

### **Feedback, comments, suggestions raised in FA, 9-24-14**

Organized by disposition – including determining items to be addressed by FA and FAEC.

*In italics: initial answers, strategies*

Note: the numbers correspond to the # on the master list (see minutes of 9/24/14 FA)

#### **Items for which we have answers:**

22. Task Force on Academic Excellence & Engagement: Does Task Force charge include recommending/confirming issues or merely recommending toward issues already identified?

*The Provost has identified certain perceived issues, the TF will analyze the data and determine if these are in fact issues*

What are the steps between the Task Force being charged, and the recommendations going to Cabinet?

*The TF will meet periodically with faculty (e.g. at FA, and other meetings/town hall sessions as needed). Tentatively (pending approval of the process by FA at today's meeting): The TF will present their report to faculty in January, and the faculty will vote to endorse the report and recommendations. The report will then be shared with the Provost. If need be, the TF will reconvene if the Provost does not accept some or all of the recommendations, and a consensus will be sought, after which faculty approval will again be needed.*

25. FAEC saw the Deans' evaluations. What is the process of faculty input with Deans' reappointments. What are the processes now?

*Faculty can request Beth come to e.g. a UC meeting (or separate meeting of unit faculty) for her to obtain faculty input into Deans' reappointments.*

33. What are the opportunities/places for faculty to express their views and make meaningful changes? What are faculty rights vs responsibilities?

*Participate in Faculty Assembly and AFT meetings*

*Participate on committees/task forces and (1) report out to faculty constituents and (2) gather feedback from faculty to take back to the committee/task force*

#### **FAEC Agenda Items**

*Some of these items will need to be brought to the full FA after FAEC has done its homework.*

12. It's the Deans' job to enforce the implementation of CEC; so why are they not being held responsible to enforce the delivery of CEC? This would "fix" any issues that may exist regarding CEC compliance.

13. We need a one-click place for f/t and adjunct faculty to find out information on how to implement CEC.

*Note: the info exists but it is in multiple places: Design Team website, Provost's Website (Faculty resources page), ARC manual, MOA and associated docs for Unit Plan; subsequent criteria developed by Deans.*

26. Federal funds and military products: are any federal funds for military items and products being spent at Ramapo? Or by Mahwah PD?  
*FAEC will send request for info to Maria Krupin and Vincent Markowski*
27. Recent news stories have indicated that there have been incidents with individuals (e.g. students) making threats against college employees, or the campus as a whole. Where can faculty members access information regarding public safety and updates? How are faculty members notified if we have such students in our classes? What procedures are in place? How can we be proactive on such matters?  
*FAEC will meet with the appropriate administrators (e.g. Kathleen Hallisey, Melissa Van Der Wall, and Vinnie Markowski, Donna Singer)*
28. Faculty are concerned about sexual assault incidents on campus, and there are also recent changes in legislation pertaining to such incidents. How can faculty find out about this?  
*FAEC will meet with the appropriate administrators (e.g. Kathleen Hallisey, Vinnie Markowski)*
29. Mentoring of new faculty  
*FAEC to revisit previous recommendations, ascertain implementation feasibility*
30. International Risk Assessment Committee (IRAC): more faculty representatives and oversight on this committee will be needed so that risks for study-abroad countries can be more objectively and accurately assessed. Some of the non-faculty members on this committee seem to make decisions based upon their perception or fear of a region rather than based on actual *risk analysis* (which is quantified).  
*FAEC will meet with IRAC; and will also request to have a mechanism whereby faculty experts in a particular geographic region can be consulted for their expertise.*
31. Enrollments: the # incoming students is meeting targets, but they are distributed in programs that already have high enrollments (and may be overloaded), while other programs are left with low enrollments. How can we target students for the lower-enrolled majors? That is, rather than focusing solely on the total number of students, how do we become more strategic about the major-distribution of students?  
*President Rainforth will address this initially with Chris Romano.*
32. What ways can we facilitate free speech for our students? Perhaps free speech kiosks or even a free speech zone for public presentations, as well as bulletin/notice boards.  
*President Rainforth will address this initially with SGA*

### **Comments/Suggestions to be forwarded to the Task Force on Academic Excellence and Engagement**

- A. The hypothetical change to 3-credit courses (and assumption of five classes/semester for students, 4 classes/semester for faculty):

1. How would this affect enrollment, retention, & graduation rates? (See also additional questions in this section.)
2. How would this impact Ramapo's reputation (which has been enhanced over the last few years), stature, and identity (and therefore, recruitment)?
3. How would student learning, academic excellence, and rigor be affected if students are taking 5 courses instead of 4 (that is, having to focus on 5 different things instead of 4)? How might their grades be impacted? What about graduation & retention rates?
4. What would the impact be on students (and faculty) *outside* the classroom – e.g. faculty's ability to advise students, engage with students in scholarship, supervise internships, etc.
5. Our current students are not those we had pre-CEP, e.g. they seem to have more outside employment, more internships / co-ops, etc. - would they even be able to schedule themselves for five courses a semester? (This may be even more difficult if we changed the class schedule to some classes being 3x/week).
6. How would this affect faculty hiring and retention?
7. How would this affect faculty scholarship?
8. Would accredited programs risk losing accreditation? If so, would those programs be exempted from such changes to course load and credits?
9. There will be negative impacts on faculty service and scholarship, including faculty attendance at recruitment events, because faculty will be stretched too thin.

B. The CEC:

10. Strategic Plan, goal 1 includes "increased integration of the CEC".
11. What is the administration's opinion of CEC - that is, is it something that they see as worth saving?

C. Generally:

14. Programs shouldn't be changed just because administrators don't ensure their delivery.
15. The topics that the Provost has outlined as being problems are being seen as a complex issue, but may not need a complex (or drastic) solution.
16. CEC compliance (in the context of Middle States) seems to be a big part of the discussions at hand; but there is a clear route to addressing the issue (if it exists). So why are we not following that, why are we instead proposing completely dismantling our existing curriculum instead?
17. Many schools even here in NJ have 4-credit systems; how do they handle the types of issues raised by the Provost (e.g. scheduling, transfer credit, etc.)
18. Scheduling - if we have some 3x/week classes, we would lose our meeting day; this would make it difficult to conduct committee work, for faculty to do service, and would be detrimental to shared governance.
19. Scheduling - if we have some 3x/week classes, enrollments in those classes may decrease (and possibly students will not come to Ramapo), because

many of our students work, and many have internships/co-ops, many commute; they may not be able to get to (or be on) campus 3x/week.

20. What provision/mechanism for student input/feedback/data toward "excellence and engagement" has been made?
21. Are we in such dire situation that major fundamental transformations must be done all at once? Might doing so result in the situation becoming *more* dire?
23. Where, and who, will the College be 10 years from now if the changes now assumed to be desired by Administration go into effect? Are they reflective of another, bygone, era and a different student population? Will the College lose the essential and distinguishing character it has worked so hard to achieve? Will it move backward rather than forward?
24. What provision/mechanism for benchmarking (looking at what aspirant schools are doing) has been made?

#### **AFT Purview**

34. Treatments of adjunct faculty (key and office access) should be improved.
36. Orientation for adjuncts?  
*(FAEC suggests coordination with Provost's Office, FRC?)*

#### **Provost's Office (with FRC?)**

35. Information / resources for adjuncts should be centralized - including info re: CEC, Gen Ed Outcomes