be held at the Prudential Center in Newark, NJ. Please place your order for regalia no later than Monday, 3 April 2017.
2. Special Senate welcome to Anna Carhart as NJCU’s interim Theater Manager. Anna comes to NJCU after 17 years in professional theater, spanning the spectrum from gala events to modern dance and staged theater. She holds a BFA in lighting design from SUNY Purchase College, and an MFA in production management from CUNY Brooklyn College. Please see the e-mail sent out on 13 March 2017.
3. Reminder that the COACHE Survey of Faculty Job Satisfaction is still available. This survey is designed to enhance the understanding about your experience as a faculty member at NJCU and it is completely anonymous. Please see the e-mail dated 21 February sent to faculty. You are encouraged to fill it out. The findings of the anonymous survey will be shared with the NJCU community.
4. The AFT invites all NJCU employees & students to join in their annual luncheon on Tuesday, 28 March 2017. All the proceeds, yes that is 100%, go to scholarships for NJCU students.
   1. This year’s student honoree, **Katrina Henrilus**, is a May 2020 graduation candidate who is double majoring in English/Journalism and Business. Senate Congrats to Katrina.
   2. This year’s recipient of the Robert Arey Award for service to the AFT Local is **Dr. Joseph Moskowitz**. Senate Congrats to Dr. Moskowitz.

Please see AFT Union reps for tickets and more information. Again, 100% of the proceeds go to Student Scholarships.

1. Reminder that a bulletin will be going out soon from the Elections Committee for Senator-at-Large elections to be held electronically most likely on, Monday and Tuesday, 17 and 18 April respectively.
2. Just received notification that NJCU’s third Doctoral Program was approved this morning by the Council of Presidents!

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

1. The Senate Coordinating Administration Committee (SACC) met on Tuesday, 21 February; the following is the report with comments on follow up communications:
   1. Sanctuary Campus: To the extent feasible the administration has agreed to do what is workable. There were three main points on this item:
      1. The administration embraced the Senate resolution in spirit. The Senate’s intent of the Resolution was favorably received.
      2. Administration will work with the Senate to create a pro-active statement. They would prefer more specific language in some places and would prefer pro-active vs proscriptive language;
      3. The administration will explore legal ramifications and cost issues related to the resolution. The university will not commit to anything illegal.

At the meeting on 21 Feb, President Henderson stated that she would prepare a statement including what the university is already doing. As a courtesy, the Senate President did send an e-mail reminder to Dr. Henderson on 15 March and a reminder in a phone conversation on 17 March in regards to the statement. However, I received on 19 March an e-mail from President Henderson indicating that she will send something on what we are doing for our undocumented students as well as a brag sheet later today or tomorrow. Just received an e-mail from President Henderson with Power Point slides, so the Senate does have something. Have not had a chance to take a look at it yet.

* 1. Second Degree Policy: SACC was fine with this policy recommendation as is. **Policy passed SACC**.

However, it was agreed to work together to clean up any loose threads (transfer credits, residency requirements, etc.) related to both this policy and the change from 128-120 credits

* 1. Mid-Semester Grade Policy: SACC’s response to this past practice was to create an Ad Hoc Committee Task Force (entitled: Academic Success Evaluation Task Force) to work on response rates in general (Mid-semester grades, attendance rosters, etc.) and why grading is important. The main point of the task force was to look at: How the mid-semester grades integrate/interact with the EAB system.

In summary, review the past practice, perhaps place the discussion in the context of EAB and student success, determine if grading vs. P/F approach had an impact on Student Success. Also, how to better communicate the goals of the grades and providing advisors with more input on student academic success. An “alert system” was to be looked at.

In the interest of time, SACC requested that the President of the Senate appoint individuals to the Task Force. With that said and within days, the following individuals were appointed, and they graciously accepted, to be members of the Task Force:

Dr. Karen Morgan (administration representative)

Dr. Audrey Fisch (CAS representative)

Dr. John Bragg (COE representative)

Dr. Lorraine Chewey (CPS representative)

Dr. Rick (Zui Chih) Lee (SOB representative)

Dr. Josh Fausty (Gen Ed representative)

The Ad Hoc Committee/Task Force Members were charged to look at the “Academic Success Evaluation Process”. In summary, the committee’s charge is to come up with about three recommendations concerning students’ academic success, including but not limited, to suggest the composition of an “alert system” for students to improve on student success.

Additional Subsequent Information: The Office of the Provost (in collaboration with the Office of the President) has reviewed the communication to the task force and made revisions to the proposed charge.

