Academic Policy Committee

2015-2016

Summary Report

1. October 6, 2015
   A. Graduation Commencement Speaker Nomination Process: Document revised by Dr. McDonald and presented to the Faculty Senate.
   B. The APC passed a motion concerning December Graduation Speaker process whereby the Senate President and Executive Committee will solicit input from faculty, staff and students for future speakers.
   C. The revised Commencement Speaker process was forwarded to the Faculty Senate.

2. November 10, 2015
   A. December graduation discussion, whether to discontinue the ceremony with no final decision. The APC forwarded the issue to the Faculty Senate for final vote.
   B. APC discussed the graduation policy that addresses walking in commencement when required summer courses are yet to be completed.
   C. APC reviewed the Centers and Institutes Procedures but were revisited at a future meeting.

3. March 3, 2016
   A. Centers and Institutes Policy-suggestions proposed:
      1. Should procedures address how and how often centers/institutes are periodically reviewed?
      2. Should there be a formal procedure for faculty/staff/other than administration to suggest potential centers/institutes?
      3. #4. Change to CRITERIA FOR FORMATION AND REVIEW-*"Faculty/staff or other administrators who wish to propose a center/institute must do so in a written proposal submitted to the appropriate divisional vice President. The proposal must include Purpose, Outcomes, Resources, and Reporting as outlined in the policy."*
   B. Memorial Designations on Campus-APC discussed point from Senate: Should we consider including a paragraph about commemorating event scheduling? *"Any associated commemorative event must follow current campus Policy and Procedures regarding event scheduling".*
   C. Attendance Policy Revisions as proposed by Student Senate.
      1. *"In the case of rare and compelling circumstances not listed in current policy. Students should make every effort to discuss reasons for absence with the instructor in advance if feasible or as soon as possible afterward."* Sent to Faculty Senate for approval.
      2. APC suggests that all students be provided with information on campus safety procedures periodically.

May 10, 2016

A. Three modifications to the procedure to increase the number of credits students who are readmitted after probation are permitted. In addition, a provision for graduate students was included. The APC suggested three points for consideration:
   1. *He/she changed back to original wording of she/he.*
   2. *Statement-If students receive a grade or notation of W or I, it is considered an attempt.*
   3. *And spell out MAED, MAIT and MBA.*
B. General Studies-Increase the maximum number of credits permitted within each category and APC had questions before making a decision on the proposed changes.
   1. What other solutions are available; can the problem be solved using CAPP adjustment or independent study?
   2. How do we ensure that G courses do not become used as de facto program courses?
   3. How do we ensure that At Some Distance (ASD) category courses are not eliminated in favor of G courses?
   4. How do we ensure that we do not over burden General Studies with increased demand for G courses?
   5. Can we modify the CAPP for students with a declared minor who need to apply additional G courses to meet their minor requirements?

ACADEMIC PROGRAMS AND PLANNING COMMITTEE
FINAL REPORT
2015 - 2016 ACADEMIC YEAR

Faculty Senate Website: http://intraweb.stockton.edu/eyos/page.cfm?siteID=294&pageID=5
Faculty Members

Victoria Schindler	Chair (2014-2016)
Lisa Cox	Vice Chair (2015-2016)
Joe'l Ludovich	ARHU (2015-2017)
Kerrin Wolf	BUSN (2015-2017)
Susan Cydis	EDUC (2015-2017)
Judy Copeland	GENS (2015-2017)
Maya Lewis	Graduate Studies (2015-2017) and Union representative
Manish Madan	Graduate Studies (2015-2017)
Margaret (Peg) Slusser	HLTH (2015-2017)
Christy Goodnight	Library (2015-2017)
Susanne Moskalski	NAMS (2015-2017)
Lisa Cox	SOBL (2015-2017)

Ex Officio Members	
Claudine Keenan	Dean of EDUC (Provost designee)
Amy Beth Glass	Director of Graduate Enrollment Management (replaced Lew Leitner January 2016)
Theresa Bartolotta	Dean of HLTH (Provost appointee)

Non-Voting Student Liaisons	
To be appointed	Graduate student
Mike Tuozzolo	Undergraduate

Meeting Dates: 9/24/15, 10/22/15, 12/3/15, 1/28/16, 2/25/16, 4/28/16

I. Proposals - Programs

  A. **Exercise Science.** The Committee on Academic Programs and Planning reviewed the **Exercise Science Proposal** three times. At each point we sent recommendations to Kelly Dougherty, primary author of the program proposal, and she addressed the requests.

Therefore, the Committee unanimously voted to approve the **Exercise Science Proposal** (and send it to the Faculty Senate for the November 17th meeting. (Approved=15; Opposed=0; Abstain =0.

       B.   **Data Science and Strategic Analytics**. The Committee on Academic Programs and Planning reviewed the **Data Science and Strategic Analytics Proposal** three times. At each point we sent recommendations to Russ Manson, primary author of the program proposal, and he addressed the requests.

Therefore, the Committee unanimously voted to approve the **Data Science and Strategic Analytics Proposal** and send it to the Faculty Senate for the November 17th meeting. Approved =14; Opposed =; Abstain =0; Recuse = 1.

       C.   **MA in Counseling Proposal** – This proposal was reviewed at the October and December meetings. Jennifer Lyke attended the December meeting and the Committee provided feedback to her. As of May 2016, the proposal has not been resubmitted.

       D.   **CD Prep and SPAD program closures**– The Committee overwhelmingly voted to approve the closure of the two programs April 28, 2016. Vote in favor of closure. Approved = 10; Opposed = 0; Abstain =0.

II. Proposals -Minors
       A.   The **Disability Studies minor** was first reviewed in 2014-2015 (initial review 9/25/14). It was resubmitted and reviewed in September 2015, January 2016, and April 2016. Vicky Schindler met with Lydia Fecteau, Priti Haria, and Shelly Meyers in May 2016. The Committee developing the minor plans to address the current concerns and resubmit September 2016.

III. Proposals - Certificate Programs
       A.   **Genocide Prevention Certificate**. The Committee reviewed the proposal three times and voted unanimously to approve the Genocide Prevention Certificate and send it to the Faculty Senate for the November 17th meeting. Approved =15; Opposed =0; Abstain =0.
       B.   **Substance Awareness Certificate (SAC) program closure** - December 2015. APP reviewed the documentation and memo stating the unanimous votes of the Psychology and Education programs to terminate the SAC. APP Committee unanimously agreed with closure. Approved= 9; Opposed = 0; Abstain =0.
       C.   **Post-Baccalaureate Certificate in MACJ**. The Committee on Academic Programs and Planning reviewed the **Proposal for a Post-Baccalaureate Certificate in MACJ** twice and voted unanimously in favor of forwarding the proposal to the Faculty Senate for the March Faculty Senate meeting. Approved = 14; Opposed = 0; Abstain =0.

IV. Proposals - New Concentrations in Existing Programs
       A.   **MAED New Concentration proposal for physics and chemistry**– December 2015. APP reviewed the curriculum documents and faculty letter of support proposing the addition of 2 concentrations (Physics and Chemistry) to the MAED program (to add to the existing 5 concentrations). The Committee voted unanimously in favor of the addition of the two concentrations. Approved = 9; Opposed = 0; Abstain =0.

B.   **MACJ New Concentration in Administration and Leadership (ADMIN).** February 2016. The Committee voted unanimously in favor of the addition of the concentration. Approved = 14; Opposed = 0; Abstain =0.

C.   **Sociology – Race and Ethnicity**. April 2016, The Committee voted unanimously in favor of the new concentration. Approved = 14; Opposed = 0; Abstain =0.

D.   **Psychology – Empirical Research.** April 2016. The Committee voted unanimously in favor of the new concentration. Approved = 14; Opposed = 0; Abstain =0.

E.   **Nursing - Trancel concentration**– April 2016. The Committee voted unanimously in favor of the new concentration. Approved = 14; Opposed = 0; Abstain =0.

V. Life Cycle of Academic Programs Procedure

A. Summary of Life Cycle procedure prior to 2015-2016 academic year as per the timeline written below

Timeline

1. Idea for Life Cycle procedure proposed 2012-2013
2. APP - 1st draft introduced 1/30/14; Final edits were accepted on 4/9/14.
3. Returned from SEC to APP. APP revised and approved 10/30/14.
4. Approved by Faculty Senate 12/9/14
5. Signed by President Saatkamp 1/21/15

B. Life Cycle of Degree Programs – The concept of a flowchart was introduced to develop a concise, visual schematic of the narrative because feedback about the narrative was that it is lengthy and cumbersome.

1. Jan 2016 - The APP committee reviewed the draft flowchart, made two revisions, and generated one question: When the Senate Executive Committee or the Faculty Senate requires revisions after the 1st reading, will the proposal be sent back to the APP to address the revisions or will the proposal be sent directly to the sponsoring faculty member to interface with the Senate Executive Committee or the Faculty Senate?

2. Feb 2016 - Life Cycle Flowchart – Chair of the APP met with the Faculty Senate President Brian Tyrrell Feb 23rd regarding the flowchart. The Senate Executive Committee had recommendations about the flowchart. The APP reviewed the recommendations and incorporated them with the exception of one question (return to the APP if the APP has already approved)?

3. March 2016 - It became evident that one aspect of the flowchart (right side – concerning concentrations) did not accurately reflect the narrative in the Life Cycle of Degree Programs procedure. The Life Cycle of Degree Programs procedure defines "concentrations" as a type of new academic program thereby requiring the full evaluation process, but the flowchart identified the process for concentrations as only requiring an informational memo.

4. April 2016 - Although the Life Cycle of Degree Programs procedure defines "concentrations" as a type of new academic program, a review of procedural history of concentrations (based on a report **Concentrations _ Life Cycle Procedure** completed by the Chair of the APP and sent to the Faculty Senate President), revealed that concentrations University-wide had been developed, managed, and closed at the Program level.

5. April 2016 - Based on the incongruence between the narrative of the Life Cycle of Degree Programs procedure and the flowchart, the flowchart was discarded. The Faculty Senate plans to reevaluate the Life Cycle Procedure.

VI. Updates and Revisions of Guidelines and Development of APP Webpage

A. Summary of work on the guidelines and webpage prior to 2015-2016 academic year as per the timeline written below

Timeline

1. Fall 2014 – Faculty Senate President asked APP to correct and update the APP webpage and minor and program guidelines.

2. Academic Year 2014-2015 - The APP updated guidelines for new minors and programs, and we aligned the program guidelines with the AIC manual (Academic Issues Committee of the NJ President's Council) which was necessary to do. Revisions were completed in April 2015 were approved by the Faculty Senate President and Interim Provost Davenport in Summer 2015. These included:

   a.. Web Page Information
   b. Procedures for Proposing a New Program
   c. Pre-Proposal Template for a New Program
   d. Procedures for Proposing a New Minor
   e. Pre-proposal Template for a New Minor

3. 2015 – 2016 academic year

   a. The fillable templates were completed. Lou Regan (Computer Services) created the webpage with the 5 items above as well as links to University Policy and Procedures, AIC of NJ, NJ Office of Higher Education, and Middle States Commission.
   b. Sample documents were added (Proposals for a New Program: Exercise Science proposal; Proposals for a New Minor: pending approval of a new minor; Proposal for a Certificate: MACJ certificate program)
   c. Chair of the APP presented the updated APP webpage to the Faculty Senate at the December 2015 meeting.
   d. January 2016 - Additional revisions to the New Program guidelines - Based on feedback from the AIC concerning program proposals, there was a need to include additional items in the Proposal Outline for New Academic Programs.

      These items are as follows:
      § *Clearly articulated program level goals*
      § *The incorporation of Institutional Level Learning Goals into the Program Level Learning Goals*
      § *Examples of how the achievement of program goals are assessed, including direct and indirect measures*
      § *The sustainability of the assessment process*
      Additionally, curriculum mapping needs to be stated more explicitly.

To address this, additional information was included in the program proposal guidelines and an appendix was added. This was sent to the Faculty Senate President.

    e. May 2016 - Revisions in progress

      1. Timeline for Proposals for New Programs– January 2016 - The pre-proposal template required by the APP and the first and second reading of proposals by the Faculty Senate affects the timing of proposals submitted to the APP. The Chair of the APP discussed this with the Faculty Senate President and the Interim Provost. The Chair of the APP wrote a draft timeline which was revised based on feedback from the APP and the Faculty Senate President. It was approved by the APP 4/28/16: Approved: - 11; Opposed – 0; Abstain = 0 and sent to the Faculty Senate President on 4/30/2016. The APP would like to add this document to the APP webpage to inform faculty of the suggested timeline for program proposals.

      2. Request to add a cover page to Guidelines for Programs, Minors, Certificates and Concentrations. At the April 2016 the APP proposed to add a requirement for a cover page to the current Guidelines for Programs, Minors, Certificates and Concentrations. This cover page would include names and signatures of all involved in the development of the proposal. To that end, information for the cover pages was added to the guidelines for proposals for new programs, minors, certificates and concentrations and sent to the Faculty Senate President on 4/30/16..

VII. New Chair of APP

Doug Harvey – newly elected chair of the APP was introduced at the April 2016 meeting.

Respectfully submitted,

Victoria Schindler, PhD, OTR, BCMH, FAOTA
Associate Professor
Chair, Committee on Academic Programs and Planning

Faculty Members	
Gurprit Chhatwal	Chair (2014-2016)
Susan Fahey	Vice Chair (2015-2016)
Mark Malett	ARHU (2015-2017)
Michael Busler	BUSN (2015-2017)
Ron Tinsley	EDUC (2015-2017)
Betsy McShea	GENS (2015-2017)
Phillip Hernandez	HLTH (2015-2017)
Christy Goodnight	Library (2015-2017)
Tara Luke	NAMS (2015-2017) and Union representative
Rupen Simlot	SOBL (2015-2017)

Ex Officio Member	
Mike Wood	Director of Budget & Fiscal Planning (Vice President for A&F designee)

Administration and Finance met six times in-person over the AY and also conducted an email discussion and electronic vote as well.

The topics we discussed in this AY included the following:

1. accessibility to the physical campus (2 meetings)
2. travel money used by school
3. December commencement ceremony (2 meetings)
4. Student majors on diplomas (1 meeting & electronic discussion and vote)
5. Reviewing the contents of the FY15 audit of the university's financials

Accessibility to the Campus (10.8.15 & 4.22.16)

We addressed priority accessibility gaps identified by the Accessibility Task Force in two meetings. In each of these meetings, we concentrated on parking, regrading/redoing outdoor paths, a front-side drop-off space for students, employees, visitors and PAC patrons, signage, especially properly formatted signs at inaccessible places and services, such as restrooms, directing the user to accessible spaces, doors, the M-wing staircase leading to N-wing, and then take the elevator in N-wing down to the desired level, properly weighted/timed doors, the M-wing chair lift, addressing the evacuation plan in the classroom/hall emergency booklets, and the alternating restroom arrangement in A-D as well as improperly weighted doors on some bathrooms.

Some accomplishments and recommendations in the above categories include the following:

1. Parking
   a. With the construction of USC2 and the Classroom Building, 500 more spots will come offline, which will put more pressure on our existing ADA spaces

        i. Accomplishments: The construction of the Pomona Road parking lot, which will have a commuter component by the intramural fields and move all freshmen residential parking to this lot. It will have 22 ADA compliant spaces.

            1. This will open up Lot 7 for commuter parking, including its ADA compliant spaces and ease the pressure created by the loss of parking spaces

            2. RAs and Freshmen who need ADA parking or who have compelling personal reasons for needing closer parking will be allowed to request parking in Lot 7

        ii. Recommendation: provide more ADA compliant spaces at pinch points on campus and nearest the compliant outside paths, such as Lot 6, Lot 7 nearest the building, Lots 1, 2 and 3

2. Public-side drop-off for employees, students, visitors and PAC patrons
    a. Several of the concrete paths leading from the parking lots to the main buildings are too steep and need regrading, particularly around the PAC and West Quad

        i. Need to assess the paths around lot 1 and whether any are still out of compliance

        ii. Potential accomplishment: Alternate idea to include the front-side drop-off: Sidewalk project – (phase 2) – submitted for a bond/grant under the capital investment fund – don't know if state will fund it

            1. Includes roofing, sidewalks, includes fixing the M-wing hill of doom, and the regrading or elimination of sidewalks near PAC – turn it into a shuttle and front-side drop-off for employees, students, and PAC visitors, etc.

                a. Sought $6M

            2. Board gave 160K to design a drop-off for design concept and landscaping in area in front of PAC

            3. Timeline: May announcement – competitive – may not get it or may get some for these projects

            4. Above project may include moving tennis, basketball court to down by the track field, lot 6 parking lot included (which would provide 42 more general and ADA parking if the tennis/basketball court was moved off to an alternate location)

        iii. Recommendation: provide more ADA compliant spaces at pinch points on campus and nearest the compliant outside paths, such as Lot 6, Lot 7 nearest the building, Lots 1, 2 and 3

            1. Make outside paths compliant

            2. Design a public-side drop-off between WQ and PAC

3. Signage: Many campus signs do not meet minimum requirements for visually impaired – Font size, size of placard, placement of placard and Braille provided
    a. And many of the inaccessible restrooms/services/stairs are not marked with the appropriate location of accessible versions as they are required to be

        i. See also M-wing stairs below

    b. Placement of signs – many are at ceiling

        i. Potential accomplishment: the signage project for rebranding the RSCNJ as SU
            1. A $1M project
            2. Currently in design process but internal signs out of compliance or missing must be placed at the top of the list
        ii. Recommendation: remedy the internal sign situation quickly

4. M-wing stairs/elevator & lack of sign
   a. To pass through M-wing, past the PAC and get to the N-wing cafeteria (a vital service to which students must have access) and office spaces internally, there is a staircase with no ramp
   b. Externally, there is no sidewalk on the Lakeside Lane side and an extremely steep hill on the Campus Walk side
   c. Currently, this situation is dealt with by taking an elevator from 100 level M-wing to 300 level, crossing the bridge over into N-wing and taking the elevator down from there in N-wing BUT there are no signs marking this route as the path to take
   d. Recommendation: This situation must be remedied as none of the external paths are acceptable and properly formatted signs must be designed to inform visitors/students/faculty and staff

5. Restrooms
   a. A-D wing alternates the male and female restrooms vertically in the building or at a large distance horizontally
   b. Lack push buttons on what are sometimes quite heavy doors
   c. Several restrooms do not provide accessible toilets
   d. Accomplishments:
          i. Single-user restroom which is generally compliant in the rear of 100 level F-wing
              1. This was originally designed as a gender neutral restroom but is generally compliant
          ii. F-wing 100 level restrooms both male and female are being redesigned to be compliant and are likely to open on June 1
              1. $250,000 project via Yezzi architectural firm
   e. Recommendation: put openers on bathroom doors or fix the overly heavy ones
          i. Design a new restroom arrangement in A-D and/or currently design properly formatted/compliant signs to inform individuals of it

6. Evacuation plan in booklets
   a. The evacuation plan for individuals who cannot negotiate stairs does not appear to be marked on the emergency booklets in classrooms and hallways
   b. This plan is supposed to be that those individuals would travel to the breezeways and await assistance from emergency personnel from there to complete the evacuation
          i. Recommendation: review the status of this evacuation plan and place it in the emergency booklets

7. Wayfinder maps, signs & or app

a. The campus, although laid out in many ways more sensibly and more accessible than many campuses, still requires Wayfinding signs, an app and a map
    i. Accomplishment: SF and former parking/transportation manager Chris Jurek designed a Wayfinder map. This map should be updated and provided through the CC Information desk.
b. Recommendation: Campus Wayfinding signs that are compliant should be designed and placed internally and externally on campus
    i. Consider the acquisition or building of a Wayfinding app

Travel Money used by School (11.12.15)

We examined the funding of travel by school using data from the Office of the Provost as well as our own experiences in the schools. We discovered that across the schools, the standardized funding was $900 per faculty member in FY15-16, but that individual schools had their own processes for internally requesting additional travel funds. In some schools, deans provided significantly more than the standard amount through these individual processes. This may include disciplinary differences (some disciplines tend to require international travel relative to domestic travel). The final question left to address seems to be what happens to travel funds in the school budgets if not depleted in the AY and how the total sum of funds set by each dean to fund travel (in addition to the money from Academic Affairs of $900/traveler) is determined and from where this money is derived.

Elimination of the December Commencement Ceremony (11.12.15 & 12.17.15)

We examined the question of the major costs of maintaining the December commencement ceremony in two meetings and an extensive investigation by the Vice Chair and Assistant Provost Michelle McDonald. In addition, we also did a survey of staff with the help of Assistant Provost McDonald and Faculty Senate President Brian Tyrrell. Costs of the December commencement include the overtime and compensatory time of Facilities and Student Affairs staff to prepare for, run and clean up after the ceremony itself; faculty grading in the compressed timeline before the term break; and time and compensatory time by school, Academic Advising, and Student Records staff to clear students, calculate GPAs and determine Latin honors in advance of the December ceremony given the recently extended semester. After much discussion, investigation and reflection, the committee voted unanimously to eliminate December commencement. In our report to the Faculty Senate (see later in this document), we also suggested the university move to a weekday ceremony for May commencements to further mitigate the costs of commencement.

Adding Student Majors to Diplomas (12.17.15, 2.5.16, & electronic discussion & vote)

We addressed this question three times. We weighed the student desire for having their majors listed on their diplomas (as expressed to us by the Student Senate President Carl Archut, Jr., and eventually by access to the results of a student survey conducted by the same body) against the increased costs in labor to manually check the diplomas and the costs of the plates needed to print the majors on the diplomas by Jostens against the background of the overall financial situation of the university, with the $2.2M in cuts from the state and the already large costs of the commencement ceremonies and the work needed to clear each student and conduct the ceremonies. Eventually, Jostens offered to cover the costs of these plates. At our first meeting, we

adjourned without a vote as we ran out of time, and the Vice Chair needed to seek more information. At our second meeting, we voted unanimously against adding diplomas to the majors. Student Senate leaders revised their proposal with the assistance of the Office of the Provost and resubmitted it to the committee for another review. Over electronic discussion and electronic vote, we voted unanimously to add majors to diplomas.

Reviewing the FY15 Audit of the University's Financials (3.24.16)

In advance of this meeting, the Vice Chair received the FY15 audit of the university's finances from our ex-officio member Michael Wood. The Vice Chair reviewed it, compiled a list of questions and reviewed those questions with Michael Wood and Assistant Vice President for Finance Brooke Lew to discuss them. Assistant VP for Finance Lew designed and presented a PowerPoint presentation for the committee to help us better understand the finances of the University. We reviewed sources of revenue, operating and non-operating expenses, investments, and debts incurred and total costs of these debts, among other topics.

Graduation Report to the Executive Committee of the Faculty Senate:

Report of the Standing Committee on Administration and Finance to the Faculty Senate on
December Commencement
Submitted January 8, 2016
Primary author: Susan Fahey

In October 2015, the Faculty Senate charged the Standing Committee on Administration and Finance with examining the question of December commencement. Although the Faculty Senate did not ask us to make a recommendation, we chose to do so after two lengthy and in-depth deliberations on this issue.

The charge includes gathering information on, although not necessarily limited to, the following:

- Costs associated with December graduation, both financial and human
- Whether graduation would be better served held on a weekday than a weekend
- Likely impact on May graduation, i.e. will we need to hold three ceremonies in May, or rent out a space large enough to accommodate the larger ceremony, and all the associated costs with these two options
- Other college and university trends regarding December graduation, particularly in New Jersey

The first element of the charge was the area on which most of our time was spent. We quickly discovered that the costs of December graduation were both varied and vast. Our sincere thanks go out to the many staff, administrators, assistant and associate deans, and faculty who took the time to help us complete our charge. Below contains a summary of the many pieces of information we collected.

Costs associated with December graduation, both financial and human

One important thing to note is that there are three types of costs associated with December commencement. The first are the tangible monetary costs, such as the costs for the Chartwells catering of the post-graduation reception, student and faculty gowns, and the costs of diplomas. See Figure 1 for a listing of these expenses.

The next type of financial costs are the labor costs associated with preparing for graduation and the ceremony itself, such as the number of hours worked by Student Affairs to administer the commencement or the hours spent by Plant Management to set up the stage, the bleachers and the chairs in the Sports Center ($9,413.57; see Figure 1) in advance of the commencement. Where these additional hours were not monetized for us as they were by the reports from Plant Management[1] and the Stockton PD to this committee, we have chosen not to monetize the hours as some employees earned standard work hours, some earned overtime and some earned compensatory time. Others, such as Assistant Deans, one of whom reported to us that that there were as many as 60 to 80 hours of work performed to clear students in advance of the December commencement alone, and faculty earned none of that. Further, the employees who work commencement who are paid to do so are paid at different rates so that it would not make sense to try to monetize those numbers if they had not already been done for us. Instead, we have compiled an estimate of hours worked to get a sense of the scale of the enterprise.

The final type of expense is that of human costs. There are the more obvious expenses for December commencement, which involve the many faculty, staff, administrators, and student workers taking time out of their lives to work at commencement on a weekend day. This can involve arranging and paying for child, elder and pet care on the part of the employee as any pre-existing arrangements for the work week may not extend to weekends. Again, some employees are compensated for this time via overtime, regular pay or compensatory pay while others are not. For assistant faculty with young children or elders for whom to care, this may involve greater expenses proportionally to their pay compared to others who are compensated at a higher rate.

In addition, we received a substantial amount of concerns raised regarding weekend commencement ceremonies, because of the ways in which weekend ceremonies prevent or complicate employees' ability to attend worship services at their individual religious institutions. For this reason, it would be wise to avoid scheduling any commencement ceremonies on Friday, Saturday or Sunday.

However, there are additional hidden human costs, and these are borne in the months, weeks and days in advance of the December ceremony. These costs are siloed to specific areas within the university, such as Student Affairs, Student Records, Academic Advising, the school offices, Plant Management, and individual faculty.

For example, in Student Affairs, a good portion of their time over the course of the fall semester is devoted to enacting the logistics that makes December commencement possible. This work involves coordinating the ordering of student and faculty regalia, designing the event space so that Plant Management can execute it, ordering the food and arranging the logistics for the after-graduation

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[1] Roughly one-third of the Plant expenses associated with December commencement were estimated to be overtime hours.

reception, the distribution of guest tickets, the training of 15 staff members to finish the setup of the commencement space, such as placing programs, and ensuring that commencement runs smoothly.

In order to meet the deadline of December commencement, several staff members in Student Records work between part-time and full-time nearly the entire fall semester to do the work of ensuring that the students' full records are cleared for the December graduation ceremony in conjunction with the school offices and Academic Advising. In addition, Student Records manually checks each diploma ordered for all students who apply for graduation, which was 772 students in Fall 2015, to ensure the student's name and degree are correct.

Further, as commencement approaches, the work in each of the school offices begins. The commencement walking lists are compiled, checked and rechecked in the school offices. Staff and assistant/associate deans perform their checks of students' eligibility for graduation and the calculation of program distinction. The number of hours accorded to this important work varies by school, but generally speaking, this work is started in November and is conducted largely during regular working hours.

For Plant, the work prior to December commencement involves the preparation of the campus for the arrival of thousands of visitors, including cleaning the grounds and the Sports Center, erecting the stage, chair and bleachers set-up and checking on the functioning of the major on-campus systems, like HVAC, plumbing and electrical. In addition, for Plant, this work does not cease at the end of the commencement day as hours must be spent to put the campus back in order after commencement. Further, the work of preparing for, executing and cleaning up after commencement takes up time that could be used to complete maintenance and upgrade work on the physical facilities while the campus is largely empty of students. This work and the time to complete it is necessarily delayed by commencement.

By the last week of the semester, the pace of the work in all offices speeds up dramatically and spills over into night and weekend hours for some assistant/associate deans, staff members in Student Records, and faculty. For faculty, their participation in this process is largely concentrated in the last weeks before the final grades are due. In Fall 2015, final exams ended on Thursday, December 17 at 9:50 pm. Yet, final grades were due by Friday, December 18, between 10 am and noon,[2] which is, at best, a very difficult grading deadline. At worst, pedagogical decisions were made to compensate for the short grading turnaround for grades.

Extension of the semester

Throughout our discussions with key December commencement stakeholders, the extension of the semester to include reading day(s) and a final week that extended until December 17 at 9:50 pm was brought up repeatedly. This is because the extension of the semester juxtaposed with the term break and a December graduation ceremony held on a weekend day in advance of the break, artificially compresses the time during which all work for December commencement must be accomplished. Final grades cannot be assigned until final grades are earned. Students cannot be cleared for graduation until final assignments are graded, posted by faculty and finalized by school offices, Academic Advising, and Student Records. Latin honors cannot be calculated until Student Records clears students for graduation and finalizes GPAs. Plant Management cannot start the work of cleaning the campus in preparation for the commencement ceremony until the final week before

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[2] The time was extended from 10 am to noon sometime during the latter half of the Fall 2015 semester.

commencement. This bottleneck forces much faculty, Plant Management, school office, Academic Advising and Student Records labor into those last weeks with the artificial deadline of the December ceremony on December 20, 2015.

As many stakeholders informed us, without the deadline of a December graduation ceremony, their work would be done on a more regularized timeline in December and January. If all grades were due by December 22, 2015, the work of clearing students and calculating program distinction, GPAs, and Latin honors would be done by the relevant offices in January, and diplomas mailed out in January as is done with the summer graduates. This less compressed timeline would allow all or most work to be done within regular business hours and with more normalcy.

Student Affairs			Potential Savings with May only Commencement (5% attrition)		Plant Management & Facilities			Campus Police		
					Vehicle maintenance (2 hrs.; pres. golf cart)	$	28.96	Winter Graduation Preparation Costs (2 employees, total of 6 hours at 1.5 pay)	$	369.95
Chartwells	**$**	**37,506.00**	**$**	**1,875.00**						
					Carpenter shop walkthrough (.25 hr.)	$	7.74	Graduation Detail (15 employees, total of 96 hours at 1.5 pay)	$	3,795.85
Cords/tassels/stoles	$	1,932.00								
					Delivery of covers, dept. flags, etc. from warehouse (27.5 hrs.)	$	589.37			
Printing	$	869.00								
					2 electrical staff day of event (for AV, power supervision 25.5 hours at 1.5 pay)	$	878.78			
Programs	**$**	**3,424.00**								
					Grounds crew (pre-event landscaping and clean-up; 30 hrs.)	$	938.25			
Gift cards	$	250.00								
					Heating and ventilation (pre-event, during event, 29 hours)	$	1,401.39			
Student gowns	**$**	**22,251.00**	**$**	**1,120.00**						
Flowers	$	1,995.00	$	2,934.00	Key and lock (one employee during event, 9	$	247.47			
Bagpiper	$	350.00			Paint shop (touch ups pre event; 1 hr.)	$	27.58			
					Plumbing (2 plumbers pre-event check-through; on-duty plumbers during event; 24 hours)	$	523.36			
Guest tickets	**$**	**784.00**								
					Repair shop (set-up, stage, bleachers, chairs and breakdown; 294 hrs.)	$	9,413.57			
Padfolio gifts	$	1,623.00								
					Custodial (pre-clean, during event, and post-event; 136.5 hrs.)	$	3,724.28			
Grad toast tickets	$	258.00								
Faculty regalia rentals	$	2,805.00	$	2,805.00						
Security	$	1,008.00								
Videographer	$	1,900.00								
Medical services	$	650.00								
Ticket taking service	$	-								
Advertising	$	1,200.00								
Chair/stage rental	$	1,681.00	$	1,681.00						
Diplomas/covers	**$**	**7,000.00**								
Grad send-off	**$**	**-**								
Misc. (flags, etc.)**	$	5,134.00								
Estimated cost for yearbooks*	**$**	**21,472.28**								
Total	$	114,092.28	$	10,415.00		$17,780.75			$	4,165.80

Total does not include earned comp hours: ~488 hours

TOTAL: **$ 136,038.83**

* If spring ceremonies are held on consecutive days

** One-time expenses of school flag and banner replacements (university status)

*** Yearbooks are ordered in bulk once per year for the greatest discount, and the exact pricing varies by year.

This estimate was derived from the number graduation applicants multiplied by the cost of the book last year.

Figure 1. Day-of Commencement Expenses

The day-of expenses are significant, totaling an estimated $136,083, which does not include earned compensatory hours for those working the ceremony itself. Catering forms a large portion of the day-of expenses for the after-ceremony reception along with the cost of student gowns and the estimated cost for the yearbooks. These expenses are denoted in red to indicate they are at least partially covered by the graduation fee paid by the students ($150).[3] Other large portions of the day-of expenses emerged from Plant Management, including heating and ventilation checks and staff to run the systems, stage, bleachers, and chair set-up and breakdown, and the custodial support before, during and after the event. Finally, the entire Stockton PD is employed on the day-of commencement for safety and traffic direction purposes. See Figure 1 for the breakdown of these expenses.

Further, there are also the day-of compensatory or paid hours earned for the day-of the ceremony; this was roughly estimated by Student Affairs to be nearly 500 hours of compensatory time earned by staff at Stockton University, but this does not include the hours earned by staff in Plant Management, in the Stockton Police Department or any hours spent by faculty at the graduation ceremony.

Finally, it must be mentioned that since diplomas have been distributed on the day of the graduation starting in December 2013 rather than mailed afterward, attendance at the graduation receptions has increased dramatically. The consequence of this was an increase in other day-of expenses, most notably the catering bill from Chartwells to provide enough food and beverages for the increased number of graduates and their guests at the after-graduation reception. As such, December commencement expenses ballooned upward over-budget $15,000 to $20,000. One year, the amount over-budget was $28,000.

As was mentioned at the start of this report, the costs associated with December commencement are many and varied. There is a significant financial cost associated with commencement, and this cost is increasingly not off-set by the graduation fee paid by the students as commencement expenses ballooned upward. The graduation fee itself has not been raised since fiscal year 2011. Nearly $17,000 in expenses from the Fall 2014 commencement was not covered by the graduation fee and needs to be paid for with other university funds. In addition, Plant Management costs and labor ($17,780), the nearly 500 hours of compensatory time for those working the ceremony, staff and faculty uncompensated time, and Stockton PD costs ($4,165.80) are borne by the university alone in addition to these other costs.

