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4 **FACULTY AND PROFESSIONAL STAFF MEETING**  
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6 **PRESENT:** Aktan, Andreopoulos, Chung, Crick, Decker (for Brillante), Diamond, Duffy, Ellis,  
7 Flores-Marti, Griswold, Harris, Kearney, Kecojevic, Kollia, Levitan, Makarec, Najarian,  
8 Natrajan, Nyaboga, O'Donnell, Orr, Owusu, Potacco, Pozzi, Rosar, Ryan, Scala, Schwartz,  
9 Simon, Snyder, Spagna, Steinhart, Suess, Swanson, Tardi, Vega, Verdicchio, Vishio, Wallace,  
10 Watad, Weisberg

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12 **ABSENT:** Kothandaraman, Perez, Ranjan, Russell

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14 Chairperson Scala called the Faculty and Professional Staff meeting to order at 12:37pm.

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16 She thanked everyone for their many expressions of condolence for the death of her daughter-in-  
17 law.

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19 The primary purpose of this meeting is to discuss what the faculty and staff see as the identity  
20 and vision of WPU so that we can inform the thinking of the new President (who has asked for  
21 our input) and the soon-to-be new Provost.

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23 She opened the discussion with two questions: Who are we? Who do we want to be?

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25 A member noted that this discussion antedates the new President. We need to lead, not just  
26 respond to things. What is the mission of WPU? To serve the weakest students? Are we to be the  
27 welfare university?

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29 We must all look to the Strategic Plan and to emphasize things upon which we can all work  
30 together, rather than pursuing separate agendas. We should emphasize aspects of the UCC  
31 program that makes us different from other neighboring colleges. For example: transfer students  
32 need only take one UCC course.

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34 Scala stated the Board of Trustees' newly redefined priorities for WPU:

- 35 1. Retention
- 36 2. Enrollment
- 37 3. Graduation rates
- 38 4. Job placement

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40 A member noted that these are quite similar to those in place for the past eight years, and that  
41 some of it is just new vocabulary. Instead of Dashboard Indicators we will now have KPIs – Key  
42 Performance Indicators. Deans' performance evaluations and salary increases will depend on  
43 their success with their KPIs. Faculty should be cautious since it may herald the return of the  
44 DFWs, and one dean has already distributed a list correlating advisors with the number of  
45 students who do not persist. We are now an HSI, but then so are many other institutions in the  
46 area. It is not enough to say that we are an HSI. We need to do something to assure that this  
47 cohort succeeds. We must not become the college of last resort.

48

49 We should be looking at what works at other institutions with populations similar to ours. We  
50 should also be expanding our partnerships with area high schools.

51

52 We must be offensive, not defensive. We should demand to know what are the outcomes of  
53 programs: what is working and what isn't. We need to see how money is being spent.

54

55 Our reputation declines when enrollment goes up. We need to discuss the quality of our  
56 students. Many are not prepared intellectually or emotionally for college. There are systemic  
57 problems: Bad sequencing: putting freshmen in 200 level courses. Putting 35 students in a class  
58 when many are unprepared and there are many non-academic variables at work as well that  
59 impede their progress. Retention should not be priority #1. Fund raising should be our #1  
60 priority. Without money we can't do many things.

61

62 We recently heard from staff in various remedial programs, yet it's uncertain that these efforts  
63 are truly increasing student success.

64

65 A member asked for larger scale demographics of our region. What programs do we have for  
66 non-completers? What can we do to help? It's hard to develop new courses given the length of  
67 time it takes and the hoops that must be jumped, and then only 44% of new course proposals are  
68 eventually approved.

69

70 We need to learn from and partner with the community colleges, some of which are already  
71 running academic programs in their local area high schools. We should also be doing more to  
72 attract active military and veteran students. What programs do we already have that are highly  
73 rated and have large numbers of good students who can't be accepted (e.g., Nursing)? Who are  
74 we in the marketplace? Regarding our efforts towards student success, I pester students to do  
75 their work, not in a nagging sense, but in a caring way.

76

77 WPU is not a welcoming place for many students. A minority faculty member was profiled  
78 recently. The students know which police officer did this. "That's him," they say. The  
79 administration needs to know about this and do something about it.