President Henderson and Provost Julius’s charge to the academic success evaluation task force is as follows: Make recommendations for a systemic academic success alert system and intervention program that address topics which include, but are not limited to, the following: 1) Issuing letter grades vs. Pass/Fail at midterm, 2) Frequency of submission of assessment/notification to students, 3) Specific timeframe for submission of assessment/notifications, 4) Syllabi addenda such as interpretation of mid-semester assessment and types of formative assessment, 5) Attendance rosters, and 6) Accountability and Outcome Measures.

Also, it was confirmed that Dr. Morgan would call the first meeting of the Task Force.

Please note that the aforementioned is from Administration and NOT SACC sanctioned; however, the modified charge could be perceived as reasonable; however, the SEC did accurately present and affirm the intentions of the Senate body and the SEC did stand on the side of the body we represent.

That concludes my SACC report coupled with appropriate subsequent communications.

1. Update on NJCU Senate and Administration previously approved Scheduled Grid: School of Business communicated a change from the scheduled grid to their business entity only (see attachment #1).

Note: Some issues surface: 1) main issue: No Senate approval or exploratory discussion; 2) time slots appear to conflict with Senate and Administration approved grid; 3) Listing of “Staff” for faculty is a concern (faculty don’t know what they are teaching); and 4) appears to require students to either come more often to NJCU campuses or additional semesters at NJCU (does this extend or reduce graduation rates?). Not sure, since there does not appear to have been a University wide “exploratory discussion forum” or detailed analysis like the last Administration and Senate approved grid. There are approximately, 50 plus undergraduate courses and 30 graduate courses with the various conflicting time slots mentioned.

Also, it is understood that NJCU will be utilizing software that will assist in scheduling courses for students to accelerate their graduation (i.e. Infosilem) Course scheduling will be student centric. Not ready to be rolled out yet; target date is Spring 2018. Right now the process is all backend.

1. Update on the Report of the University Senate's Ad Hoc Committee on Administrative Evaluation Plan: Some discussions took place, but none since we last reported out at the last Senate meeting. For example, the last (19 January) being that Administration will get back to us and begin exploratory discussions on their end.
2. Update on the Department Personnel Committee item: Administration last replied on 22 Dec and will get back to us; The SEC indicated given its nature that we should receive a response to the important questions posed by the Senate Committee and Senate Ad Hoc Committee.
3. Finally, as a reminder, all Senate Standing Committee reports need to be sent to Senate Executive Committee via the Senate e-mail so that there is record of same

Request made to add Discussion of Mid-Term Grading System and Discussion of NJCU Scheduling Grid at end of New Business based on their presence in the Senate President’s Report.

Request granted. Items can be added during New Business.

**VI. University Senate Standing Committee Reports**

1. **Curriculum and Instruction Committee** – Dr. Erin O’Neil and Dr. Michelle Rosen, Co-Chairs

The committee reviewed and approved one new course (see attachment #2 for details).

1. **Faculty and Professional Staff Affairs Committee** – Dr. Natalia Coleman, Chairperson

The committee reported on four items (Please see attachment #3 for details):

1. The committee reviewed the Social Media Policy and Social Media Guidelines and submitted its comments to the SEC in Dec 2016.
2. Twelve sabbatical applications were received, five were recommended to the Provost.
3. Six faculty emeritus status applications were received, three were recommended to the Provost.
4. The committee is reviewing the Policy for Granting Emeritus Status and the Distinguished Service award and plans to report to the Senate at the April meeting.

There was discussion of the faculty emeritus status applications. Dr. Fisch read a prepared statement (see attachment #4). The denied applications were lacking criteria such as C.V. or letters of support. The committee did not evaluate achievements. It was noted that this discussion should be delayed until the committee reports out on the policy at the next meeting. It was suggested that this may be a communication issue; there is a difference between deciding to deny an application and an application not being considered because it was not complete. The committee’s report could more accurately reflect that the second situation was the case: Three of the six applications received were not evaluated because they were incomplete. Notifications falls under the office of the Provost or President.

1. **General Education Update** – Dr, Joshua Fausty, Director – General Education

The presentation was a brief update on the progress of the General Education (Gen Ed) program assessment. Four main topics were covered (see attachment #5).