Opportunity costs

One issue that was raised to us from several different areas within the university was the idea of opportunity costs; that is when one chooses to perform one specific action, one necessarily chooses to not do others. For example, when Plant performs the work necessary to prepare for, conduct and clean up after winter commencement, there are other maintenance and repair tasks that are delayed until after commencement. Similarly, when Computer Services chooses to run Scantrons

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[3] It has been indicated to me that Stockton University has a high commencement fee compared to the NJ state colleges and universities. However, this comparison is not clear-cut as Stockton University uses the graduation fee to essentially pay for the students' gowns and yearbooks for them, which allows the university to obtain bulk pricing, and thus, a lowered cost for the students than if these items were ordered by the individual students. That said, as graduation has run over-budget consistently since December 2013, it is likely that the graduation fee will be raised as much as an extra $50 as early as fiscal year 2017.

first for classes with graduating seniors, which is, of course, a very reasonable decision, or assistant deans and Student Records put off the work of preparing for and releasing the summer schedule until after the term break, which had been released in early December in prior semesters, these are opportunity costs associated with the intense preparation for December commencement. Other work is delayed or prevented entirely. These opportunity costs are not accounted for by any specific monetary figures, but they are important to note as they affect university resources.

Costs associated with one commencement

Regarding increased expenses for an expanded May commencement in the absence of the December ceremony, for some expenses, there would be a one-to-one increase. For example, students who would have walked at December commencement would still need to be cleared by Student Records in January. Diplomas and covers would be ordered and mailed in January at just under $4 per student at current postal rates. Thus, this type of expense would still exist.

There are some of these one-to-one expenses that depend on the number of graduates, however. Based on institutional research on the locality of our students and feedback from stakeholders at Stockton University and beyond, we estimated that there would be a five percent attrition rate if December commencement is eliminated; that is, we estimated that ninety-five percent of would-be December commencement graduates would return for May commencement. This would mean that the one-to-one increase of adding December commencement costs to May commencement would be reduced by a small amount. For example, the catering bill for the after-graduation reception from Chartwells would be increased for May by an estimated $35,631 instead of the full $37,506. Similarly, the student gown rental costs would be decreased from $22,251 to an estimated $21,131 added to May commencement. These figures are speculative and estimated it is important to note.

Other expenses would be eliminated entirely, such as flowers ($1,995), stage and chair rentals ($1,681) and setup ($9,413.57) and faculty regalia rental ($2,805) for the ceremony in December. If the May ceremonies were held on two consecutive days, then there would likely be no need for a second set of flowers, stage and chair rentals. Further, the Stockton PD costs for commencement would be eliminated ($4,165.80); without the ceremony that day, the PD would operate and patrol at normal levels like any other day.

Further, we were told the costs associated with Plant Management would largely be eliminated without much of an increase save for increased custodial supports on the days of the ceremonies in May. Finally, the share of the nearly 500 work hours attributed to the school offices working commencement would be eliminated, as the school office staff would likely only work one undergraduate ceremony and potentially, the Graduate ceremony, especially if these ceremonies were held on workdays.

For Student Affairs staff, it is probable that the number of hours worked on the days of commencement would stay roughly the same as in two separate commencement ceremonies, but if the ceremonies are held during the work week, they would be included in regular earnings, rather than earning extra or compensatory hours.

In terms of hours spent preparing for graduation in Student Affairs, Academic Advising and the school offices and grade submission by faculty, eliminating December commencement would come as a great relief. Because diplomas are distributed after the ceremony as discussed earlier, this bottleneck creates a great deal of pressure on faculty to get their grades submitted, in some cases

with a 14 hour turnaround time and on the staff in those offices to process all those grades, clear students for graduation, and calculate GPAs, program distinction and Latin honors. If December commencement were eliminated, the extra hours needed to accomplish these tasks would be eliminated. Grades would still be due for all students before the term break but days after the current deadline. The grades would be processed, students would be cleared and all calculations would be conducted after term break. Diplomas would be mailed out after the term break. There would be no impact on May commencement as this would be completed before the start of the term in January.[4]

Whether graduation would be better served held on a weekday than a weekend

Likely impact on May graduation, i.e. will we need to hold three ceremonies in May, or rent out a space large enough to accommodate the larger ceremony, and all the associated costs with these two options

For all the stakeholders to whom we spoke, it seemed reasonable that if December commencement were to be eliminated, there would be a need to hold three undergraduate ceremonies and one graduate ceremony on two consecutive weekdays. By holding the ceremonies on consecutive weekdays, the existing workweek hours could be leveraged to hold the ceremonies, decreasing the need to rely on compensatory or overtime hours and cutting costs. By holding the ceremonies on consecutive days, the stage rentals and setup along with the flowers and other decorations would likely be reused on the second day, thereby eliminating a need for extra flowers and rentals. By stacking two ceremonies per day, there would be enough time for the morning ceremony to end and the campus to empty out in time for the next ceremony, a key concern highlighted by the Stockton PD.

In our meetings, the idea of whether employees would want to give up this earned time willingly was repeatedly raised. Although we spoke mostly to managers of employees, we consistently heard that they believed that given the late date of the ceremony itself, working on commencement on a weekend only days before the term break and the start of the busy holiday travel season was a potential burden on their staff rather than a windfall. In addition, they commented that although in the aggregate the number of hours of compensatory or overtime hours was great, for each individual, it added up to less than two days of work on average, though the range was wide. Thus, the increase in pay/hours was potentially smaller than we had expected.

Staff survey

With the assistance of key stakeholders throughout the university, we identified 214 staff to survey who had previously worked December commencement. Ninety-five individuals responded to the survey, which was a response rate of 44%. In order to provide greater anonymity to survey respondents, we chose not to ask them to provide any information about their division or their positions. Seventy-six percent of the respondents noted that they "always" participate in fall commencement with an additional 14% indicating that they often participate, and ninety-four percent of respondents indicated that they participated in the December 2015 commencement.

Staff respondents were allowed to choose several primary reasons for participation in December commencement; these reasons were as follows. Fifty-two respondents participated because their

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[4] I was assured of this by many stakeholders in this process. They have experience on this domain as this was the process when commencement was held in January rather than December.

supervisors required or expected (38%) it. Forty percent indicated that they received compensatory time while for five percent, it was overtime payment. Thirty-two percent of the respondents indicated that seeing the students graduate was a primary reason for participation.

Interestingly, sixteen percent of staff respondents expressed that the late date of the December 2015 commencement had not affected their ability or willingness to participate in the ceremony with while thirty-five percent reflected that the date affected their ability or willingness a little (19%) or a lot (16%).

Only fourteen percent of staff respondents believed there should be two annual commencement ceremonies, while fifty-three percent of respondents preferred one annual ceremony and thirty-three percent did not report a preference. Further, seventy-six percent of respondents described a preference for weekday ceremonies, choosing Thursday and Friday over Friday and Saturday (13%) or Saturday and Sunday (11%).[5]

When describing the burdens associated with working December commencements, staff were able to choose more than one response option and indicated that these difficulties included holiday plans (52%), childcare or other family constraints (42%), professional responsibilities (17%), and other (20%), which included missing religious worship services and time spent with family.

Faculty survey

Though the faculty are not paid explicitly for their attendance at commencement, many do attend so the standing committee on Student Affairs surveyed the faculty on some of these questions and graciously allowed us to use the results.

Two-hundred and forty-three faculty responded to the survey.[6] Fifty-four percent of the respondents described regular attendance at December commencement. Their reasons for attendance varied, but nearly half reported that their primary reason for attending commencement was that they "like seeing the students graduate." Further, fifty percent of respondents reported that they intended to attend the ceremony on December 20, 2015.

When queried about whether the late date of December commencement would impact their ability or willingness to participate, only twenty-nine percent reported that it would not. The rest indicated that the late date affected their ability or willingness a little (24%), a lot (29%) or not applicable as they did not participate in graduation ceremonies (18%). Interestingly, these results differed quite a bit from the staff results.

Most relevant here, when questioned on whether they had a preference for a fall and spring ceremony, only 23% of faculty responded that they preferred two annual ceremonies; fifty-two percent of the faculty respondents reported a preference for only one commencement ceremony while one-quarter reported no preference. Finally, sixty-two percent of respondents described a

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[5] The survey questions were written only to ask about these three possibilities. However, as noted elsewhere in the report, due to Friday religious worship services, it would be wise to avoid Friday, Saturday and Sunday in scheduling commencement for all ceremonies.

[6] This was a response rate of 36% calculated against the total of all faculty; however, it was obvious that adjunct faculty were under-represented by the survey sample, at only 40 of the 243 respondents. The full-time faculty response rate was much higher at approximately 60%.

preference for weekday ceremonies, choosing Thursday and Friday over Friday and Saturday (19%) or Saturday and Sunday (19%).[7]

Generally speaking, there was relatively clear concordance between the staff and faculty results, with a majority of both groups indicating a clear preference for one annual ceremony held on consecutive weekdays, rather than weekends, in May.

Further, other results suggested that this single annual ceremony should likely be held on-campus. The stakeholders to whom we spoke tended to agree that commencement ought to remain on-campus and in the Sports Center. If commencement moved off-campus, it is likely there would be significant venue rental costs, even if there were a location that could accommodate one unified ceremony. Such venue fees were estimated to us to run in the tens of thousands of dollars.

With the short timeline given to this committee to review these questions in mind, we believe the most persuasive plan involved three undergraduate ceremonies and one graduate ceremony held on two consecutive workdays, two ceremonies stacked per day, in May on-campus.[8]

Other college and university trends regarding December graduation, particularly in New Jersey

The larger trend among state college and university trends in New Jersey has been to eliminate December and other auxiliary commencement dates and to move to May graduation ceremonies exclusively. Of the New Jersey public four-year colleges and universities, we found that Stockton University is alone in holding December and May commencement ceremonies. In fact, Rutgers University, New Jersey Institute of Technology, Rowan University, The College of New Jersey, Ramapo College of New Jersey, Kean University, Montclair State University, New Jersey City University and William Paterson University do not hold a December commencement ceremony, preferring instead to hold only a May commencement ceremony. Thomas Edison State College similarly conducts only one commencement, although they hold theirs in September rather than May.

In expanding our search to other mid-Atlantic four-year colleges and universities, we queried whether the following schools hold a December commencement ceremony: Pennsylvania State University, University of Pennsylvania, Widener University, Delaware Valley College, New York University, the State University of New York system, University of Delaware, University of Maryland, and University of Virginia. Of these, Pennsylvania State University, some of the SUNY colleges and universities, and University of Maryland currently conduct December commencement ceremonies.

Thus, the larger trend in academia, but in New Jersey specifically, suggests that universities have been consolidating down to one commencement ceremony annually.

Conclusions

Our investigation found wide unanimity among the many stakeholders of December commencement. Upon discussion and reflection on this topic across two meetings and two months,

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[7] See note 5.

[8] As parking is a common concern on campus, and it would be even more so on a day where more than 3000 visitors would arrive on campus for commencement ceremonies, it would likely be advisable for campus employees to park in the Pomona Road lot for the days of commencement. There is a shuttle between the main buildings and the Pomona Road lot that could be utilized to great effect on commencement days.

we voted unanimously on 12/17/2015 to eliminate the December commencement ceremony and move to one annual commencement as described earlier in this document. Thus, it was our recommendation to the Faculty Senate that December commencement should be eliminated for all the reasons enumerated in this document.

Meeting Minutes

10.8.15 Minutes

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Administration and Finance Committee
Meeting
Thursday, 10.8.15

Meeting Minutes

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Members present: Susan Fahey, Christy Goodnight, Philip Hernandez, Tara Luke, Mark Mallett, Ron Tinsley, Michael Wood

Guests present: Don Hudson, Stephen Davis

1. Recommendations made by the Accessibility Task Force.

    a. Parking
        i. Minimum number of spots does not necessarily meet the need; provide more HC parking spots, including van accessible spots
            i. Updates on Lot 0, Lakeside Lane drop-off, additional HC parking on Lakeside Lane

1. DH: SOSH architect report on accessibility on campus sets the priorities for tackling the accessibility issues on campus. Generally, Don's office tries to wrap ADA projects into larger campus projects
    - Example – stairs project and elevator project wrapped into one another

2. Parking committee is aware that the "parking problem" is really that of a convenient parking problem
        There are 5000 parking spaces on-campus
            ii. Updates on the loss of spots from USC2 and Classroom building
3. Loss will be about 500 spots
4. When the Showboat was purchased, they thought it would take the heat off of on-campus parking issues
        Lot 0 was started prior to Showboat, completed for Fall 15
        Lot 0 is the projected site (if we ever have the money) for a parking garage
        8 HC spots in lot 0 and a compliant ramp
        They also fixed (made compliant) the bridges over the culvert
        Students will park on the grass sometimes, and this is an issue that needs to be addressed with enforcement

5. Lot 7 parking will be made 75/25 commuter/residential
        Because north lot is being under utilized by on-campus residents

6. Lakeside Lane issues: deliveries are run through LL. But DH wants to discuss how to minimize deliveries on the LL side of the main building to only necessary deliveries and the rest to be delivered elsewhere (D/E wings or Campus Center side)
        Don't want trucks driving through there that people can get hit or cars get hit
Lakeside Lot has about 100 spaces, with 25 extra permits oversold

7. Landscaping project – landscaping around former temporary parking are that's now a retention basin. No specific timeline recorded for this.

   b. Distance for disabled people to reach the main academic building
     i. Placement of parking spots is not ideal; discuss Lot 6 HC parking idea

8. Agreement that disabled access parking spaces are not ideal
Would like to add more spots in Lot 6 but there are 2 issues – the grading of the paths off of that lot needs work to be compliant (see later in the notes for more on this issue) and the basketball/tennis courts are taking up a lot of space that could be turned into more HC spots (120 spots)
Plans to move the courts to behind lot 7 have been discussed but no movement on that yet.
  But student clubs play quidditch there
  This project is still being discussed and hopefully there will be future progress on it soon

9. Most of the paths coming off Lot 6 and towards the PAC and the main building have compliance problems
  BOT authorized $160K to address this. They are sending out an RFP to regrade the sidewalks between PAC and lot 6 and to address the steepness of the M-wing hill. This project is still very much in the design process. No plans, no approvals yet, no timeline for completion yet.
     ii. A drop-off area be designated
       i. Employee-side drop-off now exists
       ii. How do faculty, staff and administrators gain access to this?

10. Will address this more on the Parking Committee (Susan Fahey, VC of A&F is also on that committee so she will ensure the transfer of that information)
  Cynthia Gove-Cullers will likely be the point of contact for gaining access to employee disabled drop-off and the code to the parking control arms.
     iii. What about a front-side drop-off?
       i. West Quad or Campus Center?

11. Want to study the idea of a front-side drop-off further; while we're building USC2 and CB – for when the new buildings open?
  The company that designed the new quad (between USC2 and CB) may have a good design
  Parking Committee also apparently looking at valet parking

     iv. What is the status of the relining project? (for relining HC parking to allow van accessible spots where necessary/missing)

12. DH looking into the status of the relining project.
     v. A drop-off area be designated
       i. Employee-side drop-off now exists
       ii. How do faculty, staff and administrators gain access to this?

   c. Signage
     i. No signs at all inaccessible areas, like restrooms, directing users to an accessible restroom. These signs will need to be properly formatted (size, placement, font size and placement and Braille)

13. The new maps at elevators – they are too high. DH will lower the elevator signs. Also, they are complicated to read and don't clearly with appropriate signage requirements note the locations of the accessible restrooms, etc., DH is going to start the process of looking into and acquiring appropriately formatted signs at inaccessible rest rooms to note the locations of accessible restrooms. No timeline noted.

     ii. Many campus signs do not meet minimum requirements for visually impaired – Font size, size of placard, placement of placard and Braille provided
       a. Placement of signs – many are at ceiling
       b. Update on the signage project

14. $1M of money for signage, largely to change the RSC to SU; signs that point to HC spots, where to go into the building will also be rolled into this project (such as location of accessible bathrooms at inaccessible places and how to get from M to N-wing and back).

   Signage – architect meeting next week to discuss; then bid goes out; may be a phased, multi-part projects, potentially outside first and then inside latter (Speizel Architects)

   DH would like to be done for Summer 2016
   Will work in location of accessible bathrooms signage
      iii. Campus maps available on the website did not include information regarding handicapped parking, accessible restrooms, etc.
        a. It would be very helpful to design Wayfinder maps that note the location of HC parking, accessible building entrances, bathrooms, elevators, the placement of LAP and the PAC
        b. Update on the Wayfinder map project
15. Needs to be updated again for lot 0; need to work on getting copies for Information desk.
     DH will make color copies for this.

       d. Another area of concern is the access to N-wing from K-wing; not only is no access provided on the main level, but there is no signs directing individuals to how to travel to N-wing via the elevators
        i. Look above for information on sidewalk renovation project (or below)
16. Releasing internal architect to measure the distance if a ramp is possible internally
     Other idea is to create a breezeway on the outside of the building on gazebo side
     Needs money and ideas – far-off solutions

       e. Doors
        i. Many doors require > 5 lbs. of pressure to open
        ii. Timers on the doors need to provide sufficient time to pass (5+ secs)
        iii. Update on the Door project
        iv. Wing doors -
         a. L-wing still no opener on a heavy door

17. Door report to check on the timers and weights of the doors was done incorrectly. Will need to be redone. There is disagreement in Don's office whether we are out of compliance on doors. SF: the SOSH Architects report on the status of doors found non-compliant doors. DH will assess this more and SF will follow-up on it.

       f. Performing Arts Center and Experimental Theatre
        i. Insufficient handicapped parking outside the PAC
        ii. Vestibule area is graded too steeply and needs handrails
         a. Any updates on the external grading project
         b. See above
18. DH: Idea at the main campus main entrance to create a pull-off with maps and a QR code to get a map on your phone
     Identify where to park from maps
     Someday, electronic signs to show where the parking is – as in sensored parking
        iii. Drop off area needed
        iv. There is no easy access to the Experimental Theatre, dressing rooms or educational spaces, no ramps, open chair lift too narrow, riding on the chair lift is a "terrifying" experience.
         a. Update on plans to replace chair lift?
19. DH will look into the state of the chair lift in M-wing as well as access to the dressing rooms – down an extra 4 steps – and overflow seating for the orchestra pits. An upgrade is needed. DH will look into it and SF will follow-up on it.

g. Rest rooms
   i. Push buttons on restrooms
   ii. Restroom arrangement in A-D, only male on the ground floor etc.
   iii. Restrooms in several places, including H/J which are closes to LAP are entirely inaccessible
      a. Need appropriately formatted signs next to restroom with locations of accessible restrooms

20. DH taking note of the issues with restrooms described above.

F-wing restroom renovation to make it HC accessible – going out to bid in October
       Timeline for completion: by Spring Break 2016 or 2016

H/J wing restroom will someday follow suit in the pattern of new F-wing. No timeline for completion set.

Once USC2 and CB are completed, will push sciences out to that building and will be able to better use money and space in the main building

Looking for new money from the state – for deferred maintenance and sidewalks via potential and rumored grant or bond money

Both new buildings will have lactation rooms and gender-neutral bathrooms

M-wing – hipped surface – requires trucks doing deliveries to park one set of tires up on the curb. DH will look into it

11.12.15 Minutes

Administration and Finance Committee
Meeting Minutes
Thursday, 11.12.15

In attendance: Michael Busler, Tara Luke, Michael Wood, Betsy McShea, Ron Tinsley
Guest: Michelle McDonald from the Office of the Provost
A. TRAVEL FUNDING:
 The meeting opened with a discussion about travel funding based on data distributed about the amount of travel funding provided from school budgets as well as that provided from more competitive, internal grant programs (i.e. R&PD, Provost Opportunity, etc., this last also divided by school). Susan Fahey noted that this was an item left over from last year's senate agenda. Questions had been raised at the Faculty Assembly about how travel monies are allocated and distributed by deans.

The Committee for Admin and Finance had asked Stockton administration to provide figures about use patterns. The response indicated that university funds are given from Academic Affairs to the individual deans of each school as part of non-salary funds.

(Michael Wood opined that such figures are usually based on the travel patterns of faculty within a given school in the year prior, adjusted for any special programs deans might already be aware of for the coming fiscal year).

These monies are then distributed to each school and subsequently allocated by the deans as requested by faculty. There did not appear to be a standard process for faculty across the schools to ask for more travel money from their schools although it was suggested that some schools likely do provide more travel funds than others (apart from competitive funds like PFOF, R&PD, etc.).

Across all schools, the standard fund is $900/faculty member (fiscal year 2015-16), but actual amounts in data provided trended higher, at times substantially more, as deans have the ability to provide more at their discretion. As mentioned above, there does not appear to be a standardized system for providing more moneys and as such, seems to vary by school.

Fahey asked the rest of the committee whether there should be further investigation. One member asked whether there could be more research about school-by-school patterns of travel money use. Another committee member suggested that differences might be disciplinary; NAMS, for example, might make more requests for equipment and research needs (as funds for travel might be built into projects or external grants, and so not require internal funding by schools or grants).

The committee noted that there are important distinctions (ARHU, EDUC and GENS receive the most; SOBL, NAMS, and BUSN had the least). But, again, if travel is funded by an external grant, it might not be captured by the data provided, as this focuses on direct allocations—not activities supported by special funds.

These figures only include what is funded out of the "non-salary" budget. Susan will confirm that data only represents travel. (Yes, only travel.)

The real question seems to be less about funds for travel that are competitive (i.e. Provost Opportunity or R&PD) and more about the distribution of school funds. And what happens if funds by individual faculty are not used and how the total sum of funds used by each school for faculty travel is determined.

B. WINTER GRADUATION:

The committee reviewed all expenses provided by Student Affairs, Plant and Facilities, and Campus Police. The total sum for winter graduation was @$100,230.00.

Michael Busler noted that some expenses (i.e. student caps and gowns) are paid out of student fees (although they are listed in the cost breakdown as an expense for Student Affairs). Busler also noted that some expenses (i.e. chair rentals, student cap and gown, etc.) would remain the same if December graduation were eliminated. Susan Fahey noted that others might go down if the ceremonies were combined (i.e. catering, flowers, security, advertising, etc.).

The committee speculated about whether students who might have graduated in December would return the following May (or whether there would be attrition--most thought there would be some, but it is difficult to gauge how much). Michelle McDonald added that, while anecdotal, the Provost's Office has already been fielding calls from those scheduled for winter graduation who, because of the late date this year, would prefer to walk in May).

While the committee tried to calculate how much of graduation is covered by student fees ($150 per student), the calculation is complicated. Is all of the $150 fee allocated for graduation directly? Does some proportion cover indirect expenses (i.e. Registrar office employee hours, assistant dean employee hours, etc.). Michael Wood noted that fees do not fully fund (or even pay the majority) of graduation expenses.

One committee member noted that, because all students pay the requisite fee whether they walk through graduation or not, Stockton's income generated by such fees would not decrease if the school opted to go to one annual graduation event.

Wood also noted that the cost of graduation fees has not been raised for a number of years (the committee asked whether it was possible to find out how long its been since such fees were raised?).

Busler asked whether staff had been surveyed about their reactions to eliminating a winter graduation ceremony. Might some employees rely on the overtime at the end of semester? Susan Fahey responded that those she spoke with at plant services (admittedly managers) stressed that the time and energy required for winter graduation means that other maintenance projects are deferred (and there is a lot of maintenance that needs to be done between term).

Ron Tinsley asked whether plant staff would be unhappy about the loss of overtime (i.e. roughly a third of plant's December graduation costs of $17,000+ is overtime). Michelle McDonald responded that a different Faculty Senate committee is preparing surveys to capture student, faculty, and staff reactions to any proposed change.

One other element the committee was tasked with was the potential impact on May graduation, as well as the human costs of graduation overall (i.e. weekend v. weekday).

Can we ask for projections if there was only a spring graduation?
Can we look at alternative schedules (2 or 3-day, or off-campus)?

12.17.15 Minutes

Administration and Finance Committee
Meeting
Thursday, 12.17.15

Meeting Minutes

Special guests: Michelle McDonald, Craig Stambaugh

December Graduation

Committee Vice-Chair Susan Fahey distributed the draft report on the cost analysis of fall graduation and thanked the variety of participants who contributed information.

Discussion began with considerations raised by Mark Mallett in an email. These principally focused on the impact of winter graduation on program planning (i.e. performing arts). In many respects, these considerations are similar to those problems articulated by Plant Services in terms of how commencement truncates the time to attend to a variety of campus concerns during winter break.

Some stakeholders noted that time was less compressed when winter graduation was in January, but the very short timeline became far more problematic when the ceremony was shifted to December.

Committee members asked whether anyone had raised the possibility of removing the reading week (first introduced in 2014-15), and hoped this would not be the case as it has been very valuable pedagogically.

Fahey noted that this has not been discussed, but that those who have concerns about the extended semester should talk to ADs and Senators. She has heard a bunch of complaints from her students and other students and faculty in SOBL.

Committee members asked whether the graduation fee covered costs. Craig Stambaugh noted that the fee covers diplomas, gowns, etc. by essentially paying those fees for the students and getting the students cheaper prices on the items via bulk pricing (like on the yearbook).

What it does not cover are all of the incidental costs of the ceremony itself. Neither, Fahey added, does income from these fees cover staff compensated time, nor plant and police hourly wages or comp time. Mike Wood added that other "costs" (administrative and faculty time) is even harder to capture since such employees do not receive comp time (but the deferral of other work, the compressed time to grade, type of exams available—multiple choice v. essay, etc. should all be considered as "costs" of another kind).

Fahey noted that Stockton is the sole public four-year institution in NJ that still has a winter graduation. Stambaugh noted that, prior to President Saatkamp, winter graduation was in January on a week day.

The committee then turned to the question of the impact on spring graduation should the winter ceremony be discontinued. While there was some suggestion of an off campus venue, most attention was focused on the mechanics of on-campus ceremonies (the need for at least three undergraduate and one graduate ceremony), as this was the clear faculty preference.

Michelle McDonald introduced some of the preliminary information from the faculty and student surveys. There were places of overlap (i.e. both groups preferred an on campus ceremony, but faculty wanted weekday ceremony while students preferred weekend). Wood asked whether other New Jersey schools were weekend or week day events? Stambaugh noted that we are the only school that holds weekend events, principally because the ceremony is held on campus. Christy Goodnight noted that if commencement was moved to a week day, it would reduce the number of Graduation Send-Off events—potentially saving additional funds.

Stambaugh noted that, should winter graduation continue to December 2016, Student Affairs estimates that it will need to increase the student graduation fee from $150 to $200 for FY2017 (as they are currently about $30,000 short in the graduation budget).

The committee voted unanimously to recommend the elimination of winter graduation. Goodnight asked whether the committee's recommendation would include a preference for week day. Fahey noted that the report would as that was clearly preferred by many stakeholders she had interviewed.

Fahey asked whether the committee should consider completing a staff survey (noting that the two surveys completed by the senate committee on Student Affairs targeted faculty and students), in particular to assess those who might prefer the accrual of comp time.

Majors on Diplomas

Fahey raised a second concern, the Student Senate request to add majors to the diplomas. This question has been raised before and other state universities do so. A preliminary survey by the Student Senate indicates that roughly 80% of those surveyed favor having their major included, and the Student Senate has offered to contribute the funds to pay some of the costs for the plates needed for this addition (if they have enough money for it).

The registrar notes that all names and degree types are already checked by hand; if majors are added, they strongly recommend that diplomas be mailed rather than made available at graduation (and that majors be limited to only one major—as there is no room dual degrees or minor degrees). This change would add a great deal of labor to the diploma checking process done by Student Records and would take up much more staff time. Stambaugh noted that not all students want a major on a field as they may not end up working in their degree field.

Fahey noted that she was waiting on a quote from Student Records via the Jostens representative on how much the costs of ordering the plates for all of the majors and the committee decided not to vote on this matter until this information came back. A further discussion and meeting will be used to discuss this issue.

2.5.16 Minutes

Administration and Finance

Friday, 2.5.16

3:30-4:30

Members present: Michael Busler, Susan Fahey, Christy Goodnight, Philip Hernandez Betsy McShea, Mark Mallett, Michael Wood

- ❖ Adding majors to student diplomas
  - ➢ See meeting minutes for a review of what was discussed on this during 12/17 meeting
- ❖ Reasoning provided by the students in favor of the student diplomas
  - ➢ Employers want the transcript – to look at courses and GPAs –
  - ➢ Student Senate surveyed the students (though we were not given copies of the results) and found that responding students were majority in favor of the change, even if a few dollars were added to their graduation fee and/or it delayed the receipt of diplomas
  - ➢ President of Student Senate sent the committee evidence in favor of the change, including a list of 8 NJ colleges that have made the change
    - ▪ Reasons included to provide details to a student's diploma; did not remember why; upper administration decided to do so; students requested it based on feedback from employers; and no reason
- ❖ Discussion circulated around what the usefulness of the change was? What is the purpose of it?
  - ➢ Help with employment?
    - ▪ Discussion circulated around the fact that as the varied years of experience in hiring and institutions around the table had not found that employers were actually requesting diplomas with majors; rather that transcripts are requested to fit this purpose
  - ➢ Further, it would raise extra labor costs for Student Records, which already has a significant task to provide diplomas to students on the day of graduation
    - ▪ This change may have necessitated moving diploma distribution to mail several weeks after graduation at the costs of about $4 dollars per diploma in postage
    - ▪ This is in the context of an already over budget set of commencement ceremonies
    - ▪ And an already inadequate graduation fee to cover all of these costs
  - ➢ We also discussed having to balance the priorities of the institution with the wants of the students
    - ▪ Balancing the wants of some students over the financial realities of the increased labor costs in schools and student records (which are already high to begin with WRT compensatory time and overtime)
    - ▪ Need a very strong reason to pursue this
- ❖ Some solutions to the problem of some students wanting this was considered, like a suite of graduation packages – pay for a diploma with a major on it
  - ➢ But Bursar knows who paid for things and Student Records is the ones who checked
  - ➢ And did not find this to be a realistic solution to the problem
- ❖ Motion: Recommend no change in diplomas – Mark Mallett
  - ➢ Seconded by Michael Busler
- ❖ Unanimous vote 7 in favor of the motion

3.24.16 Minutes

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Administration and Finance Committee
Meeting
Thursday, 3.24.16

</div>

Committee members present: Susan Fahey, Michael Busler, Christy Goodnight, Tara Luke, Michael Wood, Ron Tinsley

- Stockton University Audit –

- **Special presentation by Brooke Lew**

- Sources of Revenues
  (in thousands)

Sources of Revenues
(in thousands)

Student Revenues, Net	$ 100,574
Governmental (federal and state) Operating Grants	20,557
Non-Governmental Operating Grants	879
Independent Operations	18,657
Other Auxiliary Revenues	1,700
Other Revenues	4,274
Total Operating Revenue	$ 146,641
State of New Jersey Direct Appropriations	19,839
State of New Jersey Central Appropriations	21,973
Federal Pell Grants	12,128
Investment Income	713
Capital State Grants	4,084
Total Non-Operating Revenue	$ 58,737
Total Revenues	**$ 205,378**

- Independent operations include Seaview

- Other auxiliary revenues include Chartwell, bookstore, and vending revenues from SASI.

- State of NJ Direct Appropriations include money from the state for academics

- State of NJ Central Appropriations include fringe / benefits

➡ Operating and Non-Operating Expenses (in thousands)

Operating and Non-Operating Expenses (in thousands)

	Salary & Benefits	Other Operating Expenses	GASB 68 Pension	FY15 Total Operating Expenses
Instruction	$ 62,691	$ 1,209	$ 1,444	$ 65,344
Research	653	629		1,282
Public Service	3,727	2,803	69	6,599
Academic Support	8,558	682	825	10,065
Student Services	11,269	2,934	618	14,821
Institutional Support	22,034	3,842	1,605	27,481
Operation and Maintenance of Plant	10,897	7,593	1,237	19,727
Student Aid		7,912		7,912
Auxiliary Enterprises	12,408	9,158	1,031	22,597
Independent Operations		17,146		17,146
Depreciation Expense		12,846		12,846
Total Operating Expenses	$ 132,237	$ 66,754	$ 6,829	$ 205,820
Interest on Capital Assets Related Debt				11,625
Other Non Operating Expense				182
Total Non Operating Expenses				$ 11,807
Total Expenses				$ 217,627
Revenues less Expenses				$ (12,249)

➡ Revenue less expenses

  ➡ Without the new accounting rule known as GASB 68 (see below) and the Island campus, the negative 12,249,000 number of revenue less expenses would result in a net loss of $126,000.

  ➡ Sale on the Island Campus was $23M plus an extra $1M to move the settlement to January to cover carrying costs.

    ➡ Total cost is approximately $25.9 million. The property sold for $23 million. The difference is being pursued through legal remedies.

➡ Summary of Financial Statements
(In thousands)

Summary of Financial Statements
(In thousands)

Summary of Revenues, Expenses, and Changes in Net Position		Statement of Revenues, Expenses, and Changes in Net Position	
Total Revenue Sources	205,378	Operating Loss	(59,179)
		Nonoperating revenues, net	42,846
Total Expenditures	217,627	Capital Grants	4,084
(Decrease) Net Assets	(12,249)	(Decrease) Net Assets	(12,249)
Exclude GASB 68 Pension Expense	6,829	Exclude GASB 68 Pension Expense	6,829
Exclude Island Campus Operations	5,265	Exclude Island Campus Operations	5,265
Adjusted Net Assets	(155)	Adjusted Net Assets	(155)

➡ GASB 68: Pension Liability

➡ Effective July 1, 2014, the University adopted GASB Statement No. 68, Accounting and Financial Reporting for Pensions. GASB 68 addresses accounting and financial reporting for pensions provided to employees of governmental employers through pension plans that are administered through trusts. The University participates in several State of New Jersey administered pension plans.

  ➡ This requires the university accounting to account for all money that would be spent on pensions as if each employee eligible for retirement were to retire in this year (and next year, next year, and so on and so forth)

GASB 68: Pension Liability

➡ Effective July 1, 2014, the University adopted GASB Statement No. 68, Accounting and Financial Reporting for Pensions. GASB 68 addresses accounting and financial reporting for pensions provided to employees of governmental employers through pension plans that are administered through trusts. The University participates in several State of New Jersey administered pension plans.