80

81 Another member followed up on that comment. 53% of our student population are people of  
82 color. WPU doesn't do enough to serve them. They are discriminated against in class, on campus  
83 and in offices. We cannot ignore this. These are the students we have. One of the reasons some  
84 of them leave is because of how they are treated here.

85

86 A large proportion of our faculty are adjuncts and we need to make them part of our culture.  
87 Part-time and full-time faculty all need to know more about discrimination issues.

88

89 There are many programs – and potential programs – that would flourish if there were money  
90 and other resources to support them: second degrees for business people, growing honors tracks,  
91 physician's assistant, physical therapy, pharmacist, etc. We need full-time clinical faculty and  
92 lecturer lines.

93

94 The Board of Trustees is using quantitative metrics, but the qualitative metrics of our  
95 experiences are also valuable and valid. NSSE suggests that our students are just like those at  
96 the other places, but that is not true. We must, however, raise more money.  
97

98 We need to know more about the employability of the graduates from our programs. We function  
99 with half the faculty that other institutions have. They are taking money away from our  
100 programs.  
101

102 A large proportion of our first year students are not prepared for college. They need to learn how  
103 to be college students. In elementary schools children are taught how to grow from the first three  
104 grades into to fourth and higher grades. Perhaps we need to emulate this strategy.  
105

106 We must send a message to the Board of Trustees: our defensive posture suggests that's all  
107 we've got. We must do better than that. We must not accept the given. We must use our voice  
108 and push back. No one in the administration sees the bigger picture. We must look beyond the  
109 undergraduates to the graduate students.  
110

111 One can speak at a Board meeting, but one has to contact Bob Seal ahead of time to get on the  
112 list of speakers.  
113

114 What extraordinary things do we do? Let's be visionary and sell those points.  
115

116 The marketplace sets priorities. Our students come with rich life experiences. Here they have the  
117 opportunity to learn the language of power. They should fall in love with a vocation, not just  
118 seek a job. We need to produce leaders, not those looking to live at the bottom of the herd. The  
119 UCC is part of this.  
120

121 We need quantitative and qualitative data and we need assessments.  
122

123 The Board has told the President that he cannot use reserves. He must balance the budget and  
124 raise more money. Our ideas need resources. The 3 plus 1 plan will become law soon and WPU  
125 must go along with it or lose even more market share to other institutions.  
126

127 Fund raising must be priority #1.  
128

129 The finance people are running things and making academic decisions. We have a bimodal  
130 distribution of students: some very good and some remedial.  
131

132 Retention is not a minor issue. When we accept a student it's a contract. Both the student and the  
133 institution have to work at it.  
134

135 We've heard these same ideas over and over. We need leadership. We need short and long term  
136 goals, and we need implementation. The same old ideas are getting us nowhere.  
137

138 The environment here is not student-friendly. Some of the service offices greet and treat students  
139 appallingly, and not just the students of color. Attitudes must change. The entire campus must  
140 care about our students.  
141

142 Anyone who has further ideas or comments should send them via e-mail to Arlene. She assured  
143 the body that the Executive Committee will take these ideas outside this room and share them  
144 with the President.

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146 \*\*\*\*\*

147  
148 Last semester several students – originally three, then later five – in a graduate class had a  
149 problem with a professor. Accusations made by the students were investigated by the  
150 administration. The faculty member was represented by the Union. The faculty member was  
151 cleared of the charges. The students threatened to go to the press and/or to legislators. The dean  
152 got involved. Just before the end of the semester the students’ names disappeared from the  
153 professor’s class roster. The Union President questioned the legality of this action and was  
154 informed by the Provost that he had the right to do whatever he wanted regarding issues like this.  
155 The students were placed in independent studies with the college dean five days before the  
156 semester ended. The professor was asked for a copy of the final exam he would be giving in the  
157 class from which the students were removed. All five students got A. The Union President  
158 discussed the issue with President Helldobler who has stated that this sort of thing should not  
159 happen and that if it does, faculty should immediately go to the Union and to the administration.

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161 **ADJOURNMENT:** The Faculty and Professional Staff meeting adjourned at 1:50pm.

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163 Respectfully Submitted: Bill Duffy, Secretary

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165 THIS AND OTHER SENATE DOCUMENTS ARE AVAILABLE ONLINE AT:  
166 [www.wpunj.edu/senate](http://www.wpunj.edu/senate)

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