Summary data: These data were referenced at the last meeting but were unable to be displayed due to technical problems. Each learning goal has three columns. For example, Critical Thinking Tier 1 (Fall 2015), 58% reached Tier 1 or above, 42% were below Tier 1, and 8% (of the total) were below benchmark. That 8% is included in the 42% that were rated below Tier 1. Civic Engagement and Intercultural Knowledge is a learning goal that needs to be looked at more carefully. Quantitative Literacy is another area of concern which is also being addressed by the QLAC group. Details for the Fall semester are available on GothicNet and very soon the Spring data will also be available. The percentages are based on the rubrics scored. This is different from the submission rates which are based on the number of students enrolled in the courses.

It was pointed out that the low percentages may be the result of instructors not using the rubrics when designing the Signature Assignments. The majority of the faculty development work done so far has been specifically targeting instructor knowledge of the outcomes so that they can be effective in Signature Assignment design.

Fall 2016 Assessment: This included an update of the pilot program intruding modal teams. The members scoring CTPS are scoring according to mode of inquiry. There are four modal teams and we will have data aggregated by mode of inquiry for the first time. An update on the pilot program approved by the Senate was presented.

One lesson learned already is that the Gen Ed program is growing while the assessment team is not. This has made it difficult to get statistically appropriate sample sizes for all the modal teams. We have been unable to get two readings for each signature Assignment and have been unable to include English composition or math courses. These are significant issues that need to be addressed going forward. GECAP is looking at it and the committee should have a report with recommendations for the April Senate meeting.

GELCs/Blocks: There are basically two types of course pairings for the Fall 2017 semester. Blocks are aimed at freshmen with developmental needs and contain one Gen Ed course and Orientation to College. Gen Ed Learning Communities (GELC’s) are the new iteration of Project 100 and the First Year Experience and will contain only two Gen Ed courses. In Fall 2017, GELC’s will not contain English composition or math courses. There will be 19 GELC’s and 11 Blocks. These 30 course pairings provide opportunities for faculty collaboration.

Professional Development: A series of “FAC-Chats” have already been arranged; one focused on CEIK and another on Oral Communication. These are informal conversations about Gen Ed. Two to three more are coming so keep an eye out for the invitations. In addition, a mini Gen Ed retreat is being planned. Hopefully, it will be between finals week and graduation. This will be an opportunity to come together and really think about what we have learned in the last 1½ years of Gen Ed and Gen Ed assessment.

1. **Graduate Studies Committee –** Dr. Chris Shamburg, Chairperson

The committee reviewed and endorsed for approval program changes to the MA – Reading Specialist Program and two courses. See attachment #6 for details.

Discussion: Concern was raised about the distinction between Public Health and Public Health Education leadership in reference to the Public Health Leadership course. It was stated in response that Public Health educators are public health leaders.

Program changes to the MA – Reading Specialist Program passed

Both courses passed.

1. **Planning Development and Budget Committee** – Prof. Marilyn Ettinger andDr. John Laski, Co-Chairs

A brief report to present the results of the February activities of the committee. Please see attachment #7 for details.

* 1. The committee endorsed for approval the following four proposals: **BFA in Dance, Minor in Ethics, MS in Finance with a concentration in Financial Risk Management and Compliance,** and **Graduate Certificate in Risk Management**
  2. The twin proposals for the **BS with concentration in Environmental and Organismal Biology** and **BS with Concentration in Molecular and Cellular Biology** were returned to the Biology Department for further information.
  3. The committee has requested more information from the Division of Administration and Finance for review of the June 30th 2016 and 2015 Financial report of NJCU

**VII. Update on the ACE Internationalization Lab Executive Summary** –

Tamara T. Cunningham, Assistant vice President for Global Initiatives

Dr Tim White, Chair, ACE Internationalization Lab

Dr. Alberto Barugel, Co-Chair, ACE Internationalization Lab

In August 2014, the University became part of the American Council of Education (ACE) Internationalization Laboratory. This was a two-year process in which lab members studied best practices in internationalization. The task force was an 18-member team with representation from every college, school, and division charged with creating a comprehensive strategic internationalization plan. The Task force made recommendations based on research; a campus- wide survey of faculty, staff, and students; and many forums or meetings at which stakeholders made their voices heard. The task force’s report also incorporated suggestions from a very successful visit by ACE peer colleagues from the Tri-State area. These colleagues met with the administration, faculty, staff, and students and assessed the university’s capacity for internationalization. These report’s recommendations were organized into five areas in what we now know as NJCU’s Strategic Internationalization Plan. This plan has been widely shared with faculty and will be the focus of a retreat on Friday (24 March). We intend to thoughtfully and strategically implement the objectives in this plan over the next 2-3 years.