		PERS	PFRS	Total
Proportionate share of the net pension liability ($)	2014	$ 129,367,998	$ 6,515,401	$ 135,883,399
Proportionate share of the net pension liability (%)	2014	0.640%	0.180%	
Proportionate share of the net pension liability (%)	2013	0.630%	0.250%	
Net pension expense	2015	$ 6,873,820	$ (44,987)	$ 6,828,833

➡ University Investments

University Investments

Beginning Investment Balance	FY10	$	72,839,240
Last Deposit to the Investment Fund	FY10		22,000,000
			94,839,240
Withdraw funds for the Purchase of Seaview	FY11		(15,000,000)
Withdraw funds for Hammonton Project	FY12		(2,001,579)
Withdraw funds for Hammonton Project	FY13		(2,001,622)
Withdraw funds for Unified Science Center (USC)	FY14		(11,000,000)
Withdraw funds for Showboat Purchase	FY15		(18,000,000)
Withdraw funds for Operations	FY15		(8,000,000)
Pay down Line of Credit (USC)	FY15		(5,000,000)
			(61,003,201)
Investment Earnings FY10 to FY15			33,748,917
Ending Investment Balance 6/30/15		$	67,584,956

➡ Initial and later deposits into the investment account were made up of surplus revenue, such as tuition, fees and housing fees over time

   ➡ This used to be held in a checking account and the state run Cash Management Account so the thinking was to invest this money so more money could be made from it

      ➡ The general amount held between those two accounts was about $90M

      ➡ First deposit into the investment fund was in 2005

      ➡ Last deposit was in 2010

   ➡ No fees are charged for withdrawals from the accounts

   ➡ Hammonton project – renovations

   ➡ FY15 withdrawal for operations was primarily for Showboat operating costs

   ➡ No known planned deposits in near future. The Showboat proceeds are currently in a short term fund and may be applied towards an Atlantic City Campus.

      ➡ The new Atlantic City campus – speculative discussion of finances below

      ➡ $35M (from whom/where?)

      ➡ Which will involve future lease payments by us of $60-70M of lease payments in a 30-year lease

         ➡ How will this be paid for?

- USC2 & the classroom building – 75% is being paid by the State and 25% (approximately $11.6 mm) will be paid for by the University.

- University Debt as of June 30, 2015

University Debt as of June 30, 2015

Bonds Payable	
Series 2008A	127,665,000
Series 2007G	35,650,000
Series 2006F	44,940,000
Series 1988A	239,000
	$ 208,494,000
Other Long Term-Term Debt	
Series 2015E (refunding of Series 2005F)	18,830,826
Dormitory Safety Trust Fund (Dorm)	236,022
Equipment Leasing Fund (ELF)	1,527,221
Capital Improvement Fund (CIF)	8,070,917
Dam Restoration Loan (Lake Fred)	267,499
	$ 28,932,485
Total Long Term Debt	$ 237,426,485
Unamortized Discount	(245,642)
Unamortized Premium	1,592,610
Total Debt per Financial Statements	$ 238,773,453

- The $208M amount is the total principal (not interest) left to be paid as of June 30, 2015
- The Dorm Safety Trust Fund, Equipment Leasing Fund and the Capital Improvement Fund debts are state issued and the University is only responsible for the portion of the debt noted.
- Bond Series 2008A
- New Money
  - Campus Center
  - Unified Science Center
  - College Walk Renovations
  - Site and Roadway Improvements
- Refunded 2005C (refinanced a prior bond to save money)
  - F-Wing Extension
  - Housing V

- Housing I Tile
- Housing I Bath Liners
- Verizon Building & Reno
- Parkway Building Roof/HVAC Replacement
- Electrical Power Improvements
- Bond Series 2007G
  - Science Building
  - Telecom Upgrades
  - Nacote Creek
  - F-Wing Roof Top Units
  - Geothermal Infrastructure
  - Safety and Infrastructure
  - Heat Pump Replacement
  - Free to Be Playground
  - College Computer Capital
  - L-Wing Adaptive Reuse
  - C-D Atrium
  - Field #4 Parking
  - G-Wing Renovation
  - Housing Computer Capital
  - Fire Safety Upgrades & Replacement
  - Athletic Field & Parking
- Bond Series 2006F
- Housing V
- Housing V Phase I & II
- Energy Conservation Project (ATES)
- Land Acquisitions
- Holocaust Resource Center Renovation
- Alton Auditorium Renovation

- Electrical Power Improvements

- Annual Debt Service FY16- FY 2040

Annual Debt Service FY16- FY 2040

Years Ending June 30,	Principal	Interest	Total
2016	$6,314,610	$11,055,609	$17,370,219
2017	7,484,409	10,719,923	18,204,332
2018	7,734,086	10,408,920	18,143,006
2019	8,052,330	10,086,568	18,138,898
2020	8,345,311	9,712,309	18,057,620
2021-2025	47,970,099	42,137,037	90,107,136
2026-2030	51,813,527	30,483,275	82,296,802
2031-2035	58,542,113	16,787,906	75,330,019
2036-2040	41,170,000	2,682,375	43,852,375
Total	$237,426,485	$144,073,922	$381,500,407

- Reimbursement for Bond Proceeds

    - Bond proceeds are held in trust at bank determined at time of closing

    - University disburses funds for construction

        - Facilities reviews all invoices and work performed

        - Accounts Payable reviews supporting documents before disbursement

    - Accounting requests reimbursement through the Educational Facilities Authority (EFA) & submits a bill/invoice to EFA. Reimbursement funds are generally received within 2 weeks of the completion of the request.

        - Review each invoice and ensure it relates to the project identified in the bond issue

    - EFA reviews and approves the trustee bank to release the funds to the University for the qualified expense related to the bond issue

4.22.16 Minutes

Administration and Finance Committee
Meeting
Friday, 4.22.16

Meeting Minutes

Members present: Susan Fahey, Christy Goodnight (late due to prior engagement, Phillip Hernandez, Tara Luke
Special guests: Stephen Davis (guest from the ADA / Rehabilitation Act Steering Committee), Don Hudson (presenter), and Skip West (presenter)

Recommendations made by the Accessibility Task Force.

- h. Parking
  - i. Minimum number of spots does not necessarily meet the need; provide more HC parking spots, including van accessible spots
  - ii. A drop-off area be designated
    - i. Employee-side drop-off now exists
    - ii. How do faculty, staff and administrators gain access to this?
      1. Through the parking committee
  - iii. What about a front-side drop-off?
    - i. West Quad or Campus Center?
    - ii. Updates on frontside drop-off
      1. The previous idea of building it into the construction for USC2 and CB has been abandoned
         a. Skip said that they tried to bid it
      2. A current idea for it: CC – lane dropoff is too narrow
      3. Alternate idea to include the front-side dropoff: Sidewalk project – (phase 2) – submitted for SIF capital investment fund – don't know if state will fund it
         a. Includes roofing, sidewalks, includes fixing the M-wing hill of doom, and the regrading or elimination of sidewalks near PAC – turn it into a shuttle and front-side drop-off for employees, students, and PAC visitors, etc.
            i. Sought $6M
         b. Board gave 160K to design a drop-off for design concept and landscaping in area in front of PAC
         c. Timeline: SIF May announcement – competitive – may not get it or may get some for these projects
         d. Above project may include moving tennis, basketball court to down by the track field, lot 6 parking lot included
    - iii. Updates on the loss of spots from USC2 and Classroom building and Lot 7
      1. 500 spots will be lost
      2. Pomona Road; 2 ADA spaces in commuter (public) lot; 22 in freshmen residential parking in the new Pomona Road lot
         a. 10 van accessible and 12 standard

        b. If freshmen residential lot is exceeded, excess will be directed to park in North Lot

        c. Lot 7 will be only commuter parking, except for a small number of RA spots

     3. No greater plan to deal with greater pressure on accessible parking

    iv. Landscaping project – landscaping around former temporary parking are that's now a retention basin (near lot 0). No specific timeline recorded for this.

i. Distance for disabled people to reach the main academic building

    i. Placement of parking spots is not ideal; discuss Lot 6 HC parking idea

    ii. Most of the paths coming off Lot 6 and towards the PAC and the main building have compliance problems

       i. Update on this project?

       ii. See above – see Sidewalk Project Phase 2 – would pick up 42 spaces and add accessible parking

    iii. What is the status of the relining project? (for relining HC parking to allow van accessible spots where necessary/missing)

       i. Update on the status of the relining project

          1. No update yet. SF will follow up with DH

j. Signage

    iv. No signs at all inaccessible areas, like restrooms, directing users to an accessible restroom. These signs will need to be properly formatted (size, placement, font size and placement and Braille)

    v. Update on signage project, including signs noting the areas of accessible entrances/bathrooms at inaccessible ones.

       a. Exterior signage project designs in flux – external architects working with internal graphics folks

       b. Colors being designed from the campus center – modern traditional look

       c. Has to be settled and go out to bid by May

       d. Banners and internal and external signs will be changed over

    vi. Many campus signs do not meet minimum requirements for visually impaired – Font size, size of placard, placement of placard and Braille provided

       a. Placement of signs – many are at ceiling

       b. Update on the signage project

          i. Holding pattern on internal signage project –

          ii. First priority needs to be – signage at inaccessible services

          iii. Places of refuge signs in corridors

          iv. Police should redesign emergency map to mark evacuation path for those who can't negotiate stairs

    vii. Campus maps available on the website did not include information regarding handicapped parking, accessible restrooms, etc.

       a. It would be very helpful to design Wayfinder maps that note the location of HC parking, accessible building entrances, bathrooms, elevators, the placement of LAP and the PAC

       b. Update on the Wayfinder map project

          i. Updated to add Lot 0; copies at the information desk?

          ii. Not updated for lot 0 yet; also need copies to be put at the information desk

        iii. Ideally, new parking/transportation manager will work on this when hiring process is finalized

  k. Another area of concern is the access to N-wing from K-wing; not only is no access provided on the main level, but there are no signs directing individuals to how to travel to N-wing via the elevators
- i. Look above for information on sidewalk renovation project (or below)
- ii. Update on this project?
  - i. Second level of signage project – 900K project to be used after
  - ii. SF argued for a separate category of signs that are things we are out of compliance on, like access to resources, like restrooms and the cafeteria

  l. Doors
- v. Many doors require > 5 lbs. of pressure to open
- vi. Timers on the doors need to provide sufficient time to pass (5+ secs)
- vii. Update on the Door project
- viii. Wing doors -
  - a. L-wing still no opener on a heavy door
  - b. No update on the door report – John Fritsch will now be in charge of these types of things
  - c. Head of the lock shop – was doing project coordination – will now be doing this type of work again in late 2016

  m. Performing Arts Center and Experimental Theatre
- v. Insufficient handicapped parking outside the PAC
- vi. Vestibule area is graded too steeply and needs handrails
  - a. Any updates on the external grading project
  - b. See above
- vii. Drop off area needed
- viii. There is no easy access to the Experimental Theatre, dressing rooms or educational spaces, no ramps, open chair lift too narrow, riding on the chair lift is a "terrifying" experience.
  - a. Update on plans to replace chair lift?
  - b. On a new to do list.

  n. Rest rooms
- iv. Push buttons on restrooms
- v. Restroom arrangement in A-D, only male on the ground floor etc.
- vi. Restrooms in several places, including H/J which are closes to LAP are entirely inaccessible
  - a. Nothing to update on the above issues
  - b. Update on F-wing bathrooms – hopeful that there will be another month of construction - $250,000 – should be open June 1st
    - i. Yezzi architectural firm was used

Updates on seeking bond and other money from the state to address these and deferred maintenance issues?
No update

No more free money – rest of the money trying to get budget money through budget increases for Plant
Fire alarm system outdated – replacing it; replacing fire alarm system to bring both through code

Committee on General Studies
Annual Report, Academic year 2015-2016

Membership:

Elizabeth Pollock	Chair, GNM Convener
John Bulevich	Vice Chair
GT Lenard	Freshman Seminar Program
Katherine Panagakos	GAH Convener, Union representative
John O'Hara	GEN Convener
Judy Vogel	GIS Convener
Janice Joseph	GSS Convener
John Pearlstein	BUSN
Shelly Meyers	EDUC
Kerri Sowers	HLTH
David Lechner	Library

Ex Officio Members

Robert Gregg	Dean of General Studies
Lisa Honaker	Dean of ARHU (Provost designee)

2015-2016 Committee Activities
The Committee met four times during the academic year to discuss the following items:

- Updated, streamlined new and 5-yr review G-course forms were approved last spring and in use for the first time this academic year. Feedback from faculty is positive. An exemplary proposal will be made available on the website to provide faculty a sample proposal at some point in the coming year.
- The Faculty Sponsor Form, which provides a sponsor for staff or outside persons to teach in the General Studies curriculum as adjunct faculty, was modified to require that faculty sponsors obtain signatures from the appropriate program coordinator and assistant dean. Faculty sponsors were often not clear on the fact that adjuncts sponsored by them would be part of their program, even if teaching a G-course, and that scheduling the new course would become the responsibility of the sponsor's School. The new form ensures that those involved in the scheduling are aware of the process and that the course is up for review. The responsibilities of the faculty sponsor have not changed; they have been made more explicit on the form itself.
- Carra Hood spoke with the conveners to get feedback on what was and was not working with the Annual Report forms. Based on this meeting, the annual report form will better reflect the needs of the conveners through a removal of aspects of the annual reports that have no bearing on G-categories (a discussion of our students, faculty) and inclusion of sections that focus on new courses introduced into the curriculum.

- The role of ELOs and e-portfolios was discussed. No resolution or conclusions were achieved, with the role of e-portfolios still uncertain.
- Discussion of the review process is on-going. Most course changes occur within the first few years of teaching a course, making the first review a valuable opportunity to reflect on these changes. Later reviews are less likely to see substantive changes in the course and may not be needed. No firm decision was made as to changing the review process.
- Discussion of how courses should be reviewed when new faculty take up the course. In instances were the course has been defunct for several years and the original faculty member teaching the course may no longer be at Stockton, the course will be treated as a new course for the approval process but not subject to the same timeline between approval and first teaching of the course as workflow concerns do not apply. For courses taught more recently or in a small number of sections, the process is handled on a case-by-case basis. Consensus on how best to handle these cases has not yet been reached, with the discussion expected to continue in the coming academic year.
- A modified proposal on changing the number of G-courses within a single category was drafted and sent to the Senate for review. The modified proposal addresses both explicit concerns raised by Senate members and the desire of Academic Advising to see a more flexible policy.

Senate Committee on Information Technology and Media Services
2015—2016 Annual Report

Members:
Faculty Members
Vincent Cicirello, Chair
Joseph Trout, Vice Chair and NAMS
Janet Bokunewicz, BUSN
Ron Caro, EDUC
Kimberly Furphy, HLTH
Wondi Geremew, GENS
David Lechner, Library
Manish Madan, SOBL and Union representative
Jeremy Newman, ARHU

Ex Officio Members
Joe Toth, Director of Library Services
Robert Heinrich, CIO
Linda Feeney, Director of E-Learning
Scott Huston, Director of Computer Services

2015-2016 Committee Activities:
The Senate IT&Media Committee met 4 times during the 2015-2016 academic year, twice in Fall 2015, and twice in Spring 2016. At these meetings, the committee discussed the following items:
- Viewed a demonstration of the electronic system for faculty evaluation that has been in development for the past few years. Also provided feedback on the current state of the system. System has been gradually phased in, and should be in use for all faculty reviews by the end of next year. October 2015 meeting.
- Discussed and revised the guidelines for learning management systems use. Originally formulated in 2011, this document was due for a review and update. Spanned multiple meetings.
- Briefed by Bob Heinrich on the results of a report of a committee that examined and provided recommendations for streamlining electronic communications with students. High e-mail volume was cited by students as a reason for discontinuing use of their Stockton e-mail accounts. Among the recommendations was to condense informational type messages into a digest format (e.g., one message a day, rather than one per informational item). November 2015 meeting.
- Revised/updated instructional continuity plan. February 2016 meeting.
- Class photo rosters: Currently two mechanisms exist: (1) in Blackboard (available from anywhere), and (2) separate locally maintained tool integrated into class rosters (only available on campus). Discussion of whether or not both are actually needed. Tool in Blackboard is sorted weird (i.e., not by student name or anything else obvious, but otherwise has the advantage of its availability from off campus). February 2016 meeting.
- Discussed availability of faculty directory photos. February 2016 meeting.
- Revised/updated electronic classroom design guidelines (document whose purpose is to convey e-classroom requirements to architects, etc. for any future new, or renovated classroom spaces). March 2016 meeting.

Library Committee Membership

Michael Lague	Chair (2014-2016)
Tom Nolan	Vice Chair
Gorica Majstorovic	ARHU
Jaemin Kim	BUSN
Amy Ackerman	EDUC
Wondi Geremew	GENS
Monika Pawlowska	HLTH
Kerry Chang-FitzGibbon	Library
Judith Turk*	NAMS
James (Mac) Avery	SOBL

Ex Officio Members

Joe Toth	Director of Library Services
Linda Feeney	Director of E-Learning

Library Committee attendees

Bill Bearden	Associate Director Library Technical Services
Gus Stamatopoulos	Associate Director for Public Services

*Replacement for Matt Bonnan (NAMS)
Although Dr. Matthew Bonnan was elected as NAMS representative to the Library Committee, it was apparent after the first meeting that Dr. Bonnan would be unable to serve in this role due to a scheduling conflict beyond his control. As a result, Dean Peter Straub held a special election in October/November to replace the NAMS seat on the Library Committee. Judith Turk was elected and joined the committee at the January meeting.

Meeting Dates (7)

September 24, 2015	January 28, 2016	April 28, 2016
October 22, 2015	February 25, 2016	
November 12, 2015	March 31, 2016	

The Role of the Library Committee
The Library Committee represents an opportunity for faculty, staff, and librarians to work together to promote the best possible library experience for the campus community. In AY 2015/16, under its most wise and beneficent Chair, the committee continued to serve in an advisory role to the library, as originally charged by the Senate. It was noted at the first meeting of the academic year that the members of the Library Committee should also be prepared to serve as advocates of the library as needed. Fortunately, no library-related crises emerged during AY 2015/16 that required the members of the committee to expand their service beyond the discussions held at monthly meetings.

Library Budget
At the February meeting, Joe Toth reported a $30,000 rise in the library's budget line. It is the understanding of the committee that approximately eighty-five percent (85%) of the library's materials budget goes to funding subscriptions for electronic databases and journals. It is also the understanding of the committee that most of the budget increase reported above will simply allow maintenance of *current* electronic journal subscriptions and databases, which increase in cost by 3% to 5% per year. In general, new databases can only be purchased if other databases (e.g., those most underutilized) are dropped. In the future, the Library Committee should be prepared to advocate for the library on budgetary matters and, if necessary, raise awareness and enlist support among faculty.

Library Enhancements
Over the course of the year, the committee was made aware of the following electronic and technological additions to the library:

- E-book collection. The library added a new e-book collection (ebrary Academic Complete) consisting of over 128,000 scholarly titles with coverage in all academic subject areas. The collection offers unlimited user access, and the new e-books are "findable" through Summon.
- Electronic Databases.
  - *Business Source Premier*. Full-text coverage in all business disciplines.
  - *PubMed.* Citations for biomedical literature.
  - *JoVE Science Ed Database*: *Basic Methods in Cellular & Molecular Biology*
  - *JoVE Science Education Database: General Laboratory Techniques*
- ScanPro 3000 Micro Scanner. State-of-the-art workstation that allows users to scan microforms and save to an electronic format. Installed in the microform area.
- Color printing. Now available to students.

Exercise Science Consultant Visit
During AY 2015/16, Stockton was visited by a consultant brought in to advise the School of Health Sciences on the newly proposed Exercise Science program. Joe Toth shared some details of his meeting with the consultant, specifically his suggestion that the consultant should recommend that the university support the new program by providing funding for SPORTDiscus, a database covering sports medicine and related fields.

Issues surrounding open-access publishing (predatory journals)
The committee continued to discuss open-access publishing and the danger of predatory practices among certain journal publishers. "Predatory" open-access publishers follow an exploitative model in which authors are charged with publication fees without receiving the editorial and publishing services of a legitimate journal. Discussion largely focused on the role that the library might play in raising awareness among faculty of the issues surrounding open-access publishing and evaluating appropriate avenues of scholarly publishing. In this vein, the library presented the committee with a very effective poster on the topic that was designed by the Outreach Librarian (Christy Goodnight) for presentation at Day of Scholarship (2016).

Library Liaison Program (Year Two)
During Spring 2014, the library implemented a new library liaison program designed to work directly with academic programs. Each program liaison is a subject specialist who works with program faculty, staff and students to understand and support the research and information needs of a given academic unit. A complete list (by program) of library liaisons may be found at: http://library.stockton.edu/libraryliaisons/libraryliaisonsproject.

The Liaison Program shifted some of the traditional responsibilities of the committee members over to the library liaisons (e.g., fielding collection development requests from faculty). This shift has continued to elicit discussion among the committee members regarding the evolving role and responsibilities of the Library Committee (see above).

The Library Committee also continued an ongoing discussion about the effectiveness of the Liaison Program. It is the opinion of the committee members that, after two years in existence, the Liaison Program continues to successfully fulfill its mission of library outreach to the various academic programs.

Virtual Library
The committee discussed a number of items related to the library's online presence:

- Library Website. The library website was redesigned by the library in an effort to improve navigation. The library currently has a team that is actively working to assess the effectiveness of the redesigned website.

- Digital Collections. The library launched a new landing page for its Digital Collections, which includes historical items related to southern New Jersey and to Stockton in particular (e.g., archival issues of both *The Argo* and the *Stockton Times*).

- Streaming Video Access. The library has access to thousands of streaming videos that are available only to students, faculty, and staff. The committee was familiarized with a new online request procedure (Streaming Video Request Form) that faculty must submit in order to incorporate streaming video into their courses (except for titles available through "Films On Demand", which are available without going through the streaming request system). The committee discussed ways in which newer faculty might best be acquainted with available library services such as streaming video.

- Streaming Video Copyright. It was reported at the September meeting that Linda Feeney and Bob Heinrich (Chief Information Officer) met with Michael Angulo (General Counsel) to review the streaming video policy in light of copyright regulations. The committee was informed that Mr. Angulo agreed that current practices meet the conditions for copyright compliance.

Library Space
The committee discussed multiple ongoing changes related to the use of physical library space. While most of the changes are not detailed here (e.g., movement of atlases from the lower level to the main level), the following items are worth noting:

- Study Rooms vs. Faculty Office Space. Although the library is aware of high student demand for *more* study rooms, the library will be losing three study rooms in order to add additional office space for faculty (non-library). The library has been informed by Nick Mansor (Officer for Budget & Accounting) that this loss will be temporary and that the rooms will eventually be returned to library use.

- Special Collections Reading Room (Microform Weeding). During Summer 2015, the library began repurposing the microform area (lower level) to become a *reading room* (with lockable shelving) for the library's special collections. The library prepared the room by weeding or moving items in the microform collection. (The Library Committee was assured that unique microform items would not be destroyed.) During AY 2015/16, the library continued to keep the committee informed of its progress in repurposing the room.

- Learning Commons. During AY 2013-14, the library repurposed space on the main level of the library for a new Learning Commons (i.e., group study area). In June 2016, new carpeting will be installed in this area, which will require materials to be moved out in preparation. The cost of the new carpet is not coming out of the library's budget.

New Chair
The Chair of the Library Committee for AY 2015/16 (Michael Lague) finished his term as Chair and did not run for reelection. The incoming Chair of the Library Committee is David Lechner (*Librarian 2, Assistant Professor in the Library*).

STOCKTON UNIVERSITY

Module Task Force: Final Report

Prepared by:
Marissa Levy, Co-Chair (School of Social and Behavioral Sciences)
Rob Gregg, Co-Chair (School of General Studies)

Members:
Matt Bonnan (School of Natural Sciences and Mathematics)
Priti Haria (School of Education)
Warren Kleinsmith (School of Business)
Pat McGinnis (School of Health Sciences)
Nancy Messina (School of Arts and Humanities)
Brian Moore (Student Senate)
Francis Nzuki (School of General Studies)
Hannah Ueno (School of Arts and Humanities)
Jeff Wakemen (Office of Student Development)
Laura Zucconi (School of Arts and Humanities)

Submitted: May 13, 2016

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STOCKTON UNIVERSITY

Introduction and Charge

The Modules Task Force was commissioned by the Faculty Senate in December 2015. Its purpose was to examine "alternative course module scheduling in an effort to devise a plan to more efficiently use Stockton University resources such as classrooms and parking lots, and assess the meeting times for faculty, staff and students." The Task Force was asked to "consider the work of previous task forces on this issue when exploring their own ideas on the subject. The Task Force shall also solicit and integrate input from administration, faculty, staff and students on proposals for change to the current module structure. Additionally, the Task Force shall consider the potential benefits and costs of any potential changes to the structure." This is the final report of the Modules Task Force and is presented to the Senate for consideration at the May 2016 Faculty Senate Retreat.

Composition and Structure

The Faculty Senate selected members of the staff, faculty and administration to serve on the Modules Task Force. Specific attention was paid when selecting members who could represent key constituencies around campus. For example, the Faculty Senate wished to include a faculty representative from NAMS (Matt Bonnan) who could inquire and address concerns about scheduling lab times. The Senate saw a need to select a representative from the School of Health Sciences (Pat McGinnis) who could contribute her knowledge about the scheduling needs of Physical Therapy, Occupational Therapy, and Nursing. Representatives of School of Education (Priti Haria) and School of Arts and Humanities (Hannah Ueno) were selected to ensure that faculty with dedicated teaching space and specific teaching needs would also have a seat at the table. A faculty representative from each School was assigned to the Modules Task Force. In addition to the faculty members on the Modules Task Force, Nancy Messina, Assistant Dean, School of Arts and Humanities, was selected to represent the assistant deans whose job it is to schedule classes, Dean Rob Gregg was selected to represent the administration, and Jeff Wakemen was chosen to represent Student Development. In March 2016, Student Senator, Brian Moore, was selected to represent the needs of Stockton students. Finally, the members of the Module Task Force would like to thank Brian Tyrrell, President of the Faculty Senate, for assisting with the formatting of the final report.

Background and History of Modules at Stockton

The Faculty Senate provided the Modules Task Force with a repository of information pertaining to the history of module discussions at Stockton. It can be found at this **link (http://intraweb.stockton.edu/eyos/page. cfm?siteID=294&pageID=41)**. The documents contain a Task Force report from the 1970s, minutes from Faculty Assembly meetings from 1992-1994, the results from a prior Faculty Assembly Task Force in the late 1990s, a survey instrument and results collected by Jennifer Barr and her Marketing Research class in 2007, and a number of proposals for module changes from faculty including various arguments for and against a new module system and a document called "New Ways to Teach and Learn" which discusses a more flexible hybrid teaching model. Most recently, a Classroom Utilization report from 2015 and minutes from the Women In Academia Teaching Circle and Women In Academia conference note the need for a wiser use of campus resources and more thoughtful and careful planning of faculty meeting times.

Activities of the Task Force

As a full task force we met in person several times to brainstorm and create plans for outreach at face-to-face school meetings, face-to-face faculty and staff interviews, and online surveys of staff, faculty, administration and students. Each school representative was tasked with going to his or her school meeting in February or early March 2016 to gather information and to share three module models with the school. This was done either at large school-sized meetings or via smaller meetings with individual faculty or programs. We also wrote and deployed two surveys in April 2016 with 326 responses to the staff, faculty, and administration survey and 769 responses to the student survey, at the time of the writing of this report. Marissa Levy sent out the staff, faculty, and administrator survey with one reminder email, and Thomasa Gonzalez, Vice President of Student Affairs, sent out the student survey with two reminder emails.

Early Task Force Meetings

Teaching

We discussed the history of the module debate and the committee's charge. We heard a variety of perspectives and current issues, especially those that reflect NAMS, ARHU, and HLSC (three schools who already deviate from the current module system in some large or small way). We also discussed programs like LANG who may want more frequent meetings throughout the week.

Meeting Modules

The Women In Academic Teaching Circle, Women In Academia Conference discussions, and recent COACHE survey results were three reasons why the 2016 Modules Task Force was created. Faculty, particularly women and faculty of color, have noted that Stockton is not a family-friendly or life-friendly place to work. One pertinent example of this is the 4:30pm meeting module. The Module TF members discussed several ways to make the meeting module more family-friendly. One way to do this is to have faculty teach Monday/Thursday or Tuesday/Friday with Wednesday for meetings. This would create fewer class meeting modules, though, unless the amount of time for meeting face-to-face was reduced.

Another way is to have meeting times each day of the week by leaving the Tuesday/Thursday 12:30-2:20 and/or the Monday/Wednesday/Friday 12:45-2:10 modules void of classes. Without adjusting the schedule in some way, this would also leave us short teaching modules. Some Task Force members thought it would be interesting to entertain a model where each school has a specific module wherein faculty members from that school do not teach. This module would vary from school-to-school so that classes are being taught by other faculty during that time and classrooms are not left empty. This would provide faculty within each school a set time to meet with each other or with their students (assuming their students are not taking classes at the time). It could also be used for student engagement - student presentations, workshops, etc.

While not all TF members agreed about how to change the meeting module, almost all of the members acknowledged that the current structure is not working. People need to eat, sleep, and have lives outside of Stockton.

Campus Efficiency

Since part of our TF charge is to think about campus efficiency, we tried to consider the impact of each module system on the campus – specifically classroom space and parking. The end result of our early discussions was that we would present three "models" to our schools as a first step toward opening the discussion campus-wide. The models can be found at this *link (https://www.dropbox.com/s/wpye1ekgkhcf19h/Module%20Concepts.pdf?dl=0)*.

Campus-wide Discussions/School Meetings

Feedback on Model 1

- Positive
- Many faculty like this model. It is more equitable and flexible.
- It would be easy to change into this schedule from our current schedule.
- Shorter class discussions have been shown to be more impactful. Some faculty argue that shorter times are good for classes with discussion, classroom engagement/projects, and classes such as stats/those with dense material.
- Good, equitable model for fairness of teaching days.
- Gives flexibility to people who still want to teach 3x per week.

- Negative
- If faculty wish to teach in both A and J, for example, they will need to either use the 4th engagement hour online or have one class meet face-to-face. Both classes can't use the 4th engagement hour face-to-face.
  - Students - Banner would be able to block students from registering in two classes that both meet face-to-face on Wednesday, just like is done now if students try to enroll in two classes that are at the same time.
  - Faculty - a faculty member would need to either not teach in both A and J modules if Wednesday was needed face-to-face in both or teach in both A and J and use the Wednesday face-to-face time in only one class. The other class would need to be online/hybrid on Wednesday.
- Some faculty do not like this model because the classes are ALL 1 hour 20 minutes and there are no 1 hour 50 minute options. This limits time for discussion, classroom engagement/projects, and equipment demonstration.
- Need a longer amount of time or more meeting times for meeting modules.
- No one will want to teach on Tuesday/Friday, and we'll end up with a run on Monday/Thursday meetings; this would also adversely affect parking.

- Prep time for intro labs on Wednesdays might not be ideal – labs would start on Thursdays rather than at the beginning of the week.
- Some faculty asked, if the argument for the Wednesday optional meeting was that it would leave time for research and/or meetings, wouldn't that mean we would need to be choosing not to use this "engagement" time to meet with our classes? This lead to concerns that there will be pressure not to teach formal classes on Wednesdays.

- Questions/General Statements
- Curious how other colleges/universities use this model and maintain accreditation standards with regard to "minutes." (See below for TF research on the Carnegie Minute.)
- How would it work if everyone or a vast majority of NAMS wanted to use the face-to-face times on Wednesday? Would there be enough room?

Feedback on Model 2

- Positive
- Meeting times spread throughout the week.

- Negative
- There was concern about how Tuesday and Thursday meeting times equal 6 hours – are only parts of B used on each day?
- If only parts of B, E, and H, and K are used, then we are not efficiently using classroom space.
- Need longer meeting modules.
- Too much flexibility about when to teach and for how long. Faculty will fight to get the module they want or will overlap each other.

- Questions/General Statements
- A preference for this model with the meeting times at 12pm instead of 2pm.

Feedback on Model 3

- Positive
- Lots of flexibility.

- Negative
- This model was disliked because of its perceived complexity.
- Too much flexibility will make scheduling difficult and it will be hard for students and faculty to plan courses.
- Meeting times 3:00 to 3:50pm are still not family-friendly times and we need to have more than 50 minutes at a meeting.
- It will be hard for students who need to work and very difficult to schedule for both administrators and students.
- 50 minutes is way too short to get things done and if we use multiple sessions on one day it is too hard for students to schedule.

General Feedback on Modules/ Module Changes

- Carnegie Minutes: Outcomes, Not Time
- Some faculty thought that Carnegie minutes no longer provide a guide for how people learn; it isn't the number of minutes you sit in a classroom that counts; it is rather the outcomes that are generated from all aspects of the course. The prevailing assumption held at some universities is that the learning experience should extend beyond the classroom, and that the students would need to learn in the community, in the study halls, and in their dormitory rooms. This may be truer in the social sciences and humanities, and perhaps not as applicable in NAMS, the Visual Arts, or Nursing.

- Are We Only Looking at Hybrid Models?
- If we all go "hybrid," are we able to meet Middle States requirements for Carnegie minutes equaling 4 credit hours?
- Must document 4th "flex hour" if we go with any of these models.

- Impact on Services
- In the SOBL school meeting, almost everyone preferred faculty meeting times at noon or early afternoon.
- In EDUC, faculty preferred an early afternoon start time for meetings.
- The university should consider it acceptable to use technology to participate in meetings remotely/virtually.
- Please be sure to consider the impact of changing modules on transportation/ shuttle and food services. Student Services staff

indicated that food services could be greatly impacted with a start time between 12 and 1:30. Some suggested that the administration consider this and investigate if it will pose a serious bottleneck for food services.

- NAMS Lab Scheduling Is Complex
- Lab meeting times are typically 170 minutes, but there is often the issue of prepping the lab prior to use. For the intro labs, many are already taught back-to-back because they are prepped once at the beginning of the week. However, they need to be taught in specific labs. For example, right now, one biology lab, Cells & Molecules, will be taught in 18 different sections in the Fall. This lab requires certain equipment only available in one of the lab spaces. Therefore, if two labs are taught concurrently (as they are now), then students have to trek between labs for particular experiments, creating potential dangers or other problems. Would there be a commitment from the University to support more lab equipment to make this less of a difficulty?
- Many labs are set up and taken down in the same day. However, this requires time and planning. If we stack labs back-to-back, we may not be able to adequately prepare or take down the previous or following labs. This is often necessary, for example, when setting up a lab practical where specimens have to be arranged, tagged, dissected, or pinned – it cannot happen in 10 minutes before the lab meeting.
- There were concerns that given a change to an 8:00AM module start time, this would create hardships for the staff. In NAMS, staff often help set up and tear down the large introductory labs, and so earlier lab times mean significantly earlier arrivals for NAMS staff.

- Flow Through Campus
- We don't want to time the modules so that an overly large proportion of students and faculty are on campus at the same time.
- It will cause flow-through problems, especially in the campus center and at the dining centers.
- Meetings that happened around lunch time might burden the campus cafeteria staff.

- Union Related Concerns
- There were concerns that because the new models have teaching modules that go into the evening on Friday, we are setting the stage for being pushed into Saturday teaching by the administration.

- Deans' Responsibility
- Some faculty felt that creating a new module system to get around scheduling inequities (e.g., senior faculty in some programs forcing junior/non-tenured faculty into non-prime teaching spots) was a matter to be resolved by the Deans, or have pressure put on Deans to fix, not to change the modules themselves.

- Floating Meeting Module
- Some faculty felt that the idea that individual schools/programs could keep a particular module free for meetings is true under the current system. They argued that few programs are successful in doing so because of course needs. In other words, this is not related to the current system, and why should we expect that to be any different under a new system?

- MATH Courses
- Certain MATH courses are 5 hours and meet 4 days a week. MATH faculty were dissatisfied with any model and could not see how any would accommodate courses such as calculus. They note that calculus, for example, is taken by other science majors, and so would have ramifications there too.

Summary

The Modules Task Force received a variety of feedback from a variety of programs and schools. Opinions were varied. Almost all of the NAMS faculty who were involved in the discussion felt they were against changing the modules, whereas other schools were more open to the idea of changing the modules. In some schools the untenured faculty were more in favor of hybrid models but were less likely to talk about that in the meetings. Many faculty noted that they have adapted to the current module model, even if it doesn't work well. Some faculty noted concerns about train and shuttle schedules and the taxing of campus resources (food services, etc.) if classes start earlier, break for lunch, or end later. Many faculty submitted suggestions for a new module system. You can find many of those at this **link (https://www.dropbox.com/sh/yiv3vlq6314756q/ AADwst3yVYW79aRhZTZrG_Aqa?dl=0)**.

Later Task Force Meetings

After reviewing the findings from the school and program meetings, the Module Task Force members thought about whether we should continue to pursue the "hybrid" option. There was faculty support in the smaller meetings, but not every person was on board with this idea. The TF members also agreed that we should research the calculation of the Carnegie minute, Middle States compliance at Ramapo (it was reported that Ramapo was dinged by Middle States for loss of "Carnegie minutes") and TCNJ (TCNJ uses a fourth flex hour but they were not dinged by Middle States) as well as at least one other institution (University of California – San Diego) that utilizes a "flex" hour system. We also wanted to know the prevailing thoughts of the upper administration at Stockton. The TF members also strongly believed that we must get the opinions of more Stockton students, staff, faculty, and administrators, so we began to construct electronic surveys to collect data on teaching and meeting module preferences.

Investigation of the Carnegie Minute

- The Carnegie Minute Calculation
NJAC 9A:1-1.2 states, "Semester credit hour" means 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms of academic work." According to Dr. Tom Grites, this is how Stockton has calculated the 750 minutes for each credit hour (in lecture courses). Obviously variations exist with labs, online courses, hybrids, studios, internships, etc.

 Some faculty who mentioned this as a concern noted that we should adhere to these restrictions rigidly or risk accreditation problems. Clearly the university needs to consider the implications of a schedule change and if that change would cause us to be out of compliance with the Carnegie

minute calculation.   Unlike other colleges/universities, hybrid models at Stockton "take away" from what faculty have been doing. In other schools utilizing a 3-credit system, faculty may have been "gifted" with the extra hour.

- TCNJ and Ramapo Research
At the request of the Modules TF, one TF member researched TCNJ and Ramapo. TCNJ's Middle States Evaluators' report link remains blank. Faculty Senate President, Brian Tyrrell has offered to speak to the Provost about getting the most recent Middle States report for Ramapo. At the time of this writing, the TF is still waiting to receive this document. However, the website notes that TCNJ's accreditation was affirmed in June 2015 with flying colors. Middle States also commended TCNJ's Self-Study document. TCNJ has 1 to 3-credit courses.

Ramapo got dinged by Middle States for many things, including the 4th Flex hour. They refer to the 4th Flex hour as an 'experimental learning component' in their Middle States document. Since 2010 and every year after, Middle States has repeatedly requested Ramapo to produce a document about how this flexible hour was used. In their report, Middle States mentioned that the 'experimental learning component' varies across the college, which raised questions about curricular integrity and accountability. Specifically, from the Middle State report, Standard 11: Educational Offerings, in the June 27, 2013 report, Middle States reminded the college again to provide evidence of further steps taken to assure that the experimental learning components of all courses are conducted with rigor and are designed, delivered, and evaluated to foster coherent student learning goals in all programs, including general education, with evidence that assessment information is used to improve teaching and learning. In another part of the report, Middle States also questions the college about the unevenness of the assessment method and standard across the college. The report states that the college needs to have more transparency in their assessment method.   Ramapo has changed their credits per course to 4-credits. Their recent accreditation was reaffirmed in November 2015, according to the Middle States website.

- University of California – San Diego
University of California - San Diego has a fourth "flex hour." In order to account for the fourth flex hour, to hold students and faculty responsible for

this time, the university mandates office hours for each faculty member and they require a fourth "homework hour" for every three hours of class time. This fourth homework hour has to be accounted for in each syllabus. UC – San Diego has 4 credit courses.

- The Stockton Administration Perspective
Interim Provost Davenport shared that "we are required by MSCHE to have a credit hour policy. The most common policy follows the Carnegie minute. If we go outside of this (as in significantly more hybrid courses or eliminating the fourth hour), we would have to change our credit hour policy and then effectively demonstrate how we are ensuring that students are engaging in academic activity in compliance with our policy." She notes that we need to assess the risks involved in this decision carefully because non-compliance jeopardizes Title IV eligibility, meaning all financial aid could be put on hold while we were under investigation. She also noted that she is open to all possibilities. She did raise concerns that faculty would be required to document their academic activity to ensure compliance and would need to be supportive for this kind of an approach to be successful.

"If we go outside of (the Carnegie minute policy we currently utilize) we would have to change our credit hour policy and then effectively demonstrate how we are ensuring that students are engaging in academic activity in compliance with our policy."
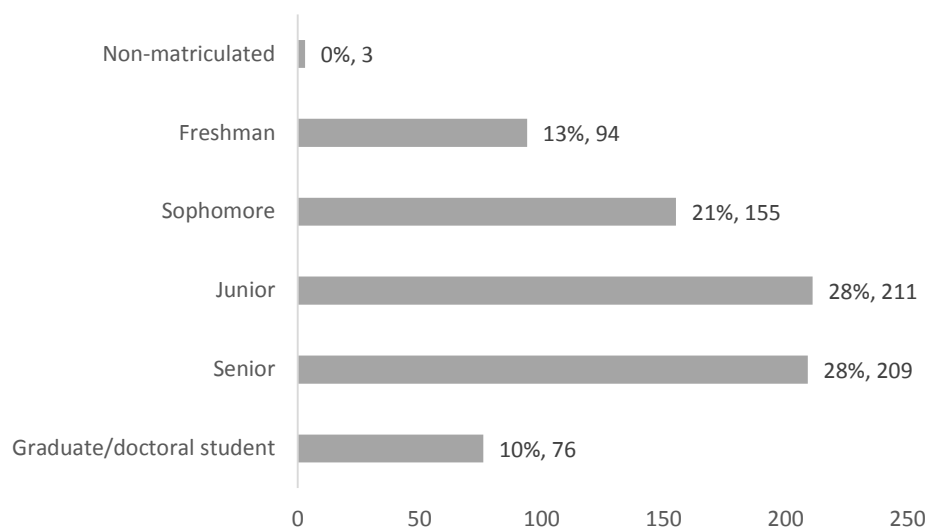
Susan Davenport, Interim Provost

Student Survey

Part of the Modules Task Force charge was to consider the work of previous module task forces. As such, the 2016 student survey was largely influenced by the survey conducted by Jennifer Barr and her Marketing Research class in 2007. In addition to those questions, the current task force included questions that pertain to current student issues. It should be noted that a faculty member reported that s/he was able to take the survey more than once. If the same is true for the student survey, it is possible that a single respondent could have taken the survey more than once and skewed the results.

Demographics

A total of 769 participants completed at least some part of the student survey. Three participants indicated they were not matriculated students. Most respondents were juniors (211, 28%) with seniors as a close second (209, 28%). This is not dissimilar to the percentages of students at Stockton.

Figure 1. Breakdown of students by class status

- More than half of the respondents were commuter students (438, 59%). Students who commute, commute an average of 31 minutes (SD = 21.6 minutes).
- Nearly two-thirds of all students work. Twenty-three percent of students work more than 20 hours per week and 41 percent work 20 hours or less per week.
- About 36 percent of students are not currently employed.
- Eighty percent of students who completed the survey consider themselves traditional students (between the ages of 18-24). One-fifth are 25 years or older.
- Forty-six student athletes completed the survey.
- Fifty-seven students who responded have a minor.
- Forty-one students identified as being enrolled in a dual degree program.

*Table 1. Breakdown of Respondents' Major by School*

School	Respondents	Percentage*
Arts and Humanities	92	12.0%
Business	118	15.3%
Education	75	9.8%
Health Sciences	146	19%
Natural Science and Math	155	20.2%
Social & Behavioral Sciences	242	31.5%
Master/Certificates/Doctoral Programs	122	15.9%

*Note: percentage is larger than 100 because students can identify with more than one major and can identify as BA and MA students if they are in dual degree programs.

Student respondents reported taking an average of 15.15 credits (SD = 8.0). Most students indicated that they normally take 16 or more credits per semester (520, 70%).

"If the current module system was changed, the biggest concerns of the student respondents would be the impact on parking, with classes starting too early and ending too late."

Figure 2. Number of Credits taken by Respondents in a Typical Semester

Figure 3. Respondents' Preferences for Class Days
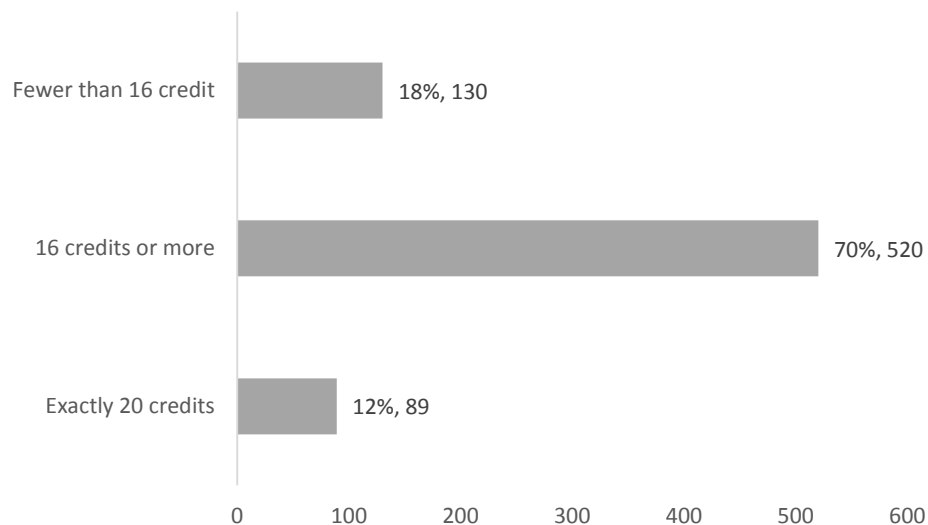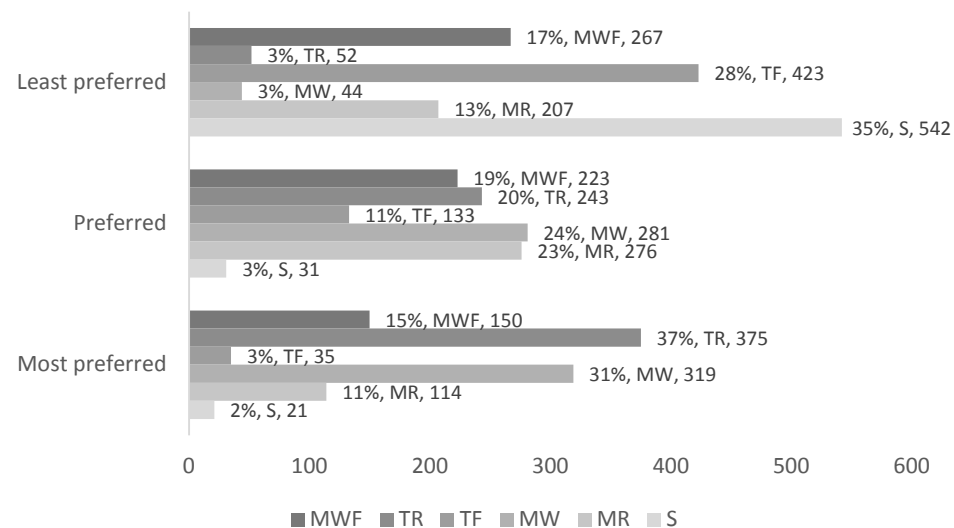

Online and Hybrid Courses

Ten percent of respondents (73) have taken a fully online class at Stockton. Sixty-eight percent of respondents (485) would like more online classes offered to them. Fourteen percent of respondents (99) have taken a hybrid class at Stockton. Seventy-three percent of respondents (516) would like more hybrid classes offered to them.

The Current Module System: Class Meetings

When asked the question, "Does the current module schedule work well for you with regard to the times you take classes?" about 59 percent (421) said yes and 41 percent of students (288) said no.

When asked to select the days of the week that students would prefer to take classes, the results were mixed. The least preferred day to take classes is Saturday with Tuesday/Friday a close second. The most preferred classes were on Tuesday/Thursday with Monday/Wednesday in second. Monday, Wednesday, and Friday came in third on the question of "most preferred" and third on the question "least preferred."

Just over half of the students preferred to take classes before noon (363, 51%), 40 percent (280) preferred classes between 12pm and 6pm and 9 percent preferred to take evening classes (64). Most students would not take classes on weekends in order to complete their degree (410, 58%).

The results were slightly different when students were asked their opinions on a Likert scale. Only 79 out of 702 (10%) students strongly agreed that the current class module system is convenient. A total of 319 (31.7%) agreed that the current class module system is convenient. Roughly a third were neutral (223, 31.7%) and 12 percent (81) either strongly disagreed or disagreed that the current module system is convenient. About 35% (246) of respondents disagreed or strongly disagreed that they can get the classes they need at convenient times. Seventy-one percent of students agreed or strongly agreed that they would rather take classes two days per week. Twenty-six percent (185) agreed or strongly agreed that they would rather take classes three days per week. See Table 2 for additional findings.

Table 2. Respondents' Preferences for Convenience and Class Preferences

| Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I feel that the current class module system is convenient.	16	65	223	319	79	702
I am usually able to schedule classes around my personal needs easily.	55	122	179	261	84	701
I can get the classes I need at convenient times.	76	170	223	190	42	701
I prefer classes that meet 2 days per week.	18	45	138	211	288	700
I prefer classes that meet 3 days per week.	158	144	207	152	33	694
I frequently have trouble getting the classes that I need at times that are convenient.	43	110	206	210	128	697
I frequently have trouble getting classes I want such as electives/non-major.	48	134	205	186	125	698
I take fewer classes than I want due to lack of availability of classes.	119	154	172	148	105	698

The Current Module System: Meeting Module

The most frequent response to the question "if you could change one thing about the current module system, what would it be?" was, "Nothing, it is perfect." (166, 24%). Nearly 20% of students wanted shorter class times. Ten percent of students wanted to change the meeting module to a different time of day. When asked if they could change a second thing, some students again indicated that the current system is perfect but 14% of the students would prefer the meeting module to be at a different time (85 respondents) or different day of the week (72, 11%). If the current module system was changed, the biggest concern of the student respondents would be the impact on parking (301, 45%) with classes starting too early (116, 17%) and ending too late (112, 17%) the next concerns.

Sixty-one percent of respondents (406) were involved in clubs. When asked the question, "Are the activity meeting times of Tuesday/Thursday, 4:30 pm to 6:30 pm convenient for you?" The question was nearly split down the middle. Fifty-two percent of all respondents (319) indicated "yes" and 48 percent (291) indicated "no." When asked what days are most convenient to attend campus activities (they could select more than 1), most reported Tuesday (315, 53%) and Thursday (309, 52%) with 40 percent selecting Monday and 42 percent selecting Wednesday. Very few respondents preferred Friday (24%) or Saturday or Sunday (16%). Most respondents would prefer meetings between 2:00-6:00pm (28, 48%) or after 6pm (170, 29%). Very few students wanted early morning (4%) or late morning (6%) meetings.

Figure 4. Are the activity meeting times of Tuesday/Thursday, 4:30-6:00 pm convenient for you?
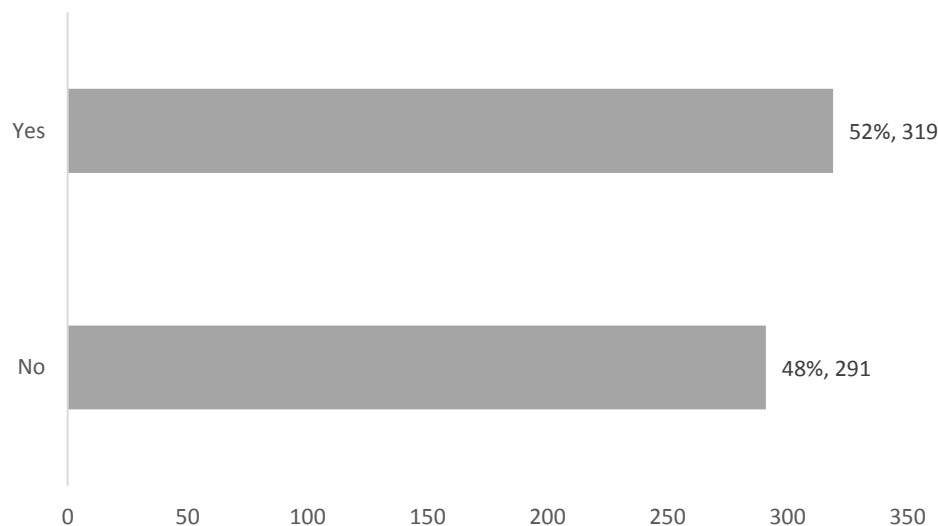
Staff, Faculty, and Administrator Survey

Three hundred and twenty-four staff, faculty and administrators answered the Module Task Force Survey. The composition of respondents included 60 staff members (19.74%), 221 faculty members (72.7%), and 23 administrators (7.57%). Twenty respondents did not identify as staff, faculty, or administrator. Most participants identify as part of the Division of Academic Affairs (187, 87%). Figure 5 shows the breakdown of respondents by School. Most respondents were from School of Social and Behavioral Sciences (60, 20%) with School of Natural Science and Mathematics a close second (56, 19%). About 10 percent of the respondents do not identify with a School. It should be noted that a faculty member reported that s/he was able to take the survey more than once. If faculty, staff, or administrators did that, it is possible that a single respondent could have taken the survey more than once and skewed the results.

Figure 5. Breakdown of Respondents' by School
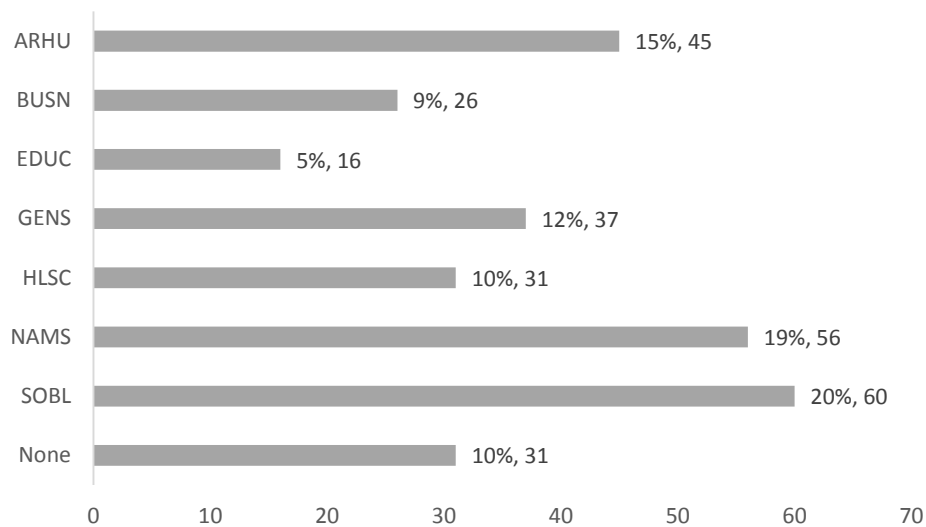
Dedicated Teaching Space and Teaching Schedules

Two hundred and fifty-five respondents answered the question, "Does your program have dedicated teaching space?" The results were split down the middle with 127 answering "yes" and 128 answering "no." Of the 267 respondents who answered the question "Do you currently teach classes according to the current module schedule, 225 (84%) said "Yes" and 42 (16%) said "No."
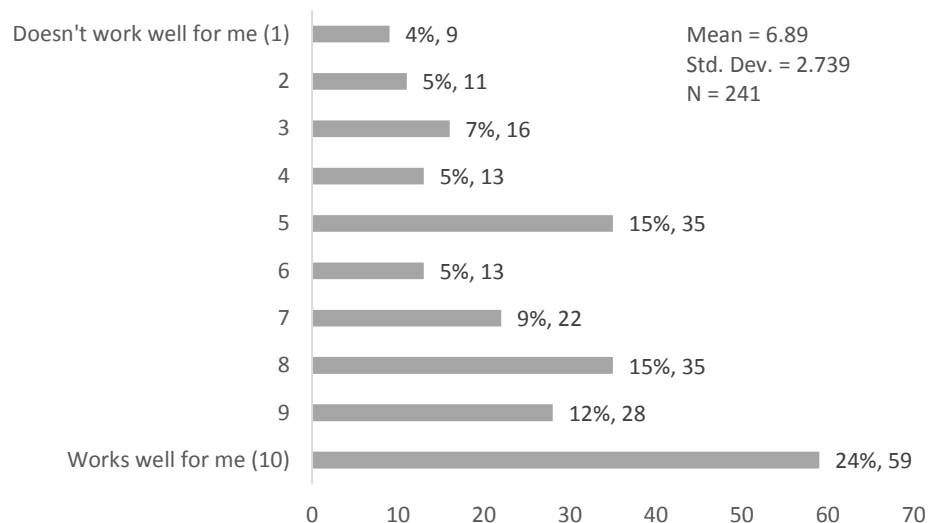
Online and Hybrid Teaching

Twenty-six percent of respondents (69) have taught a fully online course at Stockton in the last 5 years while 74 percent (200) have not taught a fully online class. When asked how many sections of fully online courses the respondent normally teaches per semester, most respondents who taught online answered 1 course (32), with 10 respondents teaching two fully online courses per semester and one teaching three fully online courses per semester.

Thirty-six percent (97) of respondents have taught a hybrid course at Stockton in the last 5 years, while 170 (64%) did not teach a hybrid course. When asked how many sections of hybrid courses the respondent normally teaches per semester, most respondents who taught hybrid courses answered 1 course (46), with eight respondents teaching two hybrid courses per semester. Two respondents taught three hybrid courses per semester.

Current Module System

Two hundred and forty-one participants (74.5% of respondents) answered the question, "What are your feelings on the current module system? (1= Doesn't work well for me. 10=Works well for me.)" The most frequent answer was 10 (59, 18.2%). About half the respondents scored between 1-7 and half the respondents scored between 8-10. See Figure 6 for a histogram of responses. When asked, "If you could only change one thing about the current module system, what would it be?" Most respondents said "I would like a family-friendly meeting time for union/senate/program meetings" (104, 44%). See Figure 7 for a bar chart of answers.
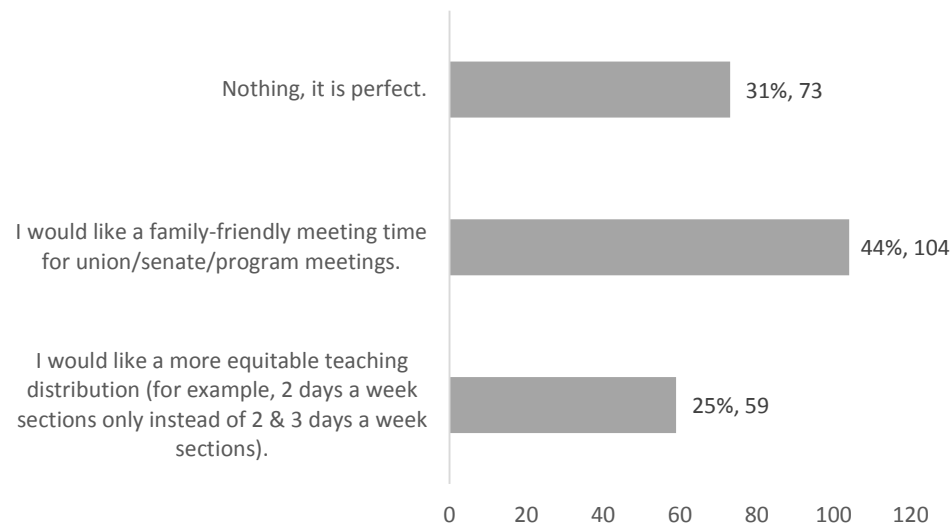
Figure 6. What are your feelings on the current module system?

Doesn't work well for me (1) — 4%, 9
2 — 5%, 11
3 — 7%, 16
4 — 5%, 13
5 — 15%, 35
6 — 5%, 13
7 — 9%, 22
8 — 15%, 35
9 — 12%, 28
Works well for me (10) — 24%, 59

Mean = 6.89
Std. Dev. = 2.739
N = 241

Figure 7. If you could only change one thing about the current module system, what would it be?

Nothing, it is perfect. — 31%, 73

I would like a family-friendly meeting time for union/senate/program meetings. — 44%, 104

I would like a more equitable teaching distribution (for example, 2 days a week sections only instead of 2 & 3 days a week sections). — 25%, 59

When asked about the class start times (8:30am), the most frequent answer was that respondents were satisfied with the start time by rating it a "10" (98, 38.1%). The median score was 8, so about half the respondents were less satisfied than a score of 8 and the other half were satisfied as measured with a score of 8 or more (mean = 7.49, SD = 2.88). When asked about the class end times (9:50pm), there seemed to be less satisfaction. The most frequent answer was that respondents were satisfied with the end time by rating it a "10" (49, 22.3%). The median score was 6, so about half the respondents were less satisfied than a score 6 and the other half were satisfied as measured with a score of 7 or more (mean = 6.17, SD = 3.17).

"Nearly half of all staff, faculty and administrators indicated they would like a family friendly meeting time for Union, Senate and Program meetings.

When asked if participants would prefer to meet twice a week for a longer class module, three times a week for a shorter class module or five times a week for class, the results overwhelming support a preference for meeting twice a week for a longer class module (161, 66%).

"Respondents were divided on their opinions relative to a fourth 'flex' hour."

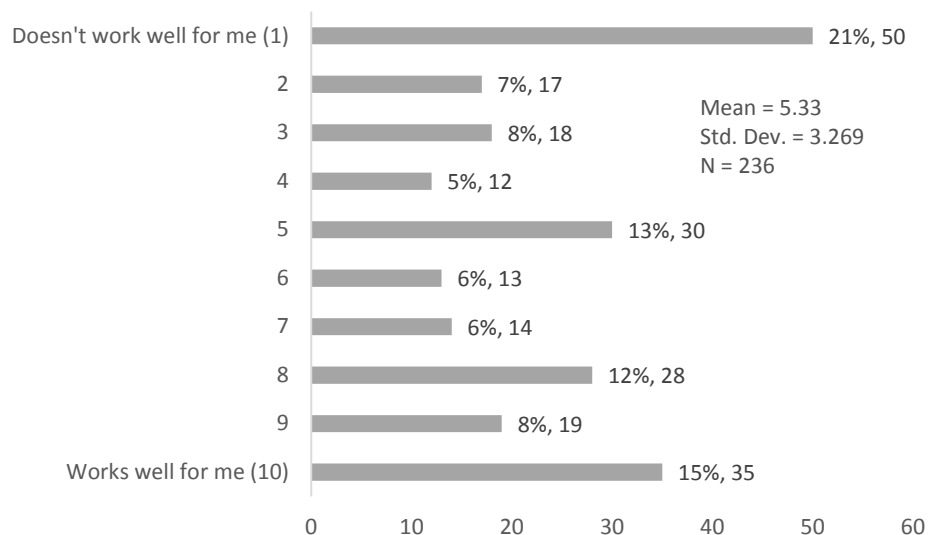*Figure 8. Preferences for number of Class Meeting Times per Week*
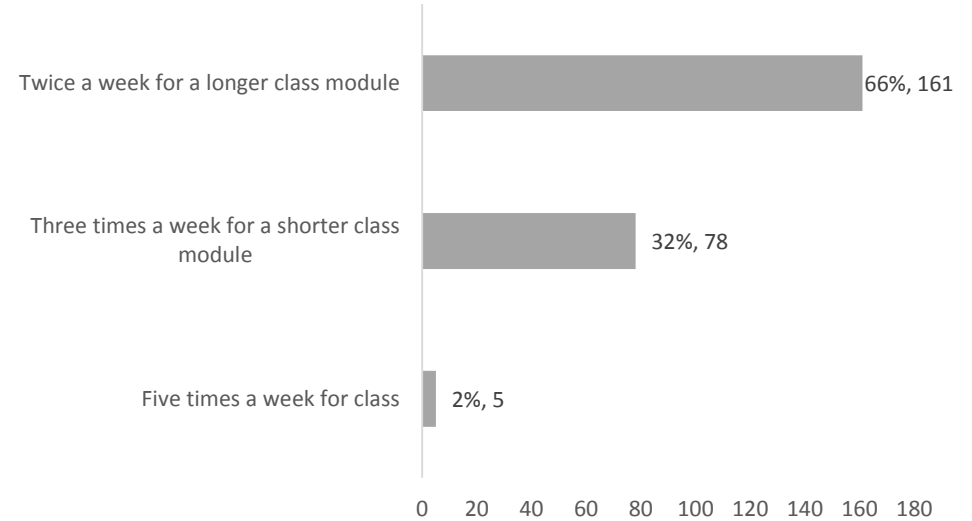
When asked about interest in creating a schedule that has a fourth "flex" hour, results were split. Most respondents said that they were not interested (134, 54%) but 115 (46%) indicated that they were interested in a module system with a fourth flex hour.

Meeting Modules

Two hundred and thirty-six respondents answered the question, "How satisfied with the current Tuesday and Thursday meeting module (4:30-5:45) are you? (1=Doesn't work well for me. 10=Works well for me.)" The most frequent score was 1 (Doesn't work well for me., 50, 21.2%). The median was 5, so about half the participants scored between 1-5 and half between 5-10 on this scale.
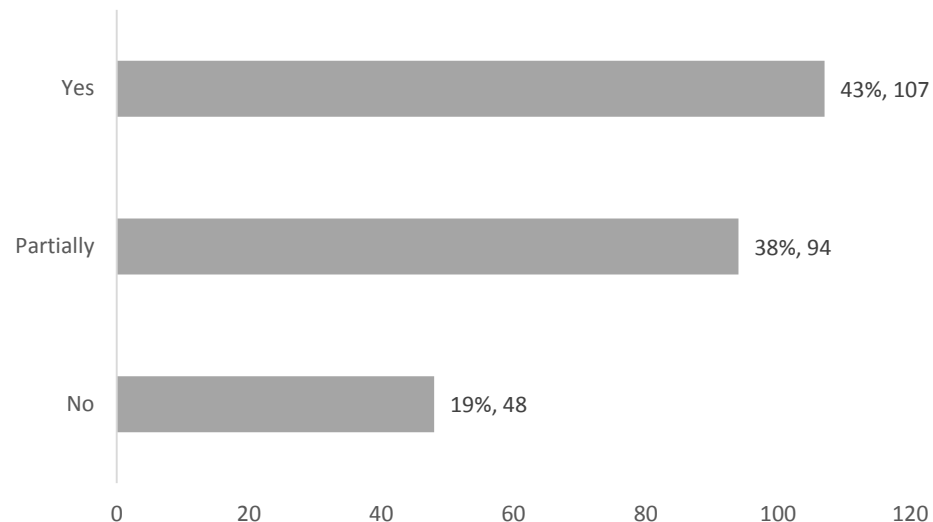
> *"Four out of five staff, faculty and administrators expressed some degree of satisfaction with moving the meeting module to earlier in the day".*

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Figure 9. Satisfaction with the Current Meeting Module

Rating	% , Count
Doesn't work well for me (1)	21%, 50
2	7%, 17
3	8%, 18
4	5%, 12
5	13%, 30
6	6%, 13
7	6%, 14
8	12%, 28
9	8%, 19
Works well for me (10)	15%, 35

Mean = 5.33
Std. Dev. = 3.269
N = 236

Figure 10. Respondents' Satisfaction if the Current Module Schedule remained but the Meeting times were moved to early afternoon.