The recommendations of the strategic internationalization plan are as follows (see attachment #8 for details; additional details can be found in The Strategic Plan for Internationalization):

1. Internationalization of Courses and Curriculum: The objectives and strategies of this recommendation seek to encourage meaningful integration of international content and authentic use of language into the curriculum by working with Gen Ed, individual departments, and the library. Objectives also seek to encourage and provide support for professional development as it applies to cultural diversity and internationalization.
2. Internationalization Experiences for Students: The objectives of this recommendation emphasize that our students should undergo a process of becoming more internationally minded. The experiences would include study abroad, enrollment in high impact experiential course at home, internships, research with a travel component, or meaningful forays into the diverse terrain of NJ or NY. It was noted that it is important to keep this in the departments as the departments would be in the best position to determine what would be meaningful in their programs. The Focus is shifted from the department to the student body. And the objectives seek to encourage study abroad, as well as support for study abroad.
3. International Student Enrollment: The objectives and strategies of this recommendation specifically focus on the recruitment, admission, and enrollment of international students each year and increasing the services that support international student success.
4. Exchanges and Joint/Dual Degree Partnerships: NJCU currently has 50 programs in 17 countries in four joint-degree programs. The aim is to foster additional strategic partnerships and to increase opportunities for student exchanges in these areas.
5. Staffing in Support of Internationalization: The objectives of this recommendation are already partially completed as all staff and services related to international have been streamlined under the Global Initiative Unit.

The presenters encouraged everyone to read the full report and to RSVP for the ACE Internationalization Retreat (occurring on Friday, 24 March).

Comments: It was noted that international students have requirements/restrictions that advisors may not (and need to) know about. The International Office is aware of these requirements and is working on information session to inform the faculty/advisors. It was noted that this is a huge step forward for NJCU; not just the Internationalization lab, but we now have an International Office. Additionally, it was again stressed that international experiences can be integrated into courses without long-distance travel being required.

Student Question: The recommendations include a requirement for international experiences, is money available to accommodate student budgets?

Answer: That is a good question. If we are talking about requirements, then there has to be some sort of support to meet the requirements. The plan calls for departments to decide whether or not and how to require the international experience. There is also provisions for meaningful international experiences here in NJ and NY. We are trying to stress that you don’t have to get on an airplane to have a transformative international experience.

Procedural Question: Since this plan includes both curricular and budgetary issues, will the finalized plan be coming through the Senate (i.e., PD&B and C+I)?

Answer: The plan states that all matters of curriculum should remain the purview of the faculty in accordance with past practice, so new courses developed by the faculty would go through the standard approval process. The plan does not create new programs or course; it recommends/encourages the creation of same. Therefore, any new programs would need to go to PD&B.

Question: Any new joint degree programs (which have our name on them) is partially in the purview of the faculty. Does the process include review and approval by any Senate committees?

Answer: Tamara Cunningham’s understanding is that the process includes input from the Deans and faculty, but does not include a Senate committee or vote.

It was recommended that a process be established relating to joint degrees that includes review and approval by a Senate committee as it an obligation of the faculty to ensure that degrees bearing NJCU’s name has faculty concurrence as well.

**VIII. The Opportunity Scholarship Program (OSP) at NJCU – PowerPoint Presentation**

**and Q&A –** Andrew Platizky, Director

Alexis Delgado, Associate Director

Matt Sutton, Tutorial Coordinator

The presentation was an opportunity to re-introduce the Opportunity Scholarship Program and its staff to the campus community as well as remind the community what services OSP provides for students (See attachments #9-11).

The presentation covered the history of OSP beginning in 1967 and continuing to the current academic year with interesting statistics, such as that 16% of the university’s first-time-full-time freshmen were OSP students in FY16. OSP’s financial contributions to NJCU were listed.

The requirements for entering the program were listed. Students must:

1. Show potential and a high desire to earn a degree but cannot have the academic record for admittance to the institution through regular admission.
2. Be either U.S. citizens, permanent residents or official refugees.
3. Be NJ residents for at least one year.
4. Meet the State’s financial eligibility criteria to receive EOF funds & services.
5. Successfully complete the OSP Summer Academy

All the services offered by OSP to program students were listed and described with a reminder that its more than advisement. Emphasis was placed on the 5-week Summer Academy, skills workshops and OSP tutoring services.

The presenters stressed that OSP serves students well. Graduation rates improve. The presenters finished by thanking all of the contributors to OSP’s continued success (See attachment #11 for details).