Response	% , Count
Yes	43%, 107
Partially	38%, 94
No	19%, 48

Participants were then asked how satisfied they would be if the current module system remained but the meetings on Tuesday and Thursday were moved to earlier in the day. Forty-three percent of respondents (108) would be satisfied and 37.8 percent (95) would be partially satisfied. About a fifth of respondents (48, 19.1%) would not be satisfied with this option. See Figure 10.
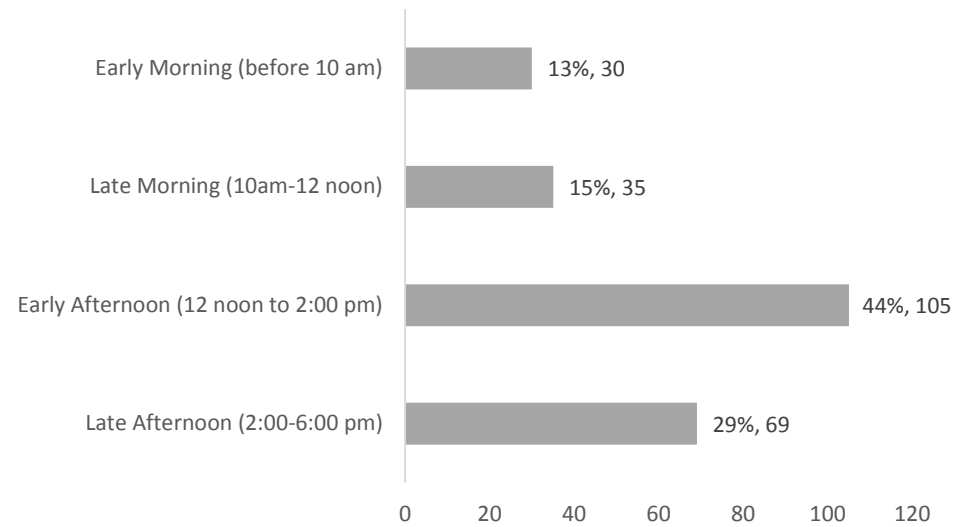
In a follow-up question, respondents were asked what time they would prefer for meetings to be scheduled. The most frequent answer was early afternoon (12pm-2pm) with 105 responses (44%). See Figure 11 for the full results.

"Asked what time they would prefer for meetings to be scheduled, nearly half of all staff, faculty and administrators reported early afternoon, starting at noon, would be their preference."

Figure 11. Respondents' Meeting Time Preferences

Early Morning (before 10 am) — 13%, 30

Late Morning (10am-12 noon) — 15%, 35

Early Afternoon (12 noon to 2:00 pm) — 44%, 105

Late Afternoon (2:00-6:00 pm) — 29%, 69

0   20   40   60   80   100   120

Staff, Faculty, and Administrators indicated that parking (67, 41%) is the biggest concern if the current module system was changed in any way. Starting too early was a concern for 25 percent of respondents and ending too late for 24 percent. Transportation (7%) and food services (3%) were other concerns.

"Staff, Faculty and Administrators indicated that parking was their biggest concern if the current module system was changed in any way.

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Recommendations

The Modules Task Force was charged with investigating "alternative course module scheduling in an effort to devise a plan to more efficiently use Stockton University resources such as classrooms and parking lots, and assess the meeting times for faculty, staff and students." We were also asked to consider the work of previous task forces on this issue while we explored our own ideas on the subject. We were asked to solicit and integrate input from administration, faculty, staff and students on proposals for change to the current module structure.

Recommendation 1: Teaching Modules

Feedback from faculty and administrators at the school meetings suggests that faculty are not in agreement about the best way to proceed. Some faculty indicated that changing the module structure would benefit or harm them personally, and others noted that their pedagogical needs could be in jeopardy, depending upon the changes to the teaching modules. Results from the electronic survey show that many students are interested in taking online and hybrid courses and that a majority of students and faculty prefer face-to-face classes to be offered two days per week.

The Module Task Force recommends trying a new module system at the AC campus to see how it works there. There are several benefits to this recommendation including:

1. We need to have a module system in AC that complements (instead of competes with) course times on Main Campus.
2. AC will provide a neater, smaller test case for module changes that could be later implemented on Main Campus.
3. The President believes that the AC site should provide the opportunity for experimentation, and the module system is one area where this can be undertaken.
4. To get the most out of the AC site, and recognize the hybridity inherent within many courses, a flex schedule would maximize the usage of that space.

What exactly that module system should be needs further discussion, but it could be based around the TCNJ model of 3 hours for four credits, with the fourth hour verified through some form of assessment. This approach might help students move back and forth between campuses as necessary. Whatever meeting time is decided for the Galloway campus should be replicated on the AC campus.

Module TF: Unanimously voted in favor of this recommendation.

Recommendation 2: Meeting Modules

The student survey results indicate nearly half of students (48%) are not satisfied with meeting times at 4:30 on Tuesday and Thursday. Students overwhelmingly preferred to have meeting times earlier in the day. Students were very clear that they did not want early morning or late morning meetings. The staff, faculty, and administrator survey results indicate that if only one thing could be changed about the module schedule, it would be the meeting times for union/senate/program meetings. Staff, faculty, and administrators reported that an early afternoon start time (12:00-2:00pm) is the best time for meetings to occur. In fact, about 80 percent of respondents would be satisfied or partially satisfied with the modules if the meeting time was moved to earlier in the day. An example of the current schedule slightly modified to accommodate for a 12:30-1:50pm meeting module on Tuesday and Thursday can be found here at this *link (https://www.dropbox.com/s/0a3qvcvd0f4t0q1/COURSE MODULES w changes for meeting times.docx?dl=0)*.

Module TF: Unanimously voted in favor of this recommendation.

Recommendation 3: Pan-University Task Force

Should the Faculty Senate or Stockton Administration wish to consider changing the modules on the main campus, the Modules Task Force suggests a Pan-University Task Force be created to further investigate:

1. The pedagogical needs of faculty who utilize labs and/or conduct demonstrations in class
2. The Middle States stance on the "fourth flex hour" and
3. Student demand for winter intercession or a better way to utilize the campus efficiently.

If a Pan-University Task Force is commissioned, the members should consider the findings of previous task forces including Distance Education, Parking, and so forth. The Pan-University TF should also consult each program about individual program teaching needs and regarding the feasibility of teaching hybrid/utilizing a fourth flex hour. Assuming that recommendation 1 is adopted, and a hybrid or flex schedule is utilized at the Atlantic City campus, the Pan-University Task Force should also consult with faculty and staff working at the AC campus to determine its practicality.

Module TF: Unanimously voted in favor of this recommendation.

Concluding Thoughts

Students indicated an overwhelming desire to take online and hybrid classes and, in School meetings, many faculty were interested in taking a more flexible approach to classroom teaching. If there is a pedagogical desire for faculty to move courses from a traditional face-to-face class presentation to a more hybrid approach, the result could mean that student and faculty needs are better met and campus space is better utilized. In the meantime, there is a simple tweak to the existing schedule that can greatly impact the lives of students and faculty and can address an important aspect of the COACHE survey findings. Moving the meeting module to early afternoon can help create a better work/school-life balance for many individuals on campus.

activeminds

changing the conversation
about mental health

RPD Senate Report, Spring 2016

Summary:

We made the changes we recommended last year: we moved the Academic Advising and SCOSA fund reviews away from the R&PD Committee. We continued the pilot Scholarship of Engagement funding and held more informational workshops.

The mini-round was canceled due to administrative budget cuts. However, the administration also **added money to the Provost Faculty Opportunity** funds, which had run out of money two years in a row. Also, the administration **created new funding for adjunct faculty** and made some available for this spring.

New, clearer guidelines for what faculty should do if their projects change after internal funds have been recommended were created and are now in place. The committee piloted a new electronic process during meetings. Thus, we have reduced our use of paper and moved to more efficient, technology assisted processes.

The committee thanks the administration for providing internal funding, especially the new Adjunct Faculty Provost Opportunity Funding, and for providing us with dinner during our long main review meeting. We also thank the staff in the Office of Research and Sponsored Programs for their invaluable support for the committee and mentoring of faculty members.

We recommend

1) continuing to fund course releases in a separate round and continuing to encourage faculty and Deans to see judicious use of these by faculty as a good investment of time
2) continuing the pilot scholarship of engagement funding
3) continuing semi-annual review of Provost Opportunity Funding proposals
4) developing a new, shorter proposal and overall improving the process for application for the Adjunct Faculty Provost Opportunity Funding and including an adjunct faculty member on the subcommittee reviewing those proposals
5) urging the administration to make the developing of the online application and review system for internal grants a higher priority.

I've been a member of the RP&D Committee since 2008, as a GENS rep (2008-2012) and as Chair (2012 to 2016). I found this service immensely rewarding, and also, at times, extremely challenging. I wish the incoming chair, David King, the best of luck and hope that all Stockton faculty strongly consider taking a turn serving on this very important committee. I thank colleagues who've served while I've chaired for their service. I will miss the committee next year, but I believe that rotating leadership on such committees is beneficial.

Committee Members:

Faculty Members

Heather McGovern	Chair (2014-2016) (GENS)
Helen Wei	Vice-Chair (2015-2016) (BUSN)
Katherine Panagakos	ARHU (2014-2016)
David King	ARHU (2015-2017)
Warren Kleinsmith	BUSN (2014-2016)
JoAnn McEnerney	BUSN (2015-2017)
Kimberly Lebak	EDUC (2014-2016)
Doug Harvey	EDUC (2015-2017)
Emari DiGiorgio	GENS (2013-2015) and Union representative
Marcia Fiedler	GENS (2015-2017)
Alysia Mastrangelo	HLTH (2014-2016)
Kelly Dougherty	HLTH (2015-2017)
Eric Jeitner	Library (2014-2016)
Robert Olsen	NAMS (2014-2016)
Gordan Grguric	NAMS (2014-2015)
Ellen Mutari	SOBL 2014-2016
Justin Ostrofsky	SOBL (2015-2017)

Ex Officio Member

Todd Regn	Office of Research and Sponsored Programs, Provost designee (2015-2016)

Note:

Money totals in this report reflect amounts recommended by the R&PD. Some faculty declined their awards due to changing circumstances or had awards contingent upon acceptance of proposals at conferences. Travel and other expense amounts will not always match the amount requested.

Academic Advising, SCOSA, and Mini-Round:

Based on our recommendations last year, Academic Advising and SCOSA awards were not reviewed by the R&PD Committee this year. There was no mini-round funding this year as the budget for the mini-round was cut as part of overall budget cuts for this year.

Sabbaticals:

We received proposals from 20 faculty members (up from 12 in 2014). They requested a total of 27 semesters (up from 15 in 2014). We recommended 20 semesters for 16 faculty members

(compared to 11 semesters for 9 faculty members in 2014). The committee recommended all projects it found meritorious, from faculty in five of the academic schools. This was a success rate (with success defined as at least one semester recommended) of 89% in 2015, of 75% in 2014, and 81% in 2013. Ten applicants were female (50%); 8 awardees (40%) were female. Last year, three awardees were female (33%). Three applicants (15%) were faculty of color; two had projects that were recommended. Last year, five (56%) awardees were faculty of color. Faculty recommended for sabbatical were from a variety of schools: ARHU, 7; NAMS, 4; SOBL, 2; BUSN, 1; Library, 0; EDUC, 0; GENS, 2; HLTH, 0. The Library and GENS, likely due to their size, do not see proposals each year. EDUC and HLTH stand out as having had no sabbaticals awarded for the past three years—they are smaller schools with many untenured faculty, which explains this in part. The Schools might also make sure that their cultures allow faculty to apply for sabbatical. SOBL and BUSN are under-represented for their size and similarly might check that they allow and encourage sabbatical projects.
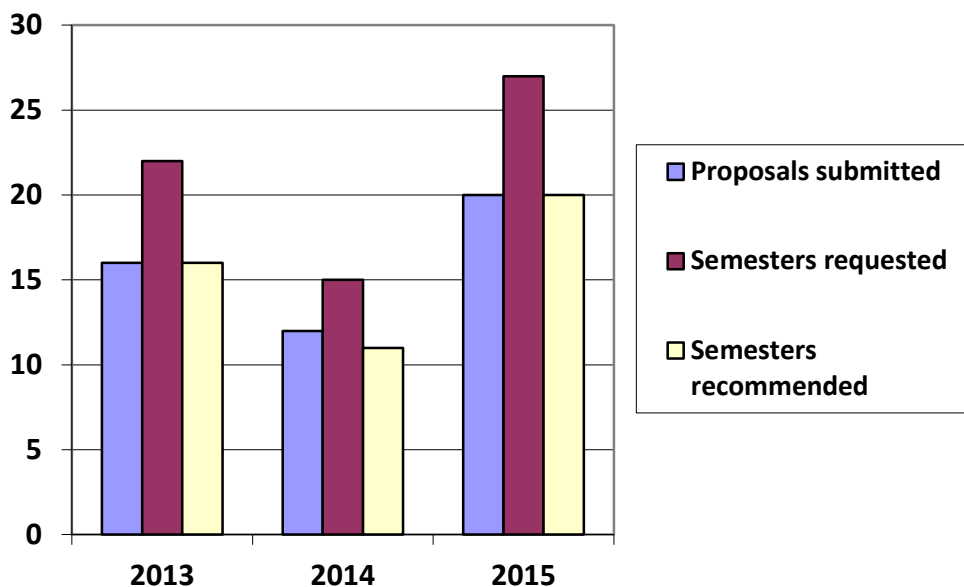
Number of proposals, semesters of sabbatical requested, and semesters recommended, 2013-2015
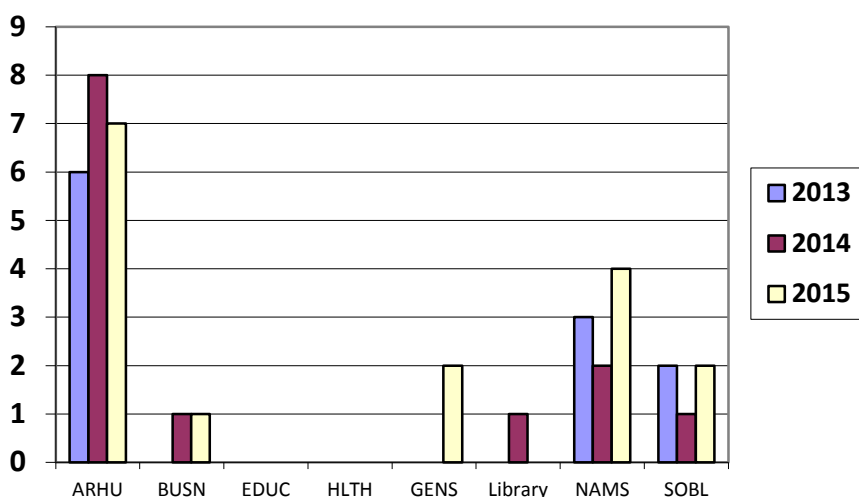
## Number of projects recommended, by School, 2013-2015

Course release:

Last year, there were nine proposals for eight available course releases, and seven were recommended. This year, there were fourteen proposals for eight available course releases, and eight were recommended. Last year, there was a 78% success rate, with 83% the year before (when five of six proposals were recommended). This year's success rate was 57%, down because of additional competition. We are extremely pleased with the healthy competition for the course releases this year, the first year in which we've not left available course releases on the table.

Last year, six of seven course releases went to untenured faculty members (86%). This year, 38% of course releases went to untenured faculty members. Forty-three percent of applicants were untenured. Applicants were from ARHU (3), NAMS (1), SOBL (7), GENS (1), and BUSN (2). Those recommended were from ARHU (3), SOBL (3), GENS (1), and BUSN (1). Four applicants (29%) were male; one awardee (13%) was male.

RPD Awards, Regular, FY 2015:

The main Call for Proposals for FY17 Research and Professional Development resulted in complete applications from 56 faculty members (up from 45 last year) who requested a total $315,723.01 from the $210,000 available for funding. Forty-five percent of the applicants were tenured (compared to 51% last year and 50% the year before). This change likely reflects the large number of retirees and new hires in the last two years. We recommended 40 applicants for funding; 28 awardees were untenured, or 70%. Twenty-four recommended projects, or 60%, went to female applicants. Recommended projects break down by School as follows: ARHU, 6 of 11 applicants (compared to 9 of 10 last year); BUSN, 6 of 7 applicants (compared to 3 of 5 last year); EDUC, 1 of 3 applicants (compared to 2 of 2 last year); GENS, 5 of 6 applicants (compared to 3 of 3 last year); HLTH, 2 of 5 applicants (compared to 3 of 4 last year); NAMS, 8 of 10 applicants (compared to 11 of 12 last year), and SOBL, 12 of 14 applicants (7 of 7 last year).
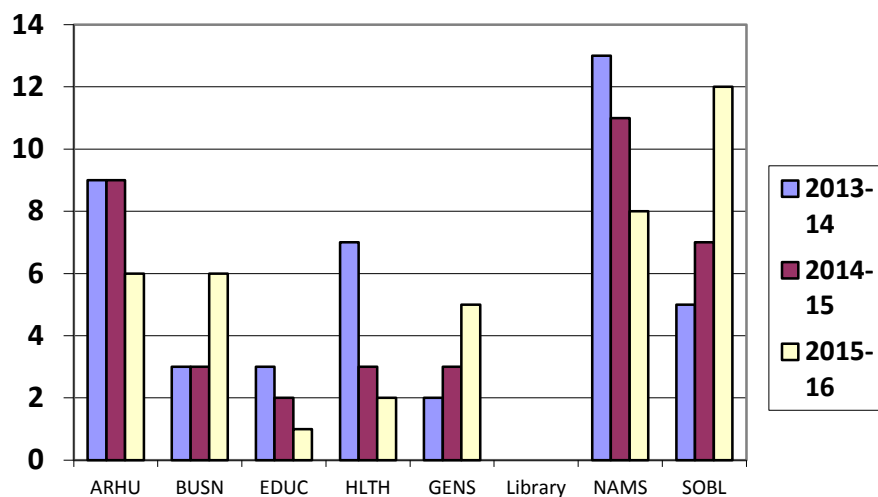
Provost Opportunity Funds:

Because of a transition from quarterly review of Provost Opportunity Funds last year to semi-annual review this year, we had three review periods (June, September, December) this year, each one with proposals allowed only for funding to be used in the next quarter/half a year.

Much of this funding is used for travel, which at other Universities is funded through the Departments, so we are being transparent in process and competitive college-wide, but also making faculty compete with three page proposals for travel, basic supplies, and other small funding needs. Differences in School policies on travel funding may impact the number of applicants from each School.

1st quarter: 4 of 10 projects funded (success 64% last year; 40% this year)/2nd quarter: 8 of 15 projects funded (67% success last year, 53% this year)/second half of year: 16/24 (71% success last year, 67% this year). In the year previous (AY 2013-2014) the success rate was 73%, last year, 66% overall, and this year 57%. We would expect the success rate to go down as funds were competed for over a longer period of time, with more competition per round. Also, because we reviewed more proposals at a time, the rounds were more competitive. However, the last two years we spent all our money—the first year we ran out by December—and this year, with more money available, despite increased competition we had money remaining that we reallocated to the main round.

This year, 88% of awards went to tenured faculty. The last two years, over 68% went to tenured faculty. Thirty-seven percent went to female faculty. Only ten of this year's applicants (20%) were untenured faculty. It is possible that untenured faculty need this funding less—they do have junior faculty funding which helps support similar needs, and which the R&PD committee

prefers that they allocate first. Also, new hires are not yet on contract or on campus for the first quarter review, and the second quarter review, in September, is so early in their time at Stockton that few can reasonably apply. This funding was originally intended largely to help supplement school travel and pilot funds primarily for tenured faculty, so although the committee does not give preference to tenured faculty in review, the funds continue to serve their original purpose.
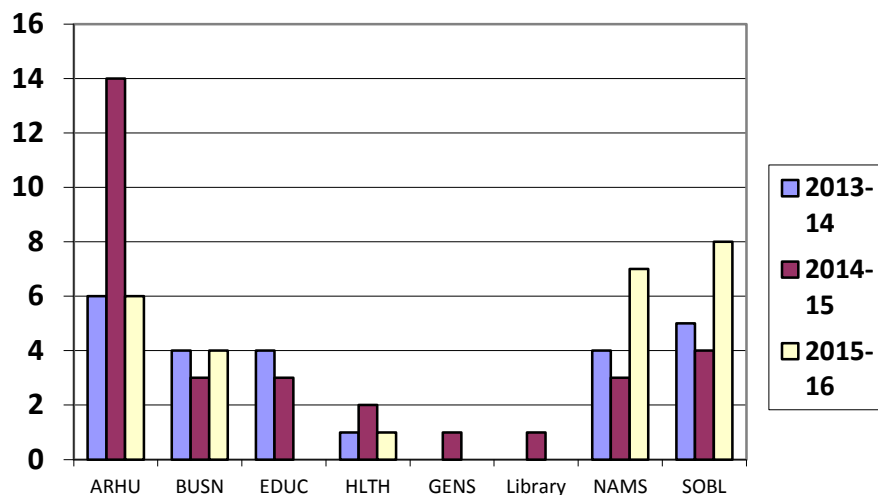
Pilot Scholarship of Engagement funding

This year, we again had m pilot funds for scholarship of engagement projects. Last year, we did not allot much of that funding in a fall round, so we added a spring round to review further proposals. This year, we were able to allocate the majority of the available money in one review round, although we had $5,400 unspent that we reallocated to the main round.

Last year, there was a 50% success rate (6 of 12 proposals). This year, we funded 3 of 4 projects proposed, for a 75% success rate. Half of the faculty funded last year, and all of the faculty funded this year, were tenured. This year's proposed projects were from NAMS (2), SOBL (1), and EDUC (1); last year's were from EDUC, SOBL, HLTH, and NAMS.

Although we had fewer proposals this year, they were overall stronger. We were able to provide more helpful advice and models. We recommend continuing this pilot funding for next year and potentially offering workshops on moving service learning and other service projects into scholarship of engagement projects.

Adjunct Faculty Provost Opportunity Funds

Late this spring semester, we learned that the administration had agreed to provide a new pot of funding for adjunct faculty. We were not happy about the timing of communication regarding the new monies. Apparently the administration thought that having faculty from the union involved was sufficient, and wanted the announcement to be a surprise, but this meant that the Office of Research and Sponsored Programs and the Research and Professional Development Committee did not know about the funding until the afternoon of March 2. Therefore, we piggybacked on our processes for full-time faculty, rather than creating better processes for this new group of applicants, in order to be able to advertise, solicit and review proposals, and make recommendations regarding money that needed to be spent by the end of this spring term.

The union and administration agreement allowed us to review in subcommittee. We invited Lydia Fecteau, as an adjunct representative (we selected her due to her elected position as an adjunct leader with the SFT), to review with us.

We recommend that there be a set process of selecting an adjunct representative—maybe always the elected SFT representative—and that a new, streamlined proposal and process be created for this pool of money for the future.

We thank the administration and union for creating this money, and we further thank the administration for being willing to, at our request, fund all seven projects proposed for this spring, although that required contributing an additional $800 ($500 of which was subsequently not spent due to major changes in one project).

Next fall, we plan to advertise in a more timely fashion, with clearer guidelines about what projects we'd want to fund, to create a new form with shorter and clearer directions, and to provide assistance to applicants in a much more timely and organized manner.

Funds were used for a variety of purposes, and many applicants had project expenses well above the $500 they could receive. This welcome pot of money continues to leave out Stockton staff members who teach for us as adjunct faculty and Visiting faculty not on contract for the following year, among others.

Goals for next year:

1) improve processes for the Adjunct Provost Opportunity Fund
2) continue to offer professional development to help faculty envision and propose scholarship of engagement projects
3) continue to push for an online application management system

Appendix: Copies of Recommendations to the Provost and Deans

Sabbatical

DATE: October 30, 2015

FROM: Heather McGovern

                Chair, Research and Professional Development Committee

                Associate Professor of Writing, FRST Program, School of General Studies

TO: Susan Davenport

   Interim Provost and Executive Vice President

                Office of the Provost

Dear Provost Davenport:

The R&PD committee met on October 29, 2015 to evaluate applications for sabbatical for Fall 2016 and Spring 2017. We received proposals from twenty faculty members, requesting a total of 27 semesters. We followed the same process that we have for many years to weigh the merits of the proposals through discussion. Ultimately, the committee recommends 20 semesters for the 16 projects it found meritorious, as listed below. These proposals were well written, the outcomes were reasonable and clear, the projects have intrinsic value, and the outcomes seemed likely to be met by qualified applicants. Recommended applicants are from four of the academic Schools. Applicant success rate, with success defined as applicants recommended for at least one semester, was 81% in 2013, 75% in 2014, and 80% in 2015.
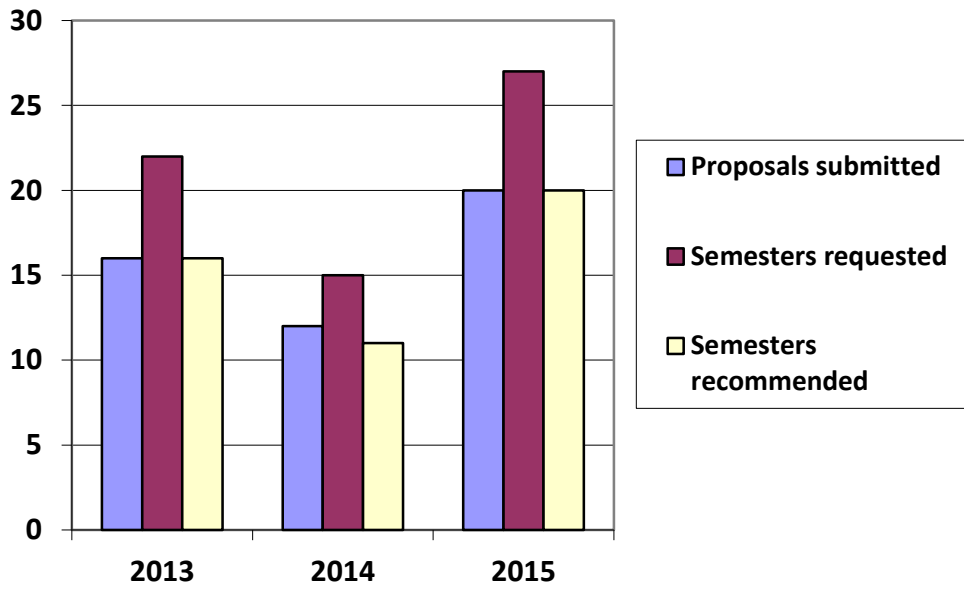
Number of proposals, semesters of sabbatical requested, and semesters recommended, 2013-2015
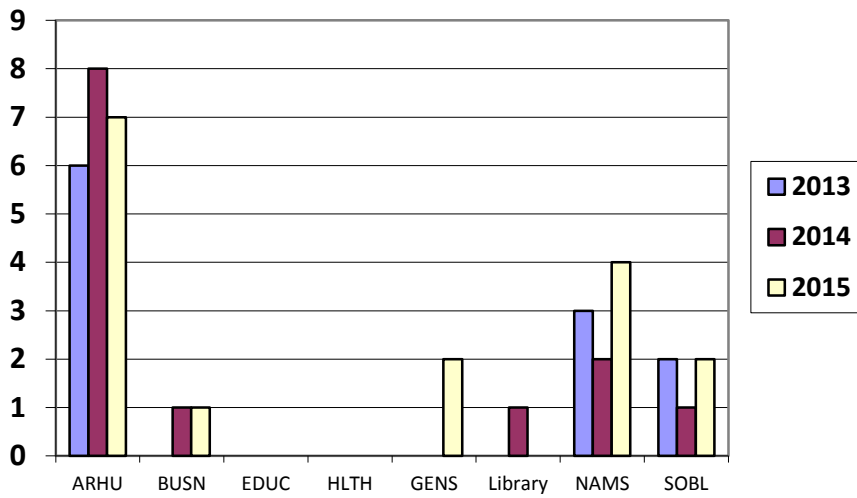
Number of projects recommended, by School, 2013-2015

Last Name	First Name	School	Project Title	Semester(s) Awarded
Albano	Donna	BUSN	Curriculum Development & Certification in Wine Education	Fall 2016
DiGiorgio	Emari	GENS	Revising a Poetry Manuscript for Publication	Spring 2017
Figart	Deb	SOBL	Financial Capabilities: Better Avenues toward Financial Inclusion	Fall 2016
Geremew	Wondi	GENS	Metric Sub-regularity of Parametric Constraint Systems (PCS) and Parametric Variational Systems (PVS)	Fall 2016
Hussong	Marion	ARHU	Shaping the Nazi Woman: Education for Girls under Hitler	Fall 2016 and Spring 2017
Jackson	Rodger	ARHU	Trust & Betrayal Between Species	Spring 2017
Morfit	Jedediah	ARHU	Feet of Clay: An Exploration of the Constructed Self	Fall 2016
Morus	Christina	ARHU	Sighting Srebrenica: Contested memory, national identity, and grassroots action in Serbian public space	1 semester, 2016-2017
Moscovici	Daniel	NAMS	Sustainable Wine - New Jersey, Chile, New Zealand	Fall 2016 and Spring 2017
Mutari	Ellen	SOBL	Child Care in a 24/7 Economy	Spring 2017
Newman	Jeremy	ARHU	Nanticoke Lenni-Lenape Tribal Nation Documentary	Fall 2016
Nichols	Robert	ARHU	Archival research for "Pashtun Borderlands" manuscript research and textual translation of the "Tawarikh-I	Fall 2016 and Spring 2017

			Hafiz Rahmat Khani" (history of Hafiz Rahmat Khan)	
Sharon	Yitzhak	NAMS	Very Large Nuclear Magnetic Moments of the First 2+ States of Even-Even Nuclei	1 semester, 2016-2017
Vogel	Judith	NAMS	Completion of Children of the Holocaust Textbook	Fall 2016
Zhang	Ai	ARHU	An exploratory study of best practices in service-learning and social-media pedagogies	Fall 2016 and Spring 2017
Zimmermann	George	NAMS	Creation of a large autonomous stained glass panel about environmental degradation	Spring 2017

Course release

TO: Susan Davenport
            Interim Provost & Executive Vice President
            Office of the Provost

FROM: Heather McGovern, R&PD Committee Chair
            Associate Professor of Writing

DATE: September 25, 2015

SUBJECT: Requests for Spring 2016 course releases

The Call for Proposals for four available Spring 2016 course releases resulted in applications from eight faculty members. These were reviewed by the R&PD Committee on September 24, 2015. This number of proposals is double the number we received last spring. Three applicants were non-tenured; half of those recommended for funding have tenure. Applicants were from three Schools: ARHU (2), NAMS (1), and SOBL (5); those recommended represent two Schools.

We recommend supporting the four projects listed below.

Jessica	Bonnan-White	SOBL	Transitioning to a New Peace: Activities of New Jersey Chapters of the	6000

			American Red Cross, 1917-1925	
John	Bulevich	SOBL	Testing & Feedback	6000
Marion	Hussong	ARHU	Curating the Exhibition "Drawing against Oblivion. Children of the Holocaust" at Stockton University	6000
Laura	Zucconi	ARHU	Book Manuscript: History of Ancient Medicine	6000

Thank you for your continued support of faculty research and professional development.

TO: Susan Davenport
            Interim Provost

FROM: Heather McGovern, R&PD Committee Chair
            Associate Professor of Writing, First Year Studies, General Studies

DATE: February 12, 2016

SUBJECT: Requests for Fall 2016 course releases

The Call for Proposals for four available Fall 2016 course releases resulted in applications from six faculty members. These were reviewed by the R&PD Committee on February 11, 2016.

We recommend supporting the four projects listed below.

Jessica	Fleck	SOBL	Seeking External Funding for Neuroscience Research Involving Student Researchers	$ 6,000.00
Jill	Gerhardt	BUSN	Proposal for Soliciting an NSF Scholarship in Science, Technology, Engineering and Mathematics (S-STEM) Grant	$ 6,000.00
Cynthia	King	ARHU	Last Poems, Hillary Gravendyk	$ 6,000.00
Nancy	Reddy	GENS	Rural Space As Commonplace	$5,800.00

Thank you for your continued support of faculty research and professional development.

Main round

To: Susan Davenport, Interim Provost

From: Heather McGovern, Chair, R&PD Committee
        Associate Professor of Writing, First Year Studies, General

Studies

Date: April 14, 2016

RE: Fiscal Year 2017 R&PD Internal Grants Recommendations

Because the Research and Development Committee did not know about seven applications when we met in March, we met again on April 14 to discuss an additional 7 applications for the main round. We wish to recommend five of those seven for funding.

In total, then, the main Call for Proposals for FY16 Research and Professional Development resulted in complete applications from 56 faculty members who requested a total $315,723.01 from the $210,000 available for funding. Forty-five percent of the applicants are tenured (compared to 51% last year). Recommended projects break down by School as follows: ARHU, 6 of 11 applicants (compared to 9 of 10 last year); BUSN, 6 of 7 applicants (compared to 3 of 5 last year); EDUC, 1 of 3 applicants (compared to 2 of 2 last year); GENS, 5 of 6 applicants (compared to 3 of 3 last year); HLTH, 2 of 5 applicants (compared to 3 of 4 last year); NAMS, 8 of 10 applicants (compared to 11 of 12 last year), and SOBL, 12 of 14 applicants (7 of 7 last year).

The committee recommends funding the following proposals, for $219, 173.01 (**a total of $25,197 additional to fund five of the additional seven applications**). When we first met, we'd left $16,023.99 unspent in the main round budget. The money for the additional funding over the $210,000 for the main round budget can come from unused funds from other rounds of internal funding this year, leaving $5, 023 unspent in total from available internal funding (or $4,223 unspent if the additional $800.00 provided for the adjunct faculty funding is deducted).

Bottom line, without numbers: we're using the money we had left after the first meeting for the main round. Then, as we have in recent years, we're asking to transfer unspent funds from other rounds to fully cover the five additional proposals we're recommending for funding from our second meeting. However, altogether, we'll have left a small sum of money unspent for this fiscal year.