**IX. Research Expectations for Tenure at NJCU –** Dr. Deborah Bennett

This topic was request to be brought up by some tenure track faculty. They are a little freaked out. We have been receiving emails in the College of Arts and Sciences from the Dean entitled “Research expectations for tenure at NJCU”. We already have standards and criteria for tenure in the Faculty Handbook. Tenure is multipronged (see attachment #12). Additionally, the Faculty Handbook (p78 in the section: “In the case of Scholarly Achievement”) reads: “Although nontenured faculty are not expected to contribute extensively to the administrative and committee work of the university or to be actively engaged in professional and learned societies, an attempt is made to arrive at an informed judgement as to the potential of the faculty member, especially one to be recommended for tenure, for becoming a scholar in his or her discipline.”

Motion and second to reaffirm the Senate’s support of the existing tenure policy (pp78-79 of the Faculty Handbook).

Discussion: It was asked what would indicate that we are not following the existing policy? The tenure-track faculty are reporting that they are receiving mixed messages about the tenure process. Statements were made about the disparity or inconsistency in applying the criteria for tenure. It was noted that tenure criteria are the purview of the administration, but they need to be applied consistently. People spoke in favor of research and called for the need for data not conjecture. Others stated that the current criteria were reasonable but that the expectations of research productivity were not reasonable based on the level of support currently given to tenure-track faculty. Provost said he was in favor of the motion as “we aren’t changing anything.” Concern was expressed that the university may be losing track of its urban mission to become more research oriented (not that research is not important). Some departments are not sure how to apply the “peer reviewed performance” criterion. It was stressed that (at least some of) the non-tenured faculty feel they are operating in a climate that has them feeling scared and miserable and this is good for nobody.

There was a consensus that what was needed was consistent criteria conveyed in a consistent message across all colleges and schools from all individuals. It was suggested that what was needed was a consistent message from the individual(s) who make the decision.

A friendly amendment was offered to send the resolution (if passed) to the Provost, President, and Chair of the Board of Trustees. The amendment was rejected. The body thought the resolution should go to SACC (following the normal procedure).

Motion to Call the Question

Question Called - One opposed

Motion Passed (28/2) - The senate reaffirmed its support of the existing tenure policy (pp78-79 of the Faculty Handbook).

**X. New Business**

1. **Update on the Doctoral Handbook Program** – Dr. John Melendez

Wanted to thank everyone who supported new doctoral program and help make it possible. During the process, it was noticed that the Doctoral Student Handbook has not been updated since its inception. It might be time to review that process and look at the handbook again.

Motion and seconded that the University Senate create a task force to review and draft an updated doctoral handbook.

Substitute Motion and seconded that the University Senate create a 2017 doctoral policy taskforce to review and draft an updated doctoral handbook. The task force is charged with reviewing the current doctoral handbook, confirm the past practices of overseeing the current courses, conferring with appropriate administrators and presenting a draft of the updated document to the Graduate Studies Committee of the University Senate by the end of Fall 2017 semester. The Graduate Studies Committee shall review, amend, and (if appropriate) recommend the revised to the full Senate.

In order to have everyone represented, we would like to recommend that the task force consist of four members from the 2009 task force, two faculty members from the Graduate Studies Committee (selected by the Graduate Studies Committee), one faculty member from each department with a doctoral program, one faculty member from the College of Arts and Sciences and the School of Business, one currently enrolled graduate student, and one administrator with faculty rank.

Point of Personal Privilege: Dr. Calathes attempted to join the Dean’s meeting with the non-tenured faculty and was refused entry.

Quorum Called

Quorum Lost

Meeting Adjourned by President Riotto at 4:37 PM

Respectfully submitted,

Ethan Prosen, Ph.D.

Secretary of the University Senate

Attachments

#1 NJCU Schedule Grid

#2 Senate C&I Committee Report to the University Senate – March 20, 2017

#3 Senate FPSA Committee Report to the University Senate – March 20, 2017

#4 Senate Emeritus Comments Audrey Fisch

#5 AY 2015-2016 General Education Assessment Results (Tier 1)

#6 March Senate Report from the Graduate Studies Committee

#7 PD&B Report to the University Senate March 20, 2017

#8 Executive Summary: Recommendations from the A.C.E. Internationalization Lab @ NJCU

#9 OSP Handout side 1

#10 OSP Handout side 2

#11 OSP PowerPoint Presentation

#12 Tenure Expectations at NJCU, from the 2009 Faculty Handbook, Page 79