I'm putting the newly recommended projects into a new table, for clarity, but keeping the original table for comprehensiveness. Newly recommended projects, in alphabetical order by author's last name:

First Name	Last Name	School	Project Title	Amount requested
Marcy	Isabella	GENS	Textbooks, Teachers, and Terms of Departure	**$5,800**

Zornitsa	Kalibatseva	SOBL	Minority status, depression, and suicidality among college students seeking counseling	**$5,800**
Jason	Shulman	NAMS	Control of electro-optical networks	**$3,897**
Marianna	Smith	ARHU	Archive	**$3,900**
Katie	Yang	SOBL	The relationships between ambiguous events, self-evaluations, and social sensitivity	**$5,800**

Table with originally recommended projects, in alphabetical order by author's last name:

First Name	Last Name	School	Project Title	Amount Requested
Mark Tina	Berg Zappile	SOBL	"Stockton Presents at the 36th International Conference on Critical Thinking and Educational Reform"	$5,258.79
Robert	Blaskiewicz	GENS	Was Shakespeare an Alien? Skepticism and the Humanities	$5,800.00
Jessica	Bonnan-White	SOBL	Professional Development (Conference Attendance): Histories of the Red Cross Movement: Continuities and Change, Adelaide, Australia	$2,233.00
Deeanna	Button	SOBL	Contextualizing LGBQ Youths' Support Experiences: The Conceptualization of LGBQ-Specific Social Support	$5,800.00
Keith	Diener	BUSN	The State of Nature in Business: Toward the Development of a Business Social Contract	$5,800.00
Jessie K.	Finch	SOBL	Legal Borders, Racial/Ethnic Boundaries: Operation Streamline and Identity Processes on the U.S.-Mexico Border	$5,800.00
Jennifer	Forestal	SOBL	Political Spaces: Building Democracies in a Digital Age-Chapter 2: "A (Software) Architecture for Democracy"	$5,800.00
Sitki	Gulten	BUSN	Analysis of Intraday Data Effects on Two-Stage Risk-Averse Portfolio Optimization	$5,800.00
Geoffrey	Gust	GENS	"And in he Throng" Chaucerotics and the Cloak of Language in The Canterbury Tales and Troilus and Criseyde	$5,800.00
Christina	Jackson	SOBL	"Transforming Atlantic City and San Francisco: How City Officials, University and Community Stakeholders Understand Change, Renewal and Inequality."	$5,800.00
Steven E.	Kalman	NAMS	Development of Iron Catalysts for Transfer Hydrogenation	$6,000.00
Jaemin	Kim	BUSN	Family Business & the Environmental Responsibility	$5,800.00
Manish	Madan	SOBL	Sexual Harassment in India: Psychological Impact and Coping Mechanism of Women	$5,800.00

Daniel J.	Mallinson	SOBL	Policy Diffusion Instability in the United States	$5,800.00
Russell	Manson	NAMS	Toward the Metabolic Theory of Ecology: Expanding the International Research Network	$5,450.00
Sara	Martino	SOBL	The Superwoman Chronicles	$3,560.00
Patricia	McGinnis	HLTH	Teams and Teamwork Chapters for textbook: Foundation of Interprofessional Collaborative Practice in Healthcare: The Core Competencies from Theory to Practice	$6,000.00
Jedediah	Morfit	ARHU	Outside The Lines: Exploring The Boundaries of Sculpture, Printmaking, Illustration, and Design	$7,500.00
Susanne	Moskalski	NAMS	Stratigraphy and sediment accumulation rates in a small, disturbed salt marsh	$5,000.00
Sharon Ann	Musher	ARHU	Americans Abroad: Hadassah Kaplan, Zionism, and the Making of American Jewish Women	$6,000.00
Anna	Pfeiffer-Herbert	NAMS	Investigation of Mullica River water circulation to support oyster restoration	$5,720.00
Caitlin	Pittenger	ARHU	Mirror to the Soul: Redefining the Female Body	$5,200.00
Erin E.	Podlesny	NAMS	Effect of Pressure in the Continuous Flow Synthesis of Quinones	$6,000.00
Elizabeth	Pollock	NAMS	Structural analysis of microRNAs	$2,920.00
Nancy	Reddy	GENS	Pocket Universe, a collection of poems	$5,800.00
Carole-Rae	Reed	HLTH	Foundations and Core Competencies of Interprofessional Values and Ethics	$5,800.00
Javier	Sanchez	ARHU	Remembering Women in Post-Civil War Spain: A Long Silence by Angeles Caso	$6,000.00
Lei	Song	BUSN	Cultural Differences in the Effect of Counterfeit Exposure on Perceptions of Luxury Brands	$5,800.00
Connie	Tang	SOBL	Children and Crime	$7,000.00
Chelsea	Tracy-Bronson	EDUC	District-Level Inclusive Special Education Leadership	$3,045.22
Emily	Van Duyne	GENS	None Of That: Loving a Psychopath	$5,800.00
Jinchang	Wang	BUSN	A research on Computer Intelligence and Consciousness	$6,000.00
Wendel	White	ARHU	Other Civil Wars	$6,000.00
Kerrin	Wolf	BUSN	The Viability of Civil Rights Claims Against School Resource Officers	$5,800.00
Karen	York	NAMS	Metagenomics of aquifer bacteria in the geothermal well field	$6,289.00

Scholarship of Engagement (Pilot)

TO: Susan Davenport
                 Interim Provost & Executive Vice President
                 Office of the Provost

FROM: Heather McGovern, R&PD Committee Chair
                 Associate Professor of Writing and First Year Studies

DATE: November 13, 2015

SUBJECT: Pilot Scholarship of Engagement Recommendations, Fall 2015

The Research and Professional Development Committee, joined by Daniel Tomé and Merydawilda Colón, met Thursday, November 12 to discuss and vote on the proposals for the spring pilot round of scholarship of engagement funding. We reviewed 4 proposals for a total of $25, 600 in requested funding. We recommend funding 3 projects for a total of $19,600, which will leave $5,400 of these pilot funds unspent.

First Name	Last Name	School	Project Title	Amount Awarded
Kelly	Keenan	NAMS	Connecting High School Biology and Chemistry Teachers with Biochemistry/Molecular Biology Students at Stockton Using Experiments with Food	$1,600
Marissa	Levy	SOBL	Evaluation of Atlantic City Safe Return Project	$6,000
Tara	Luke	NAMS	Next Generation Robotics for Southern New Jersey	$12,000
Norma	Boakes	EDUC		

Provost Opportunity Funds

June 5, 2015

Dear Interim Provost Davenport,

A subcommittee of the Research and Professional Development Committee met yesterday to review 10 proposals, requesting $18,424.00 in funding from Provost Opportunity Funds. We had $7,500 allocated for this quarter. We recommend funding projects for the faculty members

Vincent	Cicirello	BUSN	1,200.00	Travel Support to Attend the International Conference on Bioinspired Information & Communications Technologies
Kristin	Jacobson	ARHU	2,000.00	Supplemental Travel Funding 2015-2016
Elizabeth	Lacey	NAMS	1,200.00	Research dissemination & collaborative partnership formation for professional development
Nathan	Long	ARHU	1,270.00	Presenting the Flash Fiction Workshop in Gdansk, Poland
Daniel	Moscovici	NAMS	1,000.00	Winery data collection Chile
Judith	Turk	NAMS	626.70	Agronomy Society of America-Crop Science Society of America-Soil Science Society of America 2015 International Annual Meetings
Linda	Wharton	SOBL	970.00	Interview Transcriptions: Advancing Women's Rights: The Role and Evolution of Public Interest Legal Organizations
Chia-Lin	Wu	NAMS	1,850.00	Stockton and NCYU Pre-service Mathematics Teachers Project
			10,116.70	

listed below.

We will roll the remaining, unused funds for this quarter over into the next quarter. We anticipate seeing revised versions of several of the proposals we reviewed in this round, as well as new proposals.

September 15, 2015

Dear Interim Provost Davenport,

A subcommittee of the Research and Professional Development Committee met yesterday to review 15 proposals, requesting $25,365 in funding from Provost Opportunity Funds. We had $16, 713 available for this quarter. We recommend funding projects for the faculty members listed below, for a total of $10,116.70.

We will roll the remaining, unused funds for this quarter over into the next review cycle, in December, for the second half of the fiscal year. We anticipate seeing revised versions of several of the proposals we reviewed in this round, as well as new proposals.

Name		School	Amount recommended for funding	Contribution from School	Title of Project
Rob	Nichols	ARHU	$1,500.00	0	Circulation and Society in the Afghanistan-Pakistan Borderlands, 1947-2014
Brian	Rogerson	NAMS	$1,987.00	$250.00	Activation-Induced Cytidine Deaminase Gene Expression Levels in Aging Zebrafish
Rain	Ross	ARHU	$1,600.00	$200.00	Between the Seas Festival
Beverly	Vaughn	ARHU	$700.00	0	Galloway to Zanzibar: On Site Visit to Dhow Countries Music Academy (DCMA)

$ 5,787.00 $500.00

Please let us know if you support our recommendations.

December 11, 2015
Dear Interim Provost Davenport:

A subcommittee of the Research and Professional Development Committee met today to review 24 proposals, requesting $38,834.98 in funding from Provost Faculty Opportunity Funds. We had $29,096.30 available for the remainder of this fiscal year. We recommend funding projects for the faculty members listed below, for a total of $22,502.13, leaving $6,594.17 unallocated.

First Name	Last Name	School	Amount Funded	Project Title	Dean commit-ment

Amy	Hadley	HLTH	$500.00	Creating Profiles for Your CADCAS Program Page: Best Practices and Ideas	Registra-tion fee
Norma	Boakes	EDUC	$790.70	Research Journey in Origami Mathematics- Joint Mathematical Meeting 2016 Conference	500.00
Lois	Spitzer	EDUC	$976.50	A Strategic Approach to Strengthening and Centralizing Comprehensive and Institutional Commitment to Internationalization	500.00
Lei	Song	BUSN	$1,449.31	Distortion from Depletion: The Effect of Stereotype Threat on Product Price and Value Judgments	0.00
Kelly	Keenan	NAMS	$1,500.00	Effect of over the counter whitening products on proteins of human teeth	0.00
Sitki	Gulten	BUSN	$1,600.00	Analysis of Intraday Data Effects on Two-Stage Risk-Averse Portfolio Optimization	250.00
Tina	Zappile	SOBL	$1,247.50	Multilateralism and the Market: A Research Presentation at the 2016 Political Economy International Organizations Conference	0.00
Gorica	Majstorovic	ARHU	$1,967.00	The 48th Annual Association of Caribbean Historians Conference in Havana, Cuba June 5-10, 2016 Presentation	200.00
Jessica	Bonnan-White	SOBL	$2,000.00	Professional Development: Ensuring Public Safety During and After Prolonged Sectarian Violence-Professional Development Workshop	300.00
Jessica	Fleck	SOBL	$2,000.00	The Impact of Project-based Learning in Neuroscience Courses	900.00
Elizabeth	Shobe	SOBL	$2,000.00	Service Learning in Neuroscience	0.00
Michael	Rodriguez	SOBL	$688.00	Critical Thinking & Global Awareness	0.00
Pamela	Cohn	NAMS	$ 1,460.00	Structure-Property Relationships in the Undergraduate Curriculum	0.00
Elizabeth B.	Erbaugh	SOBL	$1,650.00	Reproductive Health Communication and Decision Making: Focus Groups	0.00
Arleen	Gonzalez	SOBL	$ 1,708.12	The Evolving "De Minimis" Instruction Standard	300.00
Wei-Xuan	Li	BUSN	$965.00	Order flows and informed trading in equity index options surrounding the recent financial crisis	300.00
Total			**$22,502.13**		**6,659.91**

Funds available	$6,596.30 left from previous rounds	22,500 New for this round

Please let us know if you support our recommendations. As always, thanks for your support for faculty research and professional development. This money, available in the current fiscal year, continues to be used to support travel and direct research costs.

Adjunct Faculty Provost Opportunity Funds

Dear Provost Davenport,

A subcommittee of the Research and Professional Development Committee, consisting of three committee members, the Chair, and Lydia Fecteau, as an adjunct representative (we selected her due to her elected position as an adjunct leader with the SFT), met yesterday to review seven proposals for the adjunct faculty opportunity funds.

We would like to recommend all seven for funding, given the overall quality of the projects, the short amount of time provided to applicants, the limited amount of guidance we could provide to them, and the fact that we piggybacked this onto an application form, directions, and guidelines intended for a different population of faculty for different purposes. In other words, we think the applicants did as well as they reasonably could, that their projects all benefit our students and/or Stockton's research agenda and/or the applicant's professional development, and that funding all the projects in this inaugural round makes sense given the small amount of additional money required to do so ($800).

As we now know about the funding, we plan to be able to advertise in a more timely fashion for next fall, with clearer guidelines about what projects we'd want to fund, to create a new form with shorter and clearer directions, and provide assistance to applicants in a much more timely and organized manner for next fall, and we anticipate then that we'd be more able to justify the hard decisions that will need to be made about whom to fund.

The projects we recommend for funding for this spring are as follows, for a total of $3,300:

Melissa Auerbach, $500 for travel related to a poster presentation at a conference
Mark Demitroff, $500 for costs related to participating with other Stockton faculty and experts from other areas in a geologic field trip
Jack Devine, $300 for translation of a section of a classic text pivotal to his teaching and research in a field
Anna Evans, $500 for costs related to participation at a national conference
Elizabeth Hall, $500 for costs related to a gallery exhibit of student work from a course she is teaching

Bud Noble, $500 for costs related to a group of students reading of *Ahab* at a venue in New York City

Jacques Press, $500 for costs related to preparing to teach a new General Studies course in Critical Thinking

Thank you for creating this new line of funding and for considering our request to fund all of these projects.

STOCKTON | TASK FORCE ON
UNIVERSITY | SHARED GOVERNANCE

SUMMARY REPORT
MAY 18, 2016

Table of Contents

I.   History of the Task Force on Shared Governance

Background

In November 2014, Stockton University (then the Richard Stockton College of NJ) signed a letter of intent to purchase the property of the former Showboat casino for $18 million, in hopes of repurposing the real estate to birth an Atlantic City branch campus for Stockton. The college experienced record-breaking headlines in the local, national and international media for acquiring the property in December 2014.

Fast-forward one year: in November 2015, Stockton, again, made headlines, but this time for engaging in a new agreement to sell the property. In the meantime, the College obtained university status but also endured difficulties that emerged as a result of the failed deal, the departure of a president, negative media, political and public scrutiny, and internal unease and skepticism about the state of shared governance in University affairs. In a historically unprecedented move, the Stockton Faculty Assembly and the Stockton Federation of Teachers held joint meetings to generate a coordinated response to the underlying problems in Stockton's culture that had led to the current difficulties. They ultimately issued demands for structural changes to create a more robust and genuine culture of shared governance.

In April 2015, then President Herman Saatkamp announced to the Board of Trustees his intent to take immediate medical leave from the University, with resignation soon to follow. As a result of this action, Dr. Harvey Kesselman, then Provost and Executive Vice President, assumed the position of Acting President of the University. With longstanding roots in the University, Dr. Kesselman provided leadership in this transitional period, offering stability, relief, and the hope that the University community would re-commit to shared governance under new leadership.

Shared Governance Task Force

Acting President Kesselman's first official act was to establish three University-wide task forces, one of which would focus on shared governance.   The task force would enlist representation from constituencies across campus: a member from the Board of Trustees, who would also serve as a co-chair of the committee; two members of upper administration; an academic dean; members of faculty leadership; union representatives from both the CWA and SFT (faculty and professional staff); a representative from Student Affairs, a student representative; and other Stockton community appointees.

On June 30th the Shared Governance Task Force held its initial meeting, during which it received the charges to the committee. They are as follows:

- Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University;

- Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort; and

- Develop a strategy for communicating decisions with all of our constituents, including students, alumni, faculty, staff, administrators, the community at large, and other University supporters.

The task force met six times during the academic year; its subcommittees met more often. Initially, the team worked on drafting a definition of shared governance for Stockton, understanding the role of shared governance, and reevaluating the mission statement for the University. Members actively engaged in lively discourse on shared governance and the significance of transparency regarding University affairs. As a result of those meetings, the members have moved forward in fulfilling the charges with the following outcomes:

Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University.

- Created Task Force on Shared Governance public website.

- Held three open forums, "conversations" on shared governance. President Kesselman and BOT Chair Mady Deininger hosted the events, with nearly 200 people in attendance over the course of the three sessions. Participants represented students, faculty, staff, BOT members, and administration. Disseminated the committee's working definition of "shared governance" to constituents. Developed a website that will eventually list the composition and charges of all University-wide committees and task forces. http://stockton.edu/committees

Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort.

- Created draft versions of the institutional mission and vision statements, with edits in progress.

- Developed staff survey that was distributed via email to Stockton staff members between 4/15/16 and 4/22/16. *Results will be discussed later in the report.*

- Identified perspectives on Stockton's shared governance, based on discussions with current and retired faculty leaders.

Develop a strategy for communicating decisions with all of our constituents, including students, alumni, faculty, staff, administrators, the community at large and other University supporters.

- Developed a communication strategy for disseminating the working definition of "shared governance;" (open forums, articles in student and employee newsletters, etc.).

- Published two articles in the *Stockton Times*: Shared Governance Task Force Holds Meeting, July 23, 2015 Volume 4 Issue No. 42 and Task Force Defines Shared Governance; Invitation from Chair of Stockton's Board to Attend Open Discussions on Shared Governance, October 29, 2015 Volume 5 Issue No. 4.

- Housed the Bill Daly "The Stockton Idea" videos on the "About Stockton" landing page.

- Produced a Task Force on Shared Governance Summary Report to present to Stockton constituents (Faculty Senate, students, staff, etc.).

II.   History of Shared Governance at Stockton

A Seat at the Table

Shared governance is an integrated planning process and a collaborative culture in which Stockton's president, faculty, board of trustees, and other relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active participation, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

However, Stockton has not always embraced this definition or philosophy for governing the University. According to some earlier accounts of Stockton's governance, such as former Faculty Assembly (and first Faculty Senate) President Robert Helsabeck's 2011 article "Shared Governance?" in *Reaching Forty: The Richard Stockton College of New Jersey* and the documented "collective experience" of ten senior faculty members, entitled "*As We See It…,*" which was distributed in the early 2000s; governance at Stockton once looked very different from the present incarnation.

The past forty-plus years have seen Stockton live out various forms of governance, in an effort to provide a voice for its many constituents. In the beginning, Stockton practiced a corporate governance structure, using a College Council composed of randomly selected staff, faculty and students. This group served in an advisory capacity but lacked the authority to make and implement decisions. The President and the Board of Trustees became the de facto decision-makers.

Soon, this "one voice" type of influential body would make way for more traditional group formations, such as the Stockton Federation of Teachers, the Student Senate and the Faculty Assembly (which strengthened the collective voice of faculty). Each one of these groups offered a unique voice with a distinctive responsibility.

The Middle States Association also played a significant role in fostering change in Stockton's governance structures. Both in 1975 and in 1990, Middle States recommended the College revisit its construction of the shared governance system to make it more integrated and robust.

In 2008, the Board of Trustees formally recognized the role of the Faculty Senate, a smaller representation of the Faculty Assembly, to represent the entire body of faculty and advance shared governance.

All of these gradual transformations in governance helped to shape the state of shared governance today.

III. Definitions and Conceptual Framework

After carefully reviewing the literature on best practices in shared governance, the task force has agreed on the following definition of shared governance and key terms within that definition. We also include vision and mission statements as well as efforts to articulate core values that guide and underwrite these statements. The task force now presents these definitions and statements to the larger Stockton community for consideration and revision:

Shared governance is an integrated planning process and a collaborative culture in which Stockton's relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

- **Commitment:** stating support in writing and creating mechanisms to allocate time and resources to effectively carry out shared governance.

- **Constituents:** President, Board of Trustees, students, faculty, staff, alumni and community-at-large.

- **Culture:** the collective informal network of attitudes, behaviors and assumptions.

- **Collaboration:** meaningful participation by all relevant constituents at the formative stages of planning.

- **Accountability:** consensus and clarity as to who (e.g., President, Faculty Senate, Student Senate) makes what kind of decision (e.g., academic, financial) and what role (e.g., joint authority, consultation) each decision-maker has in that decision.

- **Transparency:** clear and candid communication by all decision-makers to relevant constituents as to the decisions being considered, who the decision-makers are, and the rationale for those decisions.

- **Structure:** the specific framework and formal policies and procedures put into place to establish and accomplish the goals of shared governance and to help promote the appropriate culture.

Vision: To develop engaged and effective citizens with the capacity for continuous learning and the ability to adapt to change in a multicultural, interdependent world

Mission: Stockton University's mission is:

- First and foremost, to provide students from all socioeconomic backgrounds an exceptional education through an interdisciplinary approach to liberal arts, sciences and professional education

- Second, to contribute to the positive development of New Jersey through community engagement and research

We also include here sample **Core Values** (cobbled together from existing documents, with explanatory information):

- Excellence in teaching and dedication to learning

  In providing an education that gives our students the breadth and depth they need to succeed in their lives beyond college, Stockton faculty recognize a responsibility not only to transmit received ideas to our students but to participate with them in the development of new ideas.

- Inclusivity and diversity

  Stockton is unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff, and to encouraging and acknowledging the value of differing perspectives.

- Interdisciplinarity and collaboration

  We value teamwork and the collaboration of individuals within, and beyond, their disciplines, to achieve a common goal. We believe opportunities to develop these skills through academic and extra-curricular activities enrich the lives of students, faculty, staff and administration.

Other possible values (taken from other university webpages) that we might add:

- Flexibility (or Creativity or Innovation)
- Service or Social Responsibility
- Critical Thinking and Moral Judgment
- Integrity and Respect

We might also consider turning our LEGS into Core Values:

- Learning
- Engagement
- Global Perspectives
- Sustainability

IV. Existing Structures Supporting Shared Governance at Stockton

The University has several existing structures that have manifested, in one form or another, elements of shared governance. While none of these are ideal, and in some cases their contribution to shared governance is more theoretical than actual, they at least represent those areas where we may begin to build. Rather than go into detail regarding the activities and specific charges of these various collectives, we will highlight those aspects that directly touch on shared governance at the University.

Due to limited space, this section focuses on various formal institutional collectives, rather than *informal* groups, or the *culture*, or *processes.* The focus is not meant to slight or ignore other ways of understanding the nature of shared governance at the University, and it is hoped that future drafts of this document will address this gap.

The Unions

- The Stockton Federation of Teachers (SFT)
- Communications Workers of America (CWA)
- International Federation of Professional and Technical Engineers (IFPTE)
- New Jersey State Policemen's Benevolent Association, Inc.

Much of what constitutes shared governance at Stockton for the faculty has been implemented and developed via the SFT, Stockton's union for faculty and professional staff. The SFT is the sole legal body to negotiate all terms and conditions of employment for faculty and professional staff, and decisions about most of the major areas that govern life for SFT members are reached within the context of a dialogue between the SFT and the administration.

Hence, the structure of life for faculty and professional staff at Stockton is the product of a robust form of shared governance. When we consider what this entails--how salaries should be constructed, pay schedules, who determines when faculty will work, how tenure or extended contracts will be awarded, how disputes between administration and SFT members will be reconciled, definitions of key terms such as "service," "scholarship" and "leadership," how monies for research and professional development will be distributed--it is a testament to the extraordinary force of the union in fostering shared governance at the University.

This form of shared governance also provides a model for other aspects of the University, namely its recognition of the need for a structural differentiation and integration between larger collectives of shared governance and local ones. The SFT participates in negotiations at both the state and the local level. It may provide a model for other branches of shared governance at Stockton to design systems that force participants to consider what kinds of topics should be addressed in a uniform manner with regard to all faculty and professional staff vs. what kinds of topics are genuinely local questions.

The remaining unions (CWA, IFPTE) on campus are also mechanisms for shared governance. As with the SFT, these unions provide the opportunity for various stakeholders in the institution to engage in deliberation about how their working lives should be structured and evaluated. In some ways it may well be that these other unions provide the *only* effective means for most of the non-faculty employees of the University to engage in shared governance as they have no comparable forum to the faculty's Senate.

The Stockton (Faculty) Senate

The Stockton Constitution identifies the Faculty Senate as the primary voice for the faculty for deliberation and recommendations on all academic matters not explicitly covered under the SFT's "terms and conditions" clause. The Senate is a relatively new institution at the University, coming into existence in 2008. Before its creation, the Faculty Assembly had been the primary forum for faculty governance regarding all non-union related matters. While the Assembly still exists, the Senate has since taken on the role of the voice of the faculty.

Just as was the case with the Faculty Assembly, the charge of the Senate is to consider any and all matters the faculty may see as essential to the good of the University. As a result the range of questions the Senate can and has considered is virtually unlimited: the structure of the overall curriculum, the kinds of programs the University will offer, the policies regarding how courses are to be taught and how professors and students will interact, political statements made on behalf of the faculty, how the University will expand or contract, what kinds of outreach to the community the University should encourage, the role of international studies, what level of commitment to sustainability should be embraced by the University, and so on.

The Senate has a number of features that encourage shared governance. It must hold at least three meetings each year with the Faculty Assembly, one of which is explicitly designed to solicit the faculty's views on setting the year's agenda. It has two kinds of members: those elected by the individual schools and those elected by the University faculty at large. There is a constitutional requirement that at least ten percent of its membership be untenured faculty. All of its meetings are open to the public, including any administrator, although it reserves the right to go into closed session if it votes to do so.

The Senate is explicitly a part of the process the University has designed for the approval of any new academic policies, the review or alteration of any existing policies, and the creation or alteration of programs, concentrations, certificates and the like. Although the Provost Council and the Senate consider various proposals concurrently, informing each other of their progress and suggestions, they consider and vote on them independently of each other. Once both groups have approved a proposal, it is then forwarded to the Office of the Provost.

The Senate Executive Committee (made up of the officers of the Senate, the Vice President of the SFT, and two senators elected by the Senate) acts as the guiding body for the Senate by setting the agenda, charging the standing committees with work, reviewing proposals and recommendations from the standing committees, guiding line discussions of agenda items before the Senate, recording the minutes of Senate meetings, and acting as liaison with various administrative offices on campus.

The Senate Standing Committees

The Constitution of the Senate distributes its wide-ranging work via its standing committees: Academic Policies, Academic Programs and Planning, Information and Technology, General Studies, Student Affairs, Administration and Finance, Library, and Research and Professional Development. Each of these committees is composed of faculty from each of the schools as well as administrators and/or professional staff and an SFT representative. Faculty members are elected by either their school or the University at large. The lion's share of the Senate's work is done by these various committees, and includes, as part of the members' task, the

active solicitation of input from the faculty in their various schools on whatever project they are currently engaged in.

On each of the committees there are anywhere from one to four administrators acting in *ex officio* capacity. Each committee has both a chair chosen in a University-wide election (who need not be a sitting senator) and a vice chair elected by the Senate from among the sitting senators. The creation of the vice chair was a recent invention to help facilitate the communication between the Senate and the standing committees. The committees that deal directly with student activities also include student representatives.

Individual Programs

Stockton has been designed to allow the various members of a program to each contribute to the creation and flourishing of their major and/or minor. Program members have a great deal of latitude with regard to the nature and construction of their programs--what courses will be offered, when they will be taught, the modalities, etc. Decisions about those aspects of a program that have an impact upon the University at large (e.g., whether a program course requires prerequisites from a different program, whether a course carries a W or a Q attribute with it, contributions to the General Studies curriculum) are done in coordination with the appropriate administrators (e.g., deans, assistant deans, Provost) and faculty groups (e.g., the various G course approval groups, the Writing Program, the QUAD Central Task Force, the Senate).

One of the goals of the design of programs at Stockton has been to have the major constructed and taught as a collective effort with no single individual determining the course of the program. The ability of Stockton's programs to promote cooperative behavior among their members lies in part with the fact that Stockton has *coordinators* and not *chairs.* The coordinator is an elected position within the program and is responsible for calling meetings of the program, attending open houses, working with the administration on assessment, and a variety of other duties.

However, while this position is compensated accordingly (either through course release or stipend), the coordinator is not given managerial authority over the program faculty. The coordinator cannot order a professor to teach a particular class or do so at a particular time, nor do the coordinator's recommendations regarding tenure and promotion carry more weight than those of any other member of the program.

Task Forces

Task forces at Stockton are intended to be formed for a particular purpose, complete their work, and then cease to exist. If a task force concludes that the subject of its work requires a more ongoing institutional commitment, either a new committee or position is created or those duties are absorbed by an existing body. So, for example, after the completion of the work of the Task Force on Accessibility, it was determined that the Standing Committee on Administration and Finance should expand its charge to include a regular examination of the issues uncovered by the task force.

However, while task forces are different from the other types of organizations discussed in this section of the report, they have been used to great effect to conduct important work regarding the welfare of the University. A simple listing of some of the recent task forces conveys this fact: the Task Force on University Status, the Task Force on Accessibility, the Task Force on Atlantic City, the Task Force on E-Learning, the Task Force on Modules, the

Task Force on the Women, Gender, and Sexuality Center, the Task Force on IDEA, and the Task Force on Shared Governance.

Task forces are often excellent mechanisms for shared governance. They typically draw upon a wide range of stakeholders, often including representatives from areas of the campus that do not have a regular forum to provide input on the good of the University. Moreover, task force members are often selected or volunteer precisely because they have skills and/or interests that directly coincide with the goals of the task force. This combination of explicitly reaching out to the most diverse constituencies and allowing people to make full use of their talents has proven to be an excellent model for discussing and making recommendations on emerging issues.

General Education

Since its founding, Stockton has established itself as an innovator in general education. Instead of requiring students to take a distribution of introductory courses designed for disciplinary majors, Stockton offers a separate "G" curriculum filled with interdisciplinary courses specifically targeted to non-specialists and culminating with courses that ask students to integrate and synthesize what they have learned.

Although there is a School (and faculty) of General Studies, faculty members from across the University are "in charge" of this separate curriculum and share its governance. Virtually all faculty members are contractually obligated to develop/teach G-acronym courses (1/3rd of their time, except for the Health Sciences and Business schools, where it is 1/6th). Faculty members chosen in campus-wide elections chair faculty committees that review proposals for new G-acronym courses, and work collectively as members of the Faculty Senate Standing Committee on General Studies. Once a faculty member has created a G course, that course remains hers/his, and she/he alone teaches it and decides when it will be offered, and whether someone else can teach it in her/his place. This provides a limit to program control over the faculty and contributes to both faculty freedom and Stockton's distinctive interdisciplinary educational landscape.

Likewise, faculty members from many schools and programs contribute to, and have input into, several of Stockton's other University-wide, general education programs (e.g., First-year Studies, Freshman Seminars, the Writing program, and the QUAD program). For example, the Writing Advisory Council, composed of a broad array of faculty members, reviews proposals for W2 courses. The Freshman Seminar Advisory Council, consisting of a diverse group of faculty members who teach freshman seminars, establishes common course elements, selects participants for the institute, and participates in program assessment. The QUAD Central Task Force, with members elected from each school, reviews proposals for Q1 and Q2 courses, sets policy and procedure, and works on assessment.

Lastly, the General Studies curriculum provides fertile soil for interdisciplinary minors--each led by coordinators who are compensated in accordance with the collective bargaining agreement. These minors are of varying size and success, but they allow the faculty to respond to important issues or growing demand. Interdisciplinary minors are established in accordance with Faculty Senate and administrative oversight.

Faculty Review Committee

All faculty and professional staff who are applying for tenure, promotion, or range adjustment must have their files reviewed by both faculty and administrators.

One of the steps along the way is the review of the file by the Faculty Review Committee (FRC). The FRC is made up of faculty elected from each school, as well as faculty elected by the University faculty at large; the members serve a term of two years. When a faculty puts together her/his request for tenure/promotion/adjustment, it is evaluated by the Program Review Committee (PRC) and then the dean of the appropriate school. The FRC then examines the file and considers it in light of the comments from both the program and the dean. The idea is to provide a University-wide faculty perspective on the qualifications of the candidate, which is informed by the more specialized concerns of the program or the school.

Faculty and Staff Participation on the Board of Trustees Standing Committees

In 2004, the Board of Trustees reconstituted its standing committees to aid in carrying out the business of the corporate body and populate each committee (via appointment by the Board chair) with faculty, staff, and student representation, except for the Audit and Executive Committees. The standing committees created include Audit, Finance and Professional Services, Academic Affairs and Planning, Buildings and Grounds, Student Affairs, Development, Investment, Compensation, and Nomination and Governance.

Recommendations for student representatives are solicited from the Student Senate leadership and the Division of Student Affairs. Recommendations for faculty representatives are solicited from the Faculty Senate leadership. There is also representation from the Stockton Foundation Board and community members on select standing committees.

Faculty and student appointments are reviewed annually with the appropriate leadership to determine whether or not the appointee should be replaced. Members of the board are appointed by the chair of the board to each of the standing committees and also serve as chairs of those committees (normally for a two-year appointment).

The purpose and function of each standing committee varies based on its charge. Each standing committee meets up to five times a year. More information regarding Board Committees can be found here:

http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=77

Stockton 2020 Steering Committee and Sub-Committees

As part of Stockton's strategic planning process, a Stockton 2020 Steering Committee was appointed by former President Herman J. Saatkamp, Jr. in Fall 2008. The President charged the committee to approve an overview timeline of the process and to follow the Balanced Scorecard approach. The members of the Steering Committee met throughout the Fall 2008 semester for the purpose of identifying the major strategic pillars and themes of the strategic plan and developing a draft vision statement. They modified the Balanced Scorecard approach to fit Stockton's 2020 planning priorities.

Using the modified Balanced Scorecard approach, the Steering Committee members each serve as co-chairs of a University-wide sub-committee that includes representatives from every division of the University to plan initiatives aligned to the Strategic Objectives for each theme that supports the vision.

The four sub-committees established include Learning, Engagement, Global Perspectives and Sustainability (LEGS). Any faculty, staff, or student may submit an idea to one of the sub-

committees, which then assists with developing the idea into a proposal. If the sub-committee supports the proposal, it forwards it to the 2020 Steering Committee for further review. When advancing proposals to the President for final consideration, the Steering Committee will recommend the appropriate shared governance or administrative pathway.

Provost Council

In 2010, then Provost and Executive Vice President Harvey Kesselman held biweekly Deans Council meetings, consisting of all deans and selected directors from the various units invited to present as special guests on current activities in that unit. As the College grew, the group quickly expanded to include more and more College leaders. Recognizing the need for deans to have their own forum to meet and discuss matters distinctive to their units, the Provost separated the meetings to accommodate both constituencies.

Now, the Provost Council meets separately, with broad membership, including deans, campus directors, Faculty Senate leadership, and other key academic leaders of Stockton. The Provost Council convenes bi-weekly during the academic year, functioning as an advisory body to the Provost for purposes of engaging in long-term strategic academic planning, endorsing policies and procedures, ensuring quality of services, and serving as an approval body for new programs, alongside the Faculty Senate. This joint approval process, as well as the other activities of the Provost Council, serves as a type of internal shared governance, where many Stockton stakeholders share active participation in the integrated planning process of the University.

V. Problems with Shared Governance at Stockton: Historical and Current

To identify areas where shared governance should be improved, we examined existing structures and practices in light of five elements of the task force's working definition of shared governance: **commitment**, **culture**, **collaboration**, **accountability**, and **transparency**. Some of the issues listed below may not recur under our current leadership; others may persist unless proactive measures are taken, such as the need to involve faculty and staff leaders more deeply in long-range planning.

The Task Force's Working Definition of Shared Governance

Shared governance is an integrated planning process and a collaborative **culture** in which Stockton's relevant constituents **commit** themselves to being partners in accomplishing the University's mission. Shared governance functions through a structure that fosters active **collaboration, transparency, accountability,** understanding and acceptance of compromise, mutual respect and trust.

Area for Improvement: Commitment

Commitment: stating support in writing and creating mechanisms to allocate time and resources to effectively carry out shared governance.

1. Throughout their history, the Faculty Assembly and Faculty Senate have passed many resolutions affirming shared governance. There have been periods when the President and Board of Trustees did not reciprocate with written support of shared governance. As a result, the President's, Board's, and Administration's commitment remains less fully documented in the historical record than that of the faculty body. Important recent steps toward a more

mutual written commitment to shared governance include the December 10, 2008 Board resolution recognizing the Faculty Senate; the current University procedures that require approval of both the Faculty Senate and the Provost Council before academic programs or policies can be created or altered; and then Acting President Kesselman's April 28, 2015 establishment of the Shared Governance Task Force.

2. Faculty have three responsibilities—teaching, scholarship, and service. Many faculty feel they are spread too thin and lack the time and other resources (funds, support staff, etc.) to fully participate in shared governance. They feel that this lack creates an imbalance between their ability and that of administrators to carry out shared governance.

3. Staff participation in shared governance is hampered by the assumption that such participation is not part of their jobs. They sometimes are required to use personal time or are not allowed to leave their posts.

Area for Improvement: Culture

Culture: the collective informal network of attitudes, behaviors and assumptions.

1. The University's history has included notable periods of adversarial interactions between the faculty and the President, as recounted in former Faculty Assembly (and first Faculty Senate) President Robert Helsabeck's article "Shared Governance?" in *Reaching Forty: The Richard Stockton College of New Jersey*. For some, an atmosphere of mutual mistrust lingers from this history.

2. The Board of Trustees has historically been isolated from faculty and staff. A recent improvement is that the Board now meets with the Presidents of the Faculty Senate and SFT prior to Board meetings and asks them about pressing faculty and staff concerns.

3. The proportion of Board of Trustees membership drawn from business executives who lack experience working in higher education and unionized work environments may predispose the Board to view the University through a corporate model.

4. Staff participation in shared governance is hampered by isolation from faculty and from staff in other programs or schools. Staff may also perceive that their participation has little impact.

5. Faculty do not always treat the contributions, opinions, and needs of staff with respect.

6. More awareness of the nature of faculty jobs would be desirable when administrators schedule faculty time. For example, meetings are often called during times that cross teaching modules and during times reserved for SFT and Faculty Senate meetings. Faculty requirements for scholarly and professional work are also often overlooked.

7. Some faculty lack interest in participating in shared governance. They perceive such participation as carrying little weight in their tenure and promotion, or they perceive that their participation has little impact.

8. The gap between the pay of top administrators and other employees is perceived as too large. This perception contributes to mistrust and polarization. The expansion of administrative positions over recent years also raises concerns. In particular, it contributes to a concern that Stockton's mission and values are being replaced by a "corporate mindset."

Area for Improvement: Collaboration

Collaboration: meaningful participation by all relevant constituents at the formative stages of planning.

1. In the past, often long-range plans were first worked out in a small circle of administrators, then communicated to faculty and staff in increments. By the time faculty and staff were made privy to the overall plan, all they could do was ratify it. For example, the Faculty Senate President or Faculty Assembly President was often brought into the Board of Trustees Academic Affairs Committee too late in the process.

2. In the past, the lone faculty, if any, placed on key decision-making bodies have been sworn to secrecy. For example, the obligation of secrecy regarding some Cabinet discussions have made it impossible for the Faculty Senate President to have significant consultation with his or her constituency.

3. Even when the "big picture" was shared, shared governance was undermined by the assumption that transparency is enough (without active participation).

4. Faculty have insufficient voice in the hiring of administrators. There have been many instances in the past where high-level administrators or staff were hired without searches; the omission of a search is especially detrimental to shared governance when it occurs in Academic Affairs.

5. Staff are rarely given any voice in the hiring of administrators or faculty.

Area for Improvement: Accountability

Accountability: consensus and clarity as to who (e.g., President, Faculty Senate, Student Senate) makes what kind of decision (e.g., academic, financial) and what role (e.g., joint authority, consultation) each decision-maker has in that decision.

1. The President's power to make big decisions (such as the opening of a new campus) can expose Stockton to unacceptable risks.

2. The University lacks a procedure for working out a shared governance solution in situations where decisions have to be made quickly.

3. Short-term contracts for staff and administrators tend to isolate the President from hearing dissenting ideas during the decision-making process.

4. Shared governance is sometimes undermined by the assumption that consultation with the Faculty Senate on academic matters (without sharing decision-making) is enough, and by the assumption that consultation with the President of the SFT, the President of the Faculty Senate, or a chair of a Faculty Senate standing committee means that the SFT or Faculty Senate has given approval.

5. Faculty are sometimes outnumbered on University-wide committees and task forces on academic matters. For example, at the Academic Affairs Retreat where the ELO brainstorming began, non-faculty were given a disproportionately strong voice in relation to faculty.

6. Shared governance is sometimes undermined by the assumption that the faculty's business is only academic, even though some decisions on nonacademic matters, such as those about building construction and opening new campuses, may significantly affect the

University's ability to educate students and may also affect the quality and nature of the jobs that faculty and staff have at the University.

7. Faculty have insufficient representation/input on key decision-making bodies—for example, Board of Trustees committees and President's Cabinet.

8. Our constitution provides that deans and other high-level administrators serve on some standing committees of the Faculty Senate, such as the Academic Policies Committee and the Academic Programs and Planning Committee. Unfortunately, this current structure may be inherently problematic when it comes to shared governance. A number of faculty have raised concerns that the participation of administrators on these two committees does not create an atmosphere conducive to frank discussion and critical debate.   While we should certainly look for ways to have faculty and administration engage each other in a collaborative manner, these two committees, arguably the most important to the work of the Faculty Senate, should be as comfortable and open a forum for faculty and staff as possible. It would be desirable to also explore the role that administrators play on other standing committees of the Faculty Senate.

9. In choosing members of some administration-created committees/task forces, administrators pick individual faculty rather than having the Faculty Senate and/or SFT elect, appoint, or nominate the faculty members. This creates a perception that shared governance is being bypassed.

Area for Improvement: Transparency

Transparency: clear and candid communication by all decision-makers to relevant constituents as to the decisions being considered, who the decision-makers are and the rationale for those decisions.

1. Hiring of administrators is not transparent. The procedures for selecting candidates for administrative jobs—the application process, the criteria, the rules for when we have a search and when we don't, and so forth—are not published and available to members of the University community.

2. The numbers of adjunct faculty are not listed anywhere on the University website. Adjuncts are part of our community, yet their existence is not sufficiently acknowledged.

3. It is difficult to discover from Stockton's website how many administration-created committees exist, what responsibilities they are charged with, and who is on them. The administration has created a web page that will eventually list these committees all in one place for easy reference. It can be found here:

http://intraweb.stockton.edu/eyos/page.cfm?siteID=305&pageID=1

4. In the past, the SFT did not receive agendas or Board books in advance of Board of Trustees meetings as required by the Master Agreement. However, the SFT is, for the most part, now receiving Board agendas and Board books at least a week ahead of the meetings. The SFT would like to receive the personnel actions prior to the meetings in order to review these actions for potential conflicts with existing statewide and local bargaining agreements.

VI. Surveys

A key component to the success of the Task Force on Shared Governance is feedback from the campus community. To continue the momentum from the open forums held in Fall 2015 and the "conversations" with Stockton's Board Chair and President this Spring semester, the task force reached out to all staff employees (clerical, maintenance, professional, and administrative) to take the *Staff Perception of Shared Governance at Stockton* survey (see Appendix A). The purpose of this survey was to assess the current state of shared governance at Stockton from the perspective of University staff employees.

The task force plans to survey faculty and students in the future. We decided to administer the staff survey first because we had less information on how staff viewed shared governance than on how other constituencies viewed it. Staff do not have a representative body comparable to the Faculty Senate or the Student Senate than can voice their collective views, and therefore we particularly needed to learn more about staff perceptions of shared governance.

Data Collection Procedure

The Office of Human Resources provided Jessica Grullon, AFT union staff representative on the Taskforce, with a list of full-time Stockton staff employees (total of 786 e-mail addresses). An e-mail with the link to the *SurveyMonkey* invited all staff to take the *Staff Perception of Shared Governance at Stockton* survey. To increase participation, the presidents of both the CWA and the SFT/AFT unions prompted their eligible members to take the survey.

Instrument

A 21-item survey was created using as the framework the shared governance survey that Bahls (2014)[1] developed for the *Association of Governing Boards of Universities and Colleges (AGB)*. This survey included three sections. The first section assesses the staff's perception of four competing definitions of shared governance identified by Bahls: equal rights, consultation, rules of engagement, and/or a system of aligning priorities. The second section assesses the staff's perception of each constituency (Board of Trustees, faculty, and administration) by asking questions related to communication, transparency and respect. The third section asks more questions about the participant with the demographic information being optional. In this survey, the word staff was defined broadly. Participation in the survey was completely voluntary and all answers were kept anonymous (no IP or e-mail addresses were accessible). Participants chose their answer from a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The survey took participants no longer than 5-10 minutes to complete. The data from the survey are currently being analyzed and will be shared with the larger University community in the future.

Summary

It is the hope of the task force that the results of this survey will promote open dialogue between staff and campus leadership, leading to increased overall satisfaction levels amongst staff in the shared governance process. We will use a summary of the survey results in

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[1] Bahls, S.C. (2014). *Shared governance in times of change: a practical guide for universities and colleges.* Washington, D.C.: AGB Press and the Association of Governing Boards of Universities and Colleges

developing an action plan that closes the gap between the current state of shared governance at Stockton and where it should be.

VII. Possible Model(s) for Implementing Shared Governance

Models for implementing shared governance, whether articulated by organizations or publications representing faculty unions, governing boards, or other administrative bodies, still declare a remarkably consistent set of common principles, focusing on transparency, open and frequent communication, accountability, trust, and a well-defined institutional vision and mission guided by broadly affirmed core values. Such principles have guided the task force's analysis of existing structures of decision-making, which research suggests must occur as both a preliminary and ongoing practice to achieve meaningful shared governance. Such principles are also very much in keeping with those the task force has included in its own preliminary definition of shared governance. We repeat that definition, originally part of section III, here for ease of reference:

> **Shared governance** is an integrated planning process and a collaborative culture in which Stockton's relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

The clear articulation of the institution's vision/mission/values statements creates the conditions for a shared cultural ethos, which can then be used to align and implement strategic priorities, decision-making and problem-solving processes among an institution's various stakeholders. Ensuring the implementation of this shared vision/mission/values involves a commitment by all parties to transparency, which, in the task force's definition of shared governance, encompasses "clear and candid communication," and accountability. Structures put in place to guarantee and promote both transparency and accountability, (e.g., website, forums, flowcharts, procedures that capture information on decision-making and decision-makers at the University), may enhance or create trust among the institution's constituencies. This trust, then, "creates a form of social capital" that "becomes a primary element in constructive relationships between the groups" (Miller and Katz 84).

The complexities of decision-making at a university—levels of bureaucracies, stakeholders, assigned roles, timelines, financial constraints and responsibilities—can often make these seemingly straightforward principles challenging to implement. Happily, Stockton is well positioned to improve its performance of shared governance, having already put in place (or attempted to address in the past year) many of the specific conditions or practices discussed in published materials on shared governance and visible in the manuals, handbooks, and flowcharts that many institutions of higher education use to implement it.

Stockton is currently in the process of revising its existing mission statement, creating a more compact account of both its vision and mission, and more clearly articulating the core values that underwrite them. While the Shared Governance Task Force has taken a first pass at this revision, this is ultimately a project in which the entire Stockton community will have input. The result, we hope, will be the sort of clear, unifying message that will be understood by all campus constituencies and will help to guide strategic decision-making among them.

Stockton has always treasured and kept alive an "understanding of campus traditions and history" (Miller and Katz 86) that writers on shared governance suggest must accompany an analysis of existing structures of decision-making. Continuing to educate incoming staff, faculty, administrators, and students about that rich history and the ways in which it informs the university's vision/mission/values is important to both creating and sustaining a coherent approach to shared governance. Bill Daly's video on "The Stockton Idea" as well as the volume *Reaching 40*, edited by Rob Gregg and Ken Tompkins and featuring essays on Stockton's history by a variety of faculty, administrators, staff and students, past and present, are artifacts that can help us in this task (along with other events that celebrate that history--alumni events, Stockton Myths and Legends, etc.).

The Shared Governance Task Force has already taken up the recommended assessment of the current state of shared governance at Stockton, creating surveys and open forums in which to elicit information on existing practices and on issues with those practices. This should remain an ongoing practice, even as plans to improve shared governance are put in place. Such information collection and discussion are important means by which transparency and open communication may be achieved, and trust built. (In the Association of Governing Board's *Trusteeship Magazine*, Steven C. Bahls's " How to Make Shared Governance Work: Some Best Practices" provides a valuable list of questions designed to determine the "health" of an institution's shared governance on page 4.)

Such forums and feedback opportunities are means by which key information and data may be widely communicated and should be combined with other means for the dissemination of information—through websites, flowcharts, handbooks, and manuals. For example, Rio Hondo College's Organizational Structure and Governance Manual provides, in one place, information on that college's participatory governance structure:

- general principles
- communication methods and venues
- governance flow chart
- management organizational chart that lists both positions and functions
- guide to all management and governance councils and committees, including their charge, leadership, member composition, staff requirements, and meeting schedule,
- committee request and review forms
- pertinent policies and procedures
- vision/mission/values statement
- code of ethics

Rio Hondo created a webpage that functions as a clearinghouse for shared governance information, including an online manual that can be viewed here: (https://www.google.com/search?q=college+administratioin+decision-making+chart&ie=utf-8&oe=utf-8#q=rio+hondo+college+organizational+structure+and+governance+manual). Other models that we might also consult include the Pierce College Decision-Making and Planning Handbook (http://www.asccc.org/sites/default/files/Pierce%20CCD--1.022_Decision_Making_and_Planning_Handbook.pdf), which places the College's implementation of shared governance in the context of the Los Angeles Community College District of which it is a part and in the context of wider state organizational structures.

Virginia Commonwealth University, whose faculty created a report based on case studies to educate its community on what shared governance is and how its principles "can and should be applied in new situations" (Introduction 1), has also developed a useful form that allows constituents and decision-makers to capture, think through, and recommend action on existing and emerging issues (http://www.facultysenate.vcu.edu/wp-content/uploads/sites/82/2014/05/2014-05-VCU-faculty-cases-shared-governance.pdf).

The form features a vertical axis along which the "four pillars of shared governance" are listed (distribution of decision-making responsibilities, transparency, communication, trust) and a horizontal axis that lays out the problem, the existence (or not) of documents or procedures that cover the problem, and what changes to those documents or actions might be needed to remedy it. Such a form would be valuable in assessing issues as they arise, ultimately helping us build an accessible database of issues and remedies, and improve processes and policies, while implementing transparency.

Features from these models may be adapted to Stockton's needs and would help to make clear and available much of the information about decisions, decision-makers, and process that our community needs in order to understand existing practices, make changes to those practices where necessary, and to foster more meaningful participation in shared governance by more members of our community.

VIII. Interim Recommendations on Actions to Be Taken

The task force hopes that the following interim recommendations will prompt discussion in the larger Stockton community, along with feedback and suggestions for us to consider as we complete our assessment of the state of shared governance at Stockton and prepare our final recommendations.

One important aspect of shared governance that we need to address in the ongoing work of the task force is diversity. We plan to look at the compositions of various governing bodies at Stockton and the actions those bodies are taking to include a diversity of genders, races, and ethnicities. Then we will develop recommendations for strengthening affirmative action.

Board of Trustees, Administration, Faculty Senate, and Unions

1. Collaborate to establish a procedure for working out a shared governance solution in a crisis (for example, a six-hour delay).
2. Collaborate to create opportunities for Board members to have more robust interaction with faculty and staff. Such opportunities might include, for example, retreats, social events, visits to classes, and faculty and staff participation in orientation of new trustees.

Board of Trustees, Administration, Faculty Senate, and SFT

1. Collaborate to increase faculty representation on Board of Trustees committees.

Administration, Faculty Senate, and Unions

1. Work together to provide structures for faculty and staff to have genuine collaboration with the Administration at all stages of planning and decision-making

on big questions such as the opening of new campuses, major acquisitions of property, building construction, and budgeting.

2. Collaborate on faculty and staff participation in the orientation of new administrators.

Administration and Unions

1. Collaborate to establish procedures that give elected staff representatives or their appointees a real voice in hiring administrators and high-level staff.

2. Collaborate to establish procedures that allow appropriate staff to submit goldenrods on candidates for faculty positions in their schools/programs.

3. Collaborate to provide training to higher management and immediate supervisors on the importance of encouraging and supporting opportunities for staff members to attend and participate in shared governance and other University-wide meetings and activities.

4. Collaborate to create opportunities for staff to network with faculty within their schools and with faculty and staff from other programs and schools.

5. Collaborate to provide orientation for new staff that includes an overview of University organization and of opportunities to participate in unions and University-wide service.

6. Explore alternatives to the corporate model of compensation.

Administration, Faculty Senate, and SFT

1. Collaborate to provide structures to include faculty as the primary voice in academic matters, at all stages of planning and decision-making; faculty should constitute the majority of voting members on any University-wide committee whose responsibility is academic.

2. Work together to provide for faculty representation on the President's Cabinet.

3. Collaborate to establish procedures that give elected faculty representatives or their appointees a real voice in hiring administrators and high-level staff. This is especially necessary when administrators or high-level staff are hired in Academic Affairs.

Administration and Faculty Senate

1. Work together to provide a structure in which each Faculty Senate standing committee has genuine collaboration with the Administration at all stages of planning and decision-making in that committee's area of concern, as defined in the Faculty Constitution.

Administration and SFT

1. Collaborate to establish policies that encourage and support significant faculty participation in shared governance—for example, release time, staff support or other resources, and/or amendments to the personnel procedure to make University-wide service weigh more heavily in promotions.

Board of Trustees

1. Fully document the Board's commitment to shared governance.

2. Continue to host open forums with members of the University community (faculty, staff, administration, students) several times a year to elicit information and feedback about shared governance and other issues.

3. When vacancies arise on the Board, recommend to the governor, as potential new trustees, individuals with experience working in higher education and unionized work environments, including retired Stockton faculty recommended to the Board by the SFT and/or Faculty Senate.

4. Amend the Board bylaws as needed to authorize the appointment of retired Stockton faculty as trustees.

5. Establish and publish the procedures for how the Board fills vacancies in the office of President, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the manner in which the Board will communicate with constituents about the process and the rationales for any exceptions such as not conducting a search.

6. Consider establishing term limits and/or other checks and balances that will help to make Presidents more accountable for decisions and actions that have the potential to cause major detriments to Stockton's ability to educate students.

7. Review the past practice and current status of one-year versus multi-year contracts for administrators and staff and consider whether longer contracts would foster freer exchange of ideas and information, in particular dissenting ideas, in Stockton's administrative -making process.

8. Provide the SFT with personnel actions prior to Board meetings.

Administration

1. Fully document the Administration's commitment to shared governance.

2. When appointing faculty to administration-created committees, select individuals elected or nominated by the Faculty Senate and/or SFT; when appointing staff members, select individuals elected or nominated by the relevant union. Where appropriate, consider having these committees co-chaired by one faculty member and one administrator or staff person.

3. Finish filling in the remaining committees on the new website for all University-wide committees, and update the website frequently.

4. Prepare a written procedure for appointing faculty and staff to University-wide committees (see 2 above) and for notifying the website administrator (see 3 above) of new University-wide committees or changes in the composition of existing

University-wide committees. Disseminate the procedure to all administrators and directors at the University.

5. Establish and publish the procedures for hiring administrators and high-level staff, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the manner in which the Administration will communicate with constituents about the process and the rationales for any exceptions such as not conducting a search.

6. Publish the numbers of adjunct faculty on the University website.

Faculty Senate

1. Revisit the role of deans and other administrators on the standing committees of the Faculty Senate.

Staff Perspective of Shared Governance at Stockton

Communication, Transparency, and Respect

7 * To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Board of trustees leaders effectively advocate for shared governance.	○	○	○	○	○
The president and provost effectively advocate for shared governance.	○	○	○	○	○
Faculty leaders effectively advocate for shared governance.	○	○	○	○	○
The institution enjoys a high degree of transparency with staff, by the senior administration.	○	○	○	○	○
Staff members trust and respect the board of trustees.	○	○	○	○	○
Staff members trust and respect the senior administration.	○	○	○	○	○
Discussion of difficult matters between the board, faculty and administration are done in good faith and trust and shared with staff.	○	○	○	○	○

8 * To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I've gotten to know several board members personally.	○	○	○	○	○
I've gotten to know several faculty members personally.	○	○	○	○	○
The employee handbook and other governing documents are clear about how governance is shared at Stockton.	○	○	○	○	○
Stockton enjoys a strong and effective system of shared governance that includes staff.	○	○	○	○	○

6 * Based upon what you read about Shared Governance which perspective best describes what you would like to see with respect to shared governance at Stockton?

○ Shared governance as equal rights.

○ Shared governance as a consultation.

○ Shared governance as rules of engagement.

○ Shared governance as a system of aligning priorities.

Staff Perspective of Shared Governance at Stockton

Tell me more about yourself.

9   * How long have you worked in higher education?

○ < 1 year

○ 1-5 years

○ 5-10 years

○ 10+ years

10   * How long have you been employed at Stockton?

○ < 1 year

○ 1-5 years

○ 5-10 years

○ 10+ years

11   * Which division of the University do you work in?

○ Academic Affairs

○ Administration & Finance

○ Development and Alumni Affairs

○ Information Technology

○ Office of the President

○ Student Affairs

○ University Relations and Marketing

Other (please specify)

[   ]

12   * Which describes you best?

○ administrative

○ clerical

○ maintenance

○ professional staff

○ Other (please specify)

13   * Do you adjunct teach?

○ Yes

○ No

○ I have taught in the past

14   * Are you a graduate of Stockton?

○ Yes

○ No

○ Current student

Other (please specify)

[   ]

15   * Are you encouraged to be a part of any decision-making processes at Stockton?

○ Yes

○ No

○ I don't know

Other (please specify)

[   ]

16   * Are you encouraged to get involved in areas outside of your job responsibilities? (i.e., MLK Day of Service, Care Program, Advisor for Student Club/Organization, etc...)

○ Yes

○ No

○ I don't know

Other (please specify)

[   ]

17   What may prevent you from participating in activities outside of your job responsibilities?

☐ Family life

☐ Community commitments

☐ Adjunct teaching

☐ Lack of encouragement from your superiors

☐ None of the above

Other (please specify)

[   ]

18   Do you feel that you are a valued member of the Stockton community?

○ Yes

○ No

○ I don't know

If no, please explain why.

[   ]

Prev   Next

Staff Perspective of Shared Governance at Stockton

Demographic Information (Optiona)

Please take a few moments to answer the following questions.

19 I identify my gender as...

☐ Man

☐ Woman

☐ Trans

☐ Other (please specify)

[   ]

20 What is your age?

○ 18 - 25 years old

○ 26 - 35 years old

○ 36 - 45 years old

○ 46 - 55 years old

○ 56 - 65 years old

○ 65 year or older

21 Please specify your ethnicity.

○ Asian/Pacific Islander

○ Black/African American

○ Hispanic/Latino

○ Native American/American Indian

○ White/Caucasian

○ Other (please specify)

[   ]

[Prev]   [Done]

Student Affairs Committee 2015-2016 Annual Report, submitted May 17th, 2016
Chair: Arnaldo Cordero-Román (2014-2016) ARHU
Vice chair: Arleen González (2014-2015) SOBL

Student Affairs Committee Members --- as of May, 2015

Faculty Members   ****Ellen D. Bailey**, **Esq. BOT Chair of Student Affairs**
Arnaldo Cordero-Roman **Chair** (2014-2016)   ***Manish Madan (SOBL) Newly elected chair 2016-2018**
Arleen González elected **Vice Chair** (2015-2016)
Jacob Feige ARHU (2105-2017) and Union representative
Jean Abbott BUSN (2015-2017)
Priti Haria EDUC (2015-2017)
Richard Miller GENS (2015-2017)
Lauren DelRossi HLTH (2015-2017)
Jian Wang Library (2015-2017)
Elizabeth Lacey NAMS (2015-2017)
Sarah Maynard SOBL (2015-2017)

Ex Officio Members
Thomasa Gonzalez Vice President for Student Affairs
Pedro Santana Dean of Students

Non-Voting Student Liaisons
Theresa McMackin – ARHU/Historical Studies---Appointed Undergraduate Student Representative as of 10/20/2015
_____*Graduate student to be appointed fall 2016

The following information is a detailed report of activities, goals and accomplishments by this committee and is organized in the following manner:

- **BOT Student Affairs Planning & Committee Quarterly Meetings**
- **Student Affairs 2016 Institutional Program Review Presentation, February 11th, 2016**
- **Committee Member Activities/Engagement Reports**
- **Meeting Agendas**

BOT Student Affairs Planning & Committee Quarterly Meetings:
(Sept. 10th, Dec. 2nd, 2015; Feb. 23th, April 26h, 2016)
Office of Student Affairs Conference Room D-116

Faculty Representatives:
Arnaldo Cordero-Román   ARHU/LANG
Kristin Jacobson   ARHU/LITT

2016 Division of Student Affairs Program Review Presentation (18:08/1:12:23)
Thursday, February 11th, 2016
Institutional Program Review Highlights
http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=107
CC Events Room (Full Capacity) @ 4:30pm

Spring 2016 Overview, Division of Student Affairs
Vice President, Thomasa González, Ph.D., L.C.S.W.

Vision
The Division of Student Affairs is dedicated to transforming our students into globally aware, productive citizens who are life-long learners with the ability to work globally. We will accomplish this transformation in a learning environment that provides memorable, high quality experiences designed to enhance intellectual curiosity and to nurture personal and interpersonal growth.

Mission
The Division of Student Affairs, through teamwork, collaboration, innovation and excellence, delivers comprehensive co-curricular services designed to enhance campus life, increase student retention and graduation rates, prepare students for their careers, stimulate higher academic achievement and inspire meaningful community involvement.

Office of the Vice President for Student Affairs
The Division of Student Affairs is organized to provide comprehensive programs and services to undergraduate and graduate students, including more than 3,000 residential students. These programs and services are intended to enhance campus life and enrich the academic programs of the University.
Our vision and mission depict our philosophy, which is reflective of our role as an institutional support of the academic mission of the university. Our goals clearly strive to develop and implement quality student experiences through programs designed to advance student success.

FY 2016 Divisional Goals
The goals of the Division of Student Affairs are directly aligned with the goals and strategic initiatives of the University.

1. In concert with the goals of the University's strategic plan, maximize the quantity and retain the quality and diversity of our new students

2. Support curricular and deliver co-curricular learning opportunities for students' personal and interpersonal growth, in concert with the University's Essential Learning Outcomes (ELOs) and Institutional Plans

3. Provide professional development opportunities for professional, managerial and support staff

4. Develop and expand technological resources to ensure effective delivery of student support services

5. Strategically administer and assess programs and services in light of emerging higher education trends.

Selected Divisional Highlights FY 2015

- Stockton had 115 student-athletes receive academic all-conference recognition, second most among NJAC schools that had 770 total

- Stockton's field hockey team had a team GPA of **3.76**, highest in the nation among the institutions who sponsor the sport in NCAA III; Stockton had **four** other teams that had team GPAS that ranked among the **Top 25** in the country among their respective sports

- Stockton's volleyball won its **8th** consecutive NJAC championship and advanced to the 3rd round of the NCAAIII tournament for the first time in NJAC history

- In a national environment where over 2/3 of colleges and universities are experiencing stagnant and/or decreasing enrollments, Stockton experienced its **8th** straight year of increase in both headcount and FTE
- 2015 Day of Service reimagined to include more learning objectives including key note speaker and greater inclusion of civic engagement and voter education.

- 2015 Homecoming Rebranded as University Weekend: A Celebration for Stockton Alumni, Students, and Families; held October 8-llth with a record number of events and attendees

- Established the university's first Women's, Gender and Sexuality Center (WGSC)

- To guarantee four-year housing, maximized residential housing opportunities, at on and off campus properties; Fall 2015 10th day occupancy was 3,039

- 85.9% of the Class of 2014 graduates reported being either employed or enrolled in school within six months of graduation, which is higher than the national average

- Career Center transitioned to a career community model

- The Men of Color Retention Initiative successfully held the first orientation session and dinner for freshmen

- The Residence Hall Association (RHA) planned/produced the largest number of campus events in recent years: Group member participation increased by 50%and the number of planned events for 2015-2016 increased by 90°/o over the previous year

- Stockton University was ranked #6 among the best colleges and universities nationwide for veterans by the Military Times' "Best for Vets: Colleges 2016," the most comprehensive school-by-school assessment of veteran and military student services and rates of academic achievement
- Event Services managed an 8% increase in events at the Galloway campus in FY15; that's 18,636 event –related facility bookings.

DIVISION OF STUDENT AFFAIRS   Organizational Chart

Thomasa González, Vice President for Student Affairs
DONNA S. WANAT, Assistant to the Vice President/Institutional Research Associate

JOHN IACOVELLI

Dean of Enrollment Management

DEE McNEELY- GREENE
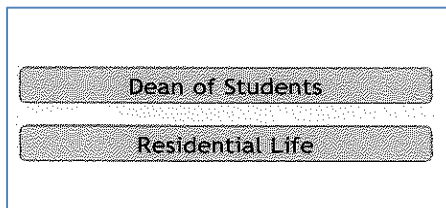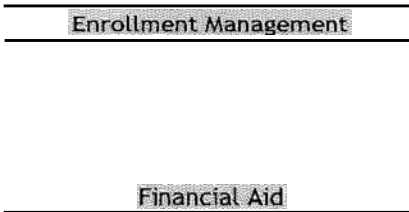
Associate Vice President for

Student Affairs

LONNIE FOLKS

Director of Athletics

ALISON HENRY
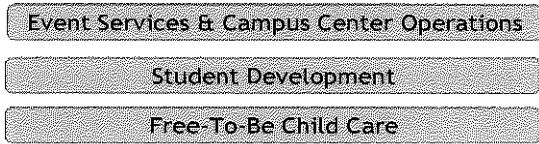
Associate Dean of Enrollment Management

PEDRO SANTANA

Dean of Students

Enrollment Management

Dean of Students

Residential Life

Athletics & Recreation

Financial Aid

CRAIG STAMBAUGH

Associate Dean of Students

Event Services & Campus Center Operations

Student Development

Free-To-Be Child Care

STEPHEN DAVIS

Associate Dean of Students

Wellness Center

GERALD MARTIN
Assistant Dean of Students
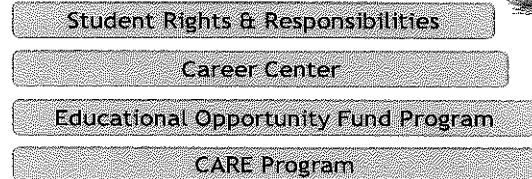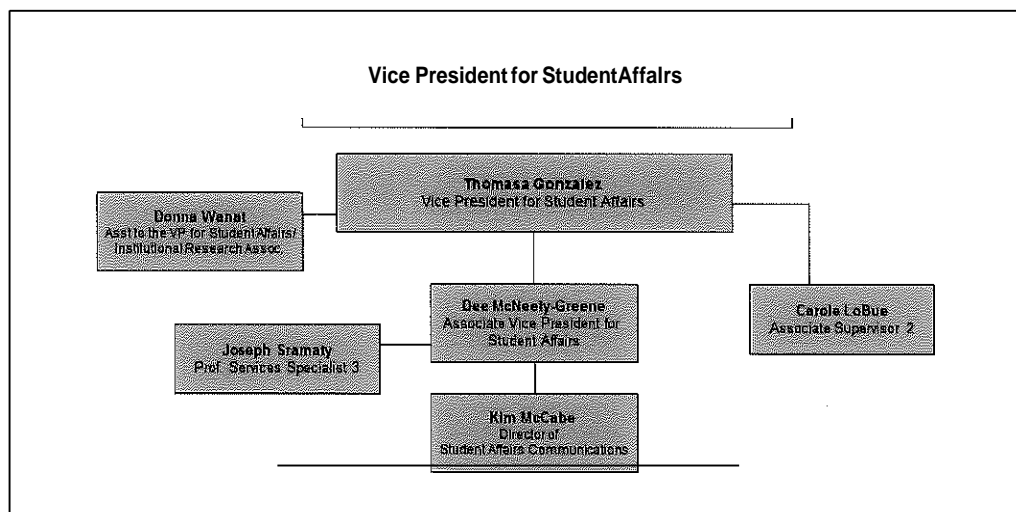
Student Rights & Responsibilities

Career Center

Educational Opportunity Fund Program

CARE Program

TOM O'DONNELL

Assistant Dean of Students

Veteran Affairs

Vice President for Student Affairs

2016 Division of Student Affairs Program Review Presentation (18:08/1:12:23)
Thursday, February 11th, 2016
Institutional Program Review Highlights
http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=107
CC Events Room (Full Capacity) @ 4:30pm

On Feb 9, 2016, at 1:00 PM, Cordero-Roman, Arnaldo <Arnaldo.Cordero-Roman@stockton.edu> wrote:

Dear Student Affairs Committee Members,

In lieu of convening a formal "beginning–of-the-spring 2016 semester" Student Affairs Committee meeting #3, I ask that you make every effort to attend the **2016 Institutional Program Review that will take place on Thursday, February 11, 2016 from 4:30-6:00 pm in the Campus Center Event Room.**

 Please make every effort to attend as Thomasa González will address the most urgent topics that pertain to the Office of Student Affairs and its organizational chart.

 Out last spring 2016 gathering will be in early April, before the Senate Retreat where I will summarize our projects, accomplishments and/or achievements.

 I am most grateful for leading a great committee, one that has already made an impact concerning finding a resolution to the December/Winter graduation ceremony issue.

It has been determined that there will be only one more winter graduation ceremony.

 Again, thanks for your continued support and service,

Arnaldo
Chair, Student Affairs Committee

Agenda Student Affairs Meeting 1, Thursday, Sept. 17th 2015 from 4:30-5:30pm
Student Affairs Conference Room D #116

Memo:
As in last year's objective, it is important to hold a meeting in the early fall, shortly after the 1st fall Faculty Senate Meeting and the first BOT Student Affairs Meeting, September 10th.

We will review several updates, such as undergraduate and graduate enrollment, admission totals, staff and managerial projects related to student retention, graduation rates and aid. Having a meeting early in the academic year, of course, would allow more time to collaborate, hold discussions and gather information for monthly updates via Blackboard from Fall 2014 to Spring 2016.

Our primary mission is to interact, engage and become more familiar with various offices/areas related to our desired interests/goals within the Division of Student Affairs.
The meeting will not go past 45 minutes, but in order to meet that goal I ask that you do the following:

1. Read last year's Student Affairs Program Review which I have attached to this message.
2. Please click on the following link to become familiar with the administration/staff; know who they are and what they do at the college. http://intraweb.stockton.edu/eyos/page.cfm?siteID=44&pageID=3
3. Identify the Student Affairs office or area you would best enjoy becoming affiliated with during your term as an active Student Affairs Committee member.
4. Review last year's 2014-2015 end- of-the-year Committee Report to the Faculty Senate.

   Meeting Objectives

1. Identify your personal interest and active co-participatory approach to Student Affairs during this academic year 2014-2015. If you are a new committee member, please be ready to indicate where or with what Student Affairs area you would like to work more closely.
2. Begin monthly reporting via our SA Blackboard Discussion Forum, where committee members may now begin submitting their individual or collective SA activities.
3. Highlight all the positives, the innovative programs such as SOAR, Veterans Affairs, CARE, STEP UP Stockton, among other programs.
4. Identify additional concerns, such as the recent inquiry about whether the institutional smoking policy is inclusive of electronic smoking devices. It has been in effect since July 26, 2010. https://intraweb.stockton.edu/eyos/student_affairs/content/docs/VI-90%20Smo king%20Policy%208-10.pdf
5. Name/Select one undergraduate student and one graduate student representative to serve on our committee.

   Please make every effort to attend. (I will bring some sweets!)

Arnaldo Cordero-Román, Chair/ARHU Faculty Senator 2014-2016
Arleen González, SOBL Faculty Senator 2014-16 & Student Affairs Vice Chair 2014-15

Fall 2015 Student Affairs Committee Meeting 1 Thursday, September 17ᵗʰ at 4:30-5:20pmStudent Affairs Conference Room D-116

Agenda

I. Brief Introductions, since most members are new. Priti Haria from SOE/EDUC is the only returning faculty member.

II. The Faculty Senate and Union have expressed interest in reviewing Best Practices in undergraduate Enrollment Management, especially while recruiting efforts and end results seem to favor some programs more than others. A case in point is the growing interest in Health Sciences versus declining enrollment in other areas.

III. Residential Life. The Student Affairs Committee should be actively engaged in reviewing alternative projects and/or options to improve and/or add residential quarters.

IV. All members of the Student Affairs Committee, after having previewed all branch offices of the division's organizational chart, will have selected an area to engage and report on by mid spring 2016. Areas of immediate interest and concern are student retention, Veteran Affairs, EOF, Career Center, Wellness Center, Financial Aid, Student Rights and Responsibilities, Events Services, among others.

V. Suggestions/New Business

Michelle McDonald Academic Affairs Liaison (2015-2016)
(Interim Assistant Provost & Associate Professor of Atlantic History)

Ex Officio Members
Thomasa Gonzalez Vice President for Student Affairs
Pedro Santana Dean of Students

Non-Voting Student Liaisons
To be appointed Graduate student
Theresa McMackin – Undergraduate Student Representative as of 10/20/2015

Fall 2015 Student Affairs Committee Meeting 2

Thursday, October 29th at 4:30-5:20pm Student Affairs Conference Room D-116

Agenda

I.   **Winter 2015 Graduation Commencement Speaker Nomination Process**. This request is new this year, coming at the suggestion of the Office of the President, which is seeking a more open and inclusive means of identifying possible candidates. The Senate approved

this process this past Tuesday, **a process that in future semesters will be run by the Student Affairs standing committee of the Faculty Senate**. Given the time pressure for determining candidates for the current academic year however, the Senate has given me permission to implement the process for this year.

Traditionally, the winter graduation speaker is drawn from among Stockton's faculty (present or emeritus). Students, alumni, faculty and staff are all welcome to participate in the nomination process, and nominations must be received by October 31, 2015 to be considered. Note, this is a very small window of time, so please get your nominations in soon. We will be sending out another email in November about the spring 2016 commencement speaker.

Nominees from the faculty must meet one or more of the following criteria:

- Have a distinguished record of teaching, scholarship, or service to their community
- Have a record of significant achievement in their field
- Have exhibited exemplary leadership in public service or businessClick here for more information and for the online nomination form. We look forward to your input. If you have any questions or concerns, feel free to reach out to me directly.
- http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=102

II.   ***December Graduation Charges for Faculty Senate Consideration***

The Senate charges the Student Affairs standing committee with the following charge: The committee shall conduct an investigation into the current practice of December graduation with the purpose of making a recommendation as to whether the University should continue said practice. The report should be presented to the Faculty Senate Executive Committee no later than January 8, 2016.

This would include determining, although not necessarily limited to, information on the following:

- *Ascertaining Student feedback regarding May only graduations*

- *Learning the viewpoint/interests of faculty who are expected to attend graduation ceremonies*

- *Discovering the potential impact to the Stockton Foundation (Advancement and Alumni Affairs)*

- *Whether Schools should hold some type of ceremony in December for graduates and their family should the commencement be canceled*

III. Brief Initial Reporting/Findings (Blackboard Discussion Area)

The Faculty Senate and Union have expressed interest in reviewing **current practices in undergraduate Enrollment Management,** especially while recruiting efforts and end results seem to favor some programs more than others. A case in point is the growing interest in Health Sciences versus declining enrollment in other areas.

IV Brief Initial Reporting/Findings (Blackboard Discussion Area)

Residential Life. The Student Affairs Committee should be actively engaged in reviewing alternative projects and/or options to improve and/or add residential quarters.

Unfinished Business

IV. Student Life: *The Food Assistance Program* committee met to prepare for immediate rollout of the program, which will provide relief in the form of N-Wing meal vouchers, for students lacking funds or resources for food.

V. All members of the Student Affairs Committee, after having previewed all branch offices of the division's organizational chart, will have selected an area to engage and report on by mid spring 2016. Areas of immediate interest and concern are student retention, Veteran Affairs, EOF, Career Center, Wellness Center, Financial Aid, Student Rights and Responsibilities, Events Services, among others.

VI. Suggestions/New Business

Addendum

Graduation Commencement Speaker Nomination Process

Interim President Harvey Kesselman and the Board of Trustees of Stockton University invite nominations for this spring's Graduation Commencement Speaker. Students, faculty, staff, and alumni may all participate in the nomination process, although suggestions <u>must be received by October 30</u> to be considered.

Online nominations will first be reviewed by the Faculty Senate Committee of Student Affairs, which will prepare a list of finalists for consideration by the full Faculty Senate, followed by the Office of the President and finally the Stockton Board of Trustees. Interim President Kesselman and the Board of Trustees will make the final selection.

Criteria for Commencement Speakers

The selection of a Graduation Commencement Speaker is a serious responsibility as this presentation is a capstone moment in the academic career of all students. A proposed speaker should ideally be someone who recognizes the significance of this occasion and is prepared to send Stockton's students out into the world inspired, amused, optimistic, and prepared to take their place in their post-graduation communities. All nominees should in some way epitomize the goals and mission of Stockton University, and should exemplify a "*capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world.*"

Nominees must meet <u>one or more</u> of the following criteria:

- Have a distinguished record of teaching, scholarship, or service to their community
- Have a record of significant achievement in their field
- Have exhibited exemplary leadership in public service or business

Nomination Process

To make a nomination, please complete the form in the link below. It is also Stockton's practice to confer an Honorary Degree or Distinguished Service Award on commencement speakers. The Committee will consider nominees for two years from the date of nomination. If a nominee is not selected within the two-year period they will be removed from the list of potential candidates unless re-nominated.

December Graduation Charges for Faculty Senate Consideration

Student Affairs Committee

The Senate charges the Student Affairs standing committee with the following charge: The committee shall conduct an investigation into the current practice of December graduation with the purpose of informing the Senate in that bodies decision as to whether the University should continue said practice. We are not asking the committee to make a recommendation at this time. Once informed, the full Senate will debate the issue. The report should be presented to the Faculty Senate Executive Committee no later than January 8, 2016.

The charge includes gathering information on, although not necessarily limited to, the following:

- Ascertaining Student feedback regarding May only graduations
- Learning the viewpoint/interests of faculty who are expected to attend graduation ceremonies
- Discovering the potential impact to the Stockton Foundation (Advancement and Alumni Affairs)
- Whether Schools should hold some type of ceremony in December for graduates and their family should the commencement be canceled

Administration and Finance Committee

The Senate charges the Administration and Finance Committee standing committee with the following charge: The committee shall conduct an investigation into the current practice of December graduation with the purpose of informing the Senate in that bodies decision as to whether the University should continue said practice. We are not asking the committee to make a recommendation at this time. Once informed, the full Senate will debate the issue. The report should be presented to the Faculty Senate Executive Committee no later than January 8, 2016.

The charge includes gathering information on, although not necessarily limited to, the following:

- Costs associated with December graduation, both financial and human
- Whether graduation would be better served held on a weekday than a weekend
- Likely impact on May graduation, i.e. will we need to hold three ceremonies in May, or rent out a space large enough to accommodate the larger ceremony, and all the associated costs with these two options
- Other college and university trends regarding December graduation, particularly in New Jersey

Academic Policies

The Senate charges the Academic Policies standing committee with the following charge: The committee shall conduct an investigation into the current practice of December graduation with the purpose of informing the Senate in that bodies decision as to whether the University should continue said practice. We are not asking the committee to make a recommendation at this time. Once informed, the full Senate will debate the issue. The report should be presented to the Faculty Senate Executive Committee no later than January 8, 2016.

The charge includes gathering information on, although not necessarily limited to, the following:

- Does a policy need to be instituted for students who only have summer courses left and whether or not they will be allowed to walk in the May ceremony prior to those classes being taken

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2016 Division of Student Affairs Program Review Presentation (18:08/1:12:23)
Thursday, February 11th, 2016
Institutional Program Review Highlights

http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=107

Student Affairs Committee Meeting #3 Thursday, February 11th, 2016
Location: CC Events Room (Full Capacity) @ 4:30pm

Message:
In lieu of convening a formal "beginning–of-the-spring 2016 semester" Student Affairs Committee Meeting #3, I ask that you make every effort to attend the **2016 Institutional Program Review that will take place on Thursday, February 11, 2016 from 4:30-6:00 pm in the Campus Center Event Room.**

 Please make every effort to attend as Thomasa González will address the most urgent topics that pertain to the Office of Student Affairs and its organizational chart.

 Out last spring 2016 gathering will be in early April, before the Senate Retreat where I will summarize our projects, accomplishments and/or achievements.

 I am most grateful for leading a great committee, one that has already made an impact concerning finding a resolution to the December/Winter graduation ceremony issue.

It has been determined that there will be only one more winter graduation ceremony.

 Again, thanks for your continued support and service,

Arnaldo
Chair, Student Affairs Committee

Agenda Student Affairs Meeting 4, Tuesday, April 12th, 2016 from 4:30-5:15pm
Student Affairs Conference Room D #116
Student Affairs Standing Committee members and invited guests:

1.   Discussion and recommendations concerning the Preferred Name Policy.

2.   Briefly review individual contributions and active co-participatory approach to Student Affairs during this past academic year 2015-2016.

2.   Review the 2014-2015 end-of-the-year report to the Senate. If you agree, we can use it as a practical template for the 2015-2016 report.

3.   Determine the key issues that will be given continuity in the 2016-2017 academic year. These should be prioritized in the annual 2015-2016 summary report to the Senate.

4.   Short-term/long-term goals, suggestions and recommendations.

Topics to be considerations for the next two-year term, 2014-2016:

1. *Heroin: How do we stop it?* An essay presented in my spring 2014 *GSS 2368 Honors: The Global Community* by freshman Honor Student, Chloe Munson.
2. Civic engagement
3. Diversity
4. College affordability and accessibility
5. Enrollment fluctuations

A very special request:

Please send me a brief but detailed paragraph listing your participation in student-related activities this past year with any programs linked to Student Affairs, for example: Open Houses, Early Decision, any extra-curricular work with student organizations; anything having to do with student enrollment, recruitment, outreach, retention, etc. Civic engagement counts, too. If you were active in any way with any office under SA, that too counts. Dual-credit enrollment initiatives and advising also count. Remember that our student body has also grown to include graduate students and pertinent activities.

You can post your written pieces on Blackboard via Word.

I will need this information by Monday, May 5th…as I will be reporting to the Faculty Senate on Friday, May 20th at the Faculty Senate retreat.

2015-2016 Individual Committee Member Reports:
Student Affairs Related Activities

Cordero Román, Arnaldo –ARHU
Chair, Student Affairs Committee

Service
- Student Affairs Board of Trustees Faculty Representative
- Chair of the Student Affairs Faculty Committee
- Academic Advising Council Board Member, 2012-2014
- International Studies Minor Advisory Board
- Veteran Affairs Advisory Board
- Center for Global Engagement Advisory Board
- Languages Dual Credit Initiative-High School/College Faculty Liaison
- First-year Studies (FRST) Program Participant
- 2008 Co-founder/Co-chair G. Larry James Scholarship Fund Legacy Bike Ride
- 2014-2018 elected Faculty Senator at Large (ARHU)

Lauren Del Rossi (PT, Health Sciences)
End of Year Report AY 2015-2016

1. I have participated on the following committee endeavors:
   a. Meeting, investigation and summary of Enrollment Management within the School of Health Sciences. This report is posted in the discussion board on Bb.
   b. Updating and editing the faculty and student survey regarding the Winter Commencement ceremony.
   c. Contributing to the discussion on the Preferred Name Policy
2. Participation in student-related activities with programs linked to Student Affairs for AY 2015-2016
   a. Participation in SHS Open Houses and Transfer Orientation.
   b. Precepting undergraduate students in the Bachelor's of Science in Health Science (BSHS) program.
   c. Served on the Doctor of Physical therapy admissions committee.
   d. Reviewed and met with DPT students in the class of 2018 regarding professional behavior plans.
   e. Provided an interactive workshop to DPT program faculty on the subject of inclusive practices for both trans* students. I presented on common definitions/terminology and highlighted contemporary issues related to legislation and healthcare disparities.
   f. Served as a project leader for the Fall & Spring semester Days of Service. This spring, I facilitated printing and assembly of 3-D printed upper extremity prosthetic devices with a group of 40 students, faculty, staff and community partners.
   g. Mentored DPT students and served as an assessor during the Special Olympics New Jersey Winter Games at Stockton. Student volunteers and I administered the ImPACT IDD baseline testing to assist in improving the diagnosis and treatment of mild traumatic brain injury (concussion) for athletes with intellectual and developmental disabilities.

h. Assisted in scheduling and organization of a presentation from an individual in the New Jersey Early Intervention Cooperative on the topic of working in Early Intervention in the state of New Jersey. This presentation was designed to assist students in the BSHS program and within the MSOT, DPT, MSCD programs identifying career options upon graduation.

3. At this time, the key issue/topic that I feel should be given continuity in the 2016-2017 AY is the the preferred name policy. I feel that this policy contributes significantly to creation of a safe and inclusive university for all students.

I appreciate the opportunity to serve the students of Stockton University via this standing committee and I look forward to a productive AY 2016-2017.

Richard Miller (GENS) Assistant Professor of Jewish Studies and Holistic Health/Chaplain for Greenwood Hospice/ Consultant for Seashore Gardens Living Center (nursing home)

I have participated on this committee by

 (a) Providing the summary of my assigned topic, The Wellness Center, Learning Access and Alcohol and Drug Prevention Programs. The report is posted on our Blackboard.

 (b) Reviewing and commenting on the winter graduation survey.

 (c) Attended Institutional Program Review on February 11, 2016

As a new committed member, I wonder if there is a way to attract more students to the summer session? During the months of May through August, the classrooms are empty. Can we motivate students to take summer courses and improve summer attendance?

I appreciate being a part of this important committee and look forward to serving and helping this committee accomplish its charges over the coming year!

Elizabeth Lacey, (NAMS)

During academic year 2015-2016, I had the privilege and honor of working on several student-related activities. Below see a selected list of the activities:

1. Attended all meetings of the Committee on Student Affairs

2. Met with Dr. Denise O'Neill, Director of Housing to discuss the foremost issues for students living in the residential halls and offsite hotels and provided a summary of my meeting with Dr. O'Neill (report is posted on Blackboard)

3. Met with Ms. Cheryl Vaughn-Jones, Assistant Dean of NAMS, to discuss NAMS enrollment management plans and provided a summary of my meeting with Ms. Vaughn-Jones (report is posted on Blackboard)

4. Developed the Fall Commencement Ceremony survey for faculty/staff and students and commented and developed the Fall Commencement Ceremony report

5. Reviewed and commented on the Preferred Name Policy

6. Participated in open house, freshman orientation, and other related activities

7. Engaged in precepting/advising activities every semester, including development of a precepting syllabus and FAQ handouts for those topics currently impacting Marine Science majors

8. Advised the Marine Science Club and organized a trip to Adventure Aquarium to speak with aquarists about the career opportunities in aquariums.

9. Organized seminars for Marine Science, Environmental Studies, Biology students to expose them to researchers in the marine science research field

10. Advised students on research projects throughout the semester, some culminating in poster presentations at Day of Scholarship and NAMS Undergraduate Research Symposium

Jacob Feige (ARHU) Student Affairs Committee and student-related activities for the 2015-16 academic year.

In the 2015-16 academic year, I was involved in the following student-related activities (in addition to teaching, of course!):

- Compiled data on student recipients of Stockton Foundation scholarships using data from the 2014-15 school year. The document I produced is available through the Student Affairs committee.
- Led Visual Arts portfolio reviews and info session during the December 2015 open house.
- Served as faculty advisor to the Stockton Art club. I led a trip to visit art galleries in New York for members of the club in March, 2016.

Jean Abbott (BUSN)

Student-related Activities in Academic Year 2015/2016

- Faculty co-advisor to Stockton's chapter of Delta Mu Delta. Delta Mu Delta is an international business honor society.

- Fellow for the Stockton Center for Economic and Financial Literacy (SCEFTL). In this role I
    - met with the EOF students during their summer 2015 program to provide financial literacy education relevant to them as students starting their college experience;
    - organized two Junior Achievement (JA) Days at Stockton, December 1, 2015 and April 12, 2016. (JA is a non-profit organization with over 218,000 trained volunteers who deliver kindergarten-12th grade programs that foster work-readiness, financial literacy,

and interest in entrepreneurism. On the Stockton JA Days approximately 20 Stockton volunteers coached approximately 70 high school students.)

- o arranged for Volunteer Income Tax Assistance (VITA) services to be offered on campus during tax season (VITA volunteers, some of whom were Stockton students, prepare free income tax returns for taxpayers with income of less than approximately $53,000.);
- o supervised two student Peer Financial Educators who provided financial literacy resources to other students.

- ▪ I represented the Business Program at the November 11, 2015 open house and at the November 13, 2015 Instant Decision Day.
- ▪ As I mentioned to you, a student in my Financial Literacy and Capabilities (GEN 2348) class, Jack Flynn, did an analysis of Stockton's meal plan offerings. A copy of his spreadsheet is attached.
- ▪ When a meal plan is used, $4.49 is "charged" for breakfast and $6.64 is "charged" for lunch, dinner, and late night. These amounts are called "meal equivalencies. If a student's meal taken under a meal plan exceeds the meal equivalency they must use cash or "flex money" to make up the difference. So what Jack did was to compare the price per meal under each of the meal plans to the $6.64 meal equivalency amount. That is what is shown in column 7 "Difference in meal equivalency". A negative number in that column means that the cost per meal under the meal plan is more than the $6.64 meal equivalency. The Freedom 5 plan is the one that appears to be most out on line.
- ▪ Meal plans are a bit confusing and I'll be glad to explain this further. I have looked at the plans and at Jack's work and I think his conclusions are correct.

Priti Haria (SOE)

During academic year 2015-2016, I had the privilege and honor of working on several student related activities. Below see the list of the activities:

- • Each semester for all my undergraduate courses, students engage in service learning project that allows students to go out in the community to enhance their ELOs—critical thinking skills, adapting to change, teamwork and collaboration. For, this project I often connect students with the service learning site that replicates their possible work place. This experience helps students to confirm their decision about their major early on in their career.

- • Coordinated and co-hosted an Interprofessional Panel Discussion named, "***Supporting Individuals with Autism Spectrum Disorder in School and Community: An Interprofessional Collaborative Panel Discussion" Part II.*** This discussion was an attempt to show health science and education students how professionals *(Occupational Therapist, Physical Therapist, Nurse, Speech & Language Pathologist, Social Worker, Special Education and General Education Teacher)* collaborate and integrate services to support individuals with disabilities and their parents. For this particular panel discussion, we invited several students to help us to organize and help us during the event. Plus, this event was mandatory

for students from special education courses and health science majors. More than 250 students attended this panel session.

- Participated in open house, freshman orientation, and other related activities, during the academic year 2015-2016.

- For EDUC2241: Educating Children with Special Needs, the students have opportunity to display their projects to spread information (i.e., special education policy, laws, support system, etc.) about disability in US and around the world.

- I engaged in precepting/advising activities every semester. I have approx. 60 to 80 graduate and undergraduate preceptees.

- Education majors have to complete licensure exams in order to be teachers in school setting K-12, thus supervised the Praxis test preparation sessions on a Saturday, during spring semester.

Personally, I have had contact with the CARE program through students in my classes who are part of the program. The CARE staff reached out to me, and I made sure to report to them concerns I had regarding the students. I am also working with Dr. Gonzalez and the other members of the NCBI group to build a "first-responding" crisis intervention team. Finally, I have been active on coordinating service learning and engagement activities for my students, and through an extra-curricular series of activities through the Stockton@Peace Initiative.

Student Affairs Committee Summary Report (Highlights)
Faculty Senate Retreat/Friday, May 20th, 2016, Townsend Hall

General information Items: Three significant Items/Recommendations for 2016-2017

1. **Student Affairs is a huge division**, comprised of many offices that deal with student life and Stockton culture as it pertains to parents, students, staff, faculty and administrators across the university. Student Events/Housing/Enrollment and Scholarships/Athletics/Student Retention/Bursars Office-Financial Aid/ Student Records/Admissions/Graduate and Continuing Education/EOF.
2. **Many senior faculty members have been retiring**. It means that for the next two years many positions will be filled across the schools. There needs to be direct input and collaboration about what it is that Student Affairs does throughout the college---not only with current faculty but with new incoming faculty. *I propose that the Student Affairs Faculty Committee work more closely with the Institute for Faculty Development, with Doug Harvey. Every faculty member should become more familiar what it is that the Division of Student Affairs does, day in and day out.*

Examples: CARE- Coordinated Actions to Retain and Educate/SOAR-Stockton Outdoor Adventure Retreat/SGIA – Stockton Grants in Aid/ BOT Fellowship Awards for Distinguished Students Since 1986- 286 students have benefited from $1000 research/mentoring awards.

3. ***Housing/Residential Quarters – Impact***! This area is one of most concern as it affects recruitment and affects the everyday lives of students residing on campus as well as off campus, undergrads and graduate students. What is Student Affairs doing to handle the demand for housing? What are the immediate and long term goals? How are they being met? What kind of housing currently exists? And for how many? Overflow? 359-400 bed. Freshman numbers: nearly 1170

4. ***Office of Veterans Affairs***. By next year there will be close to 600 veterans on campus, full-time students. How does this impact the college community?

5. **Kristen Jacobson**.   Women's Gender and Sexuality Center providing advocacy and outreach to students. The new center will serve as a clearinghouse for gender, sexuality and survivor resources to provide a safe, welcoming space to enhance the quality of campus life. The mission of the WGSC is to serve the entire campus, including Stockton's instructional site s, via internet resources and outreach programs. The center will work closely with the Office of Institutional Diversity and Equity and several student organizations.

6. **Preferred Name Change Policy**, research draft compiled on February 1st, 2016 by **Haley Baum**, Assistant Director for Student Development. It was approved unanimously by the Faculty Senate, April 21st, 2016. Faculty Senators **Adam Miyashiro** and **Arleen González, SAC Co-chair**, also contributed in leading the discussion in support of this policy.

Addendum II

<div align="center">

White Paper on Preferred Names

Preamble

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Institutions of higher education have a responsibility to promote safety and inclusion. This concept should be extended to all campus community members, whenever possible. Specifically, in respect to trans and gender nonconforming people, colleges and universities can be supportive by implementing the policies and practices that have been suggested by educators and advocates in the field (Beemyn, 2005; Beemyn, Curtis, Davis & Tubbs, 2005). Enactment of a preferred name policy is a fundamental call to action in this regard. This policy would offer much needed help and support to Stockton community members who often feel invisible and underserved (Rowell, 2009). Currently, there are approximately 150 colleges and universities that allow students to change their name and gender on campus records (Campus Pride, 2016).

Dr. Jeffry Iovannone (2015) noted that there are five primary reasons why institutions of higher education need preferred name policies. Iovannone (2015) explains that focusing on: the idea of safety of transgender students, health care access and exposure to risk or harm in navigating institutional departments and facilities, happiness and success on campus, and the resounding fact that preferred

name policies make everyone more comfortable, are the crucial reasons why institutions need to begin employing these policies. Additionally, Beemyn & Rankin (1992) offer that, "There is a direct correlation between a campus' level of gender inclusivity and student retention and success following graduation". The safety, wellbeing, and success of Stockton community members is paramount. Executing a preferred name policy would safeguard our community against a variety of challenging issues, as well as help to ensure increased retention and achievement on campus.

Trans-spectrum individuals are not new to our campuses, but institutional policies, attitudes, procedures, and facilities often keep them isolated and invisible (Rowell, 2009). Stockton University needs to address the option of a preferred name policy in order to reflect our support of transgender and gender nonconforming people, as many other institutions of higher education have done already. Enacting a preferred name policy would serve as an example of Stockton's commitment to diversity, inclusion, and acceptance of all people. Doing so, for the benefit of creating a welcoming and scholarly campus environment in which all people can grow and thrive.

Support for Stockton University Preferred Name Policy

Stockton University recognizes that many of our community members use a name other than their legal name to identify themselves. To encourage a more open and inclusive campus environment, Stockton University has established a policy whereby any community member has the option to identify themselves with a "preferred" first and/or middle name on campus wherever possible (Beloit College). The goal of the Preferred Name policy is a consistent preferred name experience across University systems and use of one's preferred name wherever legal name is not absolutely necessary (University of Wisconsin-Madison). As long as the use of this different name is not for the purposes of misrepresentation, Stockton University acknowledges that a "preferred" first name and pronoun may be used wherever possible in the course of University business and education (Hampshire College; Princeton University).

There are some areas where a person's legal name is required. Use of the legal name will continue to be required for certain documents, including but not limited to, payroll records, billing records, financial aid documents, official transcripts, diplomas, medical records, and federal immigration documents (Beloit College). The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly (Washington University – St. Louis).

Students should give serious consideration to the request to use a preferred name and/or pronoun, as this choice will be permanently reflected in the narrative portions of the academic transcript. Choice of a preferred name must be appropriate and cannot be an attempt at misrepresentation or fraud. The University reserves the right to remove a "preferred" name if it is used inappropriately (Hampshire College). Choosing a preferred name in the BANNER system will automatically change which name appears in many internal locations such as class lists, grade reports, and unofficial transcripts (University of Vermont).

Changes to a legal name while students are enrolled at Stockton can only be made in the Registrar's Office and will be based on appropriate documentation, such as a court order or federal/state ID. Current students with legal name changes may request that their narrative evaluations be amended to reflect their gender identity, whether or not they also have a legal gender change. Such amendments can take up to 30 business days to process.

Preferred Pronouns

In addition to the "preferred" first name, Stockton community members may indicate a preferred pronoun to be displayed on the directory. For students who have not indicated a preferred pronoun, the pronoun typically associated with their legal sex of record will be displayed. The only pronoun that can be used by faculty while writing evaluations is the one displayed in these rosters (Hampshire College).

Policy Definitions

- <u>FERPA</u>: The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects student information.
- <u>Legal Name</u>: The name legally given to an individual and documented on a birth certificate, passport, court order or certificate of naturalization.
- <u>Name of Record</u>: The name of record is often the same as the legal name. However, the name of record directly refers to the name a student reports on the Admissions Application when applying to the university. This is the official name that Stockton University connects to a student's preferred name.
- <u>Office of the University Registrar</u>: The office that maintains the academic records of all students and is the principal custodian of the university's Student Information System.
- <u>Preferred Name</u>: A name commonly used that differs from an individual's name of record (Washington University – St. Louis).

Please Note: Under **FERPA, the Family Educational Rights and Privacy Act**, a student's name, including the preferred name, may be disclosed to the public as "directory information" unless the student opts not to permit such disclosure. To revoke the University's disclosure of directory information, a student has the option of requesting privacy through WebSTAC. For more information, see the Office of the University Registrar's **FERPA & Privacy page** (Washington University – St. Louis).

Disclaimer: This policy does not form a contract of any kind and may be modified, changed, altered, or rescinded at the discretion of Stockton University.

To submit a preferred name request, log in to the Portal and navigate…

FAQs

- Places Where Preferred First Name is used.
- Places Where Legal First Name is used.
- What is a preferred name?
- How do I set my preferred name?
- What are the guidelines for setting preferred names? Can it be whatever I want?
- Are there instances where the preferred name will not be used?
- Can I change my preferred name?
- Can I delete my preferred name?
- How do I correct or change my legal name at the University?
- Where can I get more information about the Preferred Name policy and its implementation?
- When will my preferred name show up on my class roster?
- When will my preferred name appear in university systems?
- What happens if someone enters an inappropriate preferred name?

- When/why will campus departments use my legal name?
- Can I change my email address to better match my preferred name?
- How do I get a new Osprey Card with my preferred name?
- How much does a new Osprey Card cost?
- How does the preferred name policy affect F-1 & J-1 visa students

References

Beemyn, B. G., Curtis, B., Davis, M., & Tubbs, N. J. (2005). Transgender issues on college campuses. In R. L. Sanlo (Ed.), Gender identity and sexual orientation: Research, policy, and personal perspectives (pp. 41–49). San Francisco: Jossey-Bass.

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Campus Pride Trans Policy Clearinghouse, last modified August 9, 2013, http://www.campuspride.org/tpc/

Iovannone, J. (2015, July 10). 5 reasons why colleges need preferred name policies for safety of transgender students. *The Radical Notion.* Retrieved from: http://www.theradicalnotion.com/5-reasons-colleges-need-preferred-name-policies-safety-transgender-students/

Rowell, E. H. (2009, Winter). Promoting dialogue on the transgender experience in college courses through films and literature. Human Architecture: Journal of the Sociology of Self-Knowledge, 7(1), 87-92.

Scelfo, J. (2015, February 3). A University recognizes a third gender: neutral. NY Times. Retrieved from: http://www.nytimes.com/2015/02/08/education/edlife/a-university-recognizes-a-third-gender-neutral.html?_r=0

Trans Checklist for Colleges and Universities: http://www.campuspride.org/tools/transgender-checklist-for-colleges-universities

Preferred Name Policies Referenced

Beloit College - https://www.beloit.edu/registrar/preferredname/

Augsburg College - http://inside.augsburg.edu/studentaffairs/studentguide/preferred-name/

University of Vermont
- http://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_preferredname.html&SM=p_menu.html

Hampshire College - https://www.hampshire.edu/central-records/preferred-name-policy

University of Wisconsin-Madison - https://registrar.wisc.edu/preferred_name.htm

Univeristy of California, Davis - https://registrar.ucdavis.edu/records/preferred-name.cfm

Princeton University - https://registrar.princeton.edu/student-services/preferred-name-policy/

Washington University in St. Louis - https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/

University of California – Berkeley - http://registrar.berkeley.edu/preferred-name.html

Indiana University - http://policies.iu.edu/policies/categories/academic-faculty-students/university-student-services-systems/USSS-15-preferred-name.shtml

The University of Chicago - http://studentmanual.uchicago.edu/student_records

University at Albany, State University of New York
- http://www.albany.edu/registrar/registrar_assets/Changing_Preferred_1st_Name_Documentation_FINAL_for_REG_WEB_8-20-13(2).pdf