
Conceptualizing raising the intellectual climate on campus.

Dorothy Echols-Tobes, Maria Krupin, and Babs Varano arrived to provide an update on budget and planning.

D. Echols Tobe – spoke about finances, budget, assessment and planning. The cost of workers compensation was discussed and switching out of the state system for possible college savings.

M. Krupin noted that Budget will be modeling a plan for 3 – 5 years – though the impact of the plan on academic goals is still unclear as there is still no firm commitment for funding from the state of NJ.

B. Barnett mentioned that if state funds were cut it was a possibility that certain programs might be cut. She also noted that all outcomes need to be measurable as the state will be taking a closer look at how colleges and universities use state funding. A form of Dashboard - a tool for monitoring key indicators - will be utilized to monitor progress towards our goals. C. Naporano will be compiling data on other US institutions and the key indicators that they monitor to help design a template for Ramapo.

L. Chakrin noted the need for data concerning faculty productivity and costs to deliver various programs. Discussion of the Delaware Study and the information gained from such an undertaking followed. Lew stressed the need for more information and more modeling for planning and budgeting.

There was general discussion on Ramapo’s preparedness for the demographic shift that indicates changes over the next 5 years. B. Barnett stressed that Ramapo needs to grow by considering adult learners and students of color – both populations are expected to change the educational landscape over the next five years.

Echols-Tobe, Krupin, and Varano left the meeting.

Goals for academic affairs were discussed and the following developed:

1. The college must prepare itself for a change in demographics – these changes include, but are not limited to, socioeconomic status, age of students, and race.
   Subgoals:
   o Curriculum and delivery modes for the curriculum.
- Preparing the Campus – offering atmosphere of service, comfort and support.
- Attracting minorities to non-traditional majors.

2. Academic Affairs must become more “data driven.”
   Subgoals:
   - Receive data on retention rates by major etc.
   - External perspective as well as internal perspective.

3. Prepare our students for the future.
   Subgoals:
   - Look at data to rationalize the curriculum.
   - Identify goals that would put college in better position for 2015.
   - Make student real-world ready – civically engaged life-long learners and earners.
   - General Education programs in 2015 should reflect outcomes to students.
   - Prepare life-long learners and earners.
   - Provide appropriate academic preparation and support to facilitate students’ post-graduation placement.
   - Prepare students who are civically and globally engaged.

4. More closely linked academic and financial plans and lines of communication.
5. Prepare the college for environmental and economic changes.
6. Develop intellectual curiosity and engagement in students.

Subgoal Development - Division of labor for academic deans and vice provost:

Steve Perry – Goal 1

Hassan Nejad/Liz Siecke – Goal 2

Sam Rosenberg – Goal 3 and Goal 4 subgoal

Emma Rainforth – Goal 5
Lew Chakrin – Goal 5

Bernie Langer – Goal 6

B. Barnett opened the meeting by discussing the goals that were proposed by the deans at the previous meeting on January 13 (see attached). She stressed that these goals have subgoals or objectives but need indicators (outcomes and metrics); these should be developed at both the division and unit levels.

President Mercer spoke about the changes coming from Trenton and possible budget cuts (Note: On 11 February 2010, Ramapo College was informed of a $1.136 million in-year budget cut.). He emphasized the significant budget stringency that will be followed statewide and spoke about its possible impact on Ramapo.

Goal 1: *Academic Affairs fosters in students an authentic intellectual curiosity and the value of engaged inquiry*

Facilitator: Dean Langer

B. Langer noted that the essence of what we are as an educational institution will determine our programs.

S. Perry noted that many parents only view of college is to get a job upon completion. He would like to change that viewpoint and encourage the idea of intellectual curiosity, and encourage the idea through open houses and promotional materials. He would also like to support the faculty in their pursuit of learning groups etc.

Discussion ensued on the value of a liberal arts education and its use in the business world. How do we share these goals with our students, parents, employers? How do we transition Ramapo College to a learning-centered institution? Do our marketing materials communicate our goals? How do we incorporate the value of a liberal arts education into career placement?

- Collecting alumni stories
- Balancing between preparing students as learners and earners.
- Emphasis that employers place on skills.
- Use of technology to assess intellectual curiosity.
- Focus on what we deliver.
- Use alumni networks and guidance counselors.
- Need data on job placement.

B. Barnett asked the deans what they needed for academic support.
S. Perry – would like support for faculty travel funding. S. Rosenberg would like the Teacher Education program to have a hands-on experience and be able to communicate with administrators and guidance counselors.

G. Tabback said he could develop databases for professors based on their area of interest which can help put Ramapo on the map and have Ramapo identified as an institution of learning communities, and Ramapo itself, as a learning-centered organization.

Funding needed for lectures and other events. Examine how we provide information to students.
Determine the overall role of general education.

More collaboration with Student Affairs to enhance student learning
  - Journal clubs in residence halls.
  - Broaden concept of learning communities beyond just students.

J. Jeney pointed out that Ramapo already has learning communities and opportunities through faculty development and the 2.4 flex units. Proposals or reports still need to be distributed on faculty involvement in this area.

Further discussion on flex as faculty development. Need broader communication of all faculty development activities currently underway and the products from these initiatives. Important that we keep a vibrant faculty development program even in difficult times.

Goal 2: Academic Affairs is prepared for a change in demographics – these changes include socioeconomic status, age, and race of students.
Facilitator: Dean Perry

S. Perry indicated that the next five years will see growth in the populations of people of color. The campus has to become more supportive through curriculum, enhanced programming, and through promotional materials that illustrate Ramapo’s diversity.

Non-traditional students including adult students, veterans, first generation students, those with disabilities, and international students must be made to feel welcome and supported. They may also require assistance in understanding the relationship between a liberal arts education and jobs. Communicating the practicality of a liberal arts education.

B. Barnett mentioned establishing a better connection with the families. There is also a survey on the Institutional Research website on the Cooper Institute Research Project. This appears as the CIRP handout. This survey lists reasons given for coming to Ramapo College by entering freshman. How do we create better community?

Need to inventory what exists. How do we sustain the image projected during recruitment and orientation? Do we lose students once they are here? Need to review the
results of the first-year seminar survey. Also look at results of CIRP survey – who are our students when they arrive at Ramapo?

Other items for Goal 2:

- Further diversify faculty and staff.
- Creativity in courses and offerings.
- Connect the DAC and Communications group.
- Improving transportation (shuttle from the train).
- Better communication to students on available support services.
- Use of satellite campuses?
- Three year recruitment plan to move into under represented areas.
- Use county colleges to recruit under represented students.

Goal 3: Academic Affairs prepares our students for the future.
Facilitator: Dean Rosenberg

S. Rosenberg reviewed the need to prepare our students as learners and earners. His main points included:

- Tracking students after graduation – work with Alumni Affairs.
- Provide incentive for them to continue to be connected to Ramapo College.
- Assure that students leave with certain competencies like financial literacy.
- Keep track of where students are applying for graduate school.

The Cahill Center must play a large role in meeting this goal. Deans should participate in the development of a plan for experiential learning.

We need a clear, systematic, and integrated approach to supporting under prepared students. We must set measurable goals for all students.

Items to consider:
- The role to be played by language learning.
- The role of first year seminar.
- How to extend learning beyond classroom.
- Keeping track of graduate school applications and acceptances of our students.
- Building stronger relationships with alumni and preparing our students to be stronger alumni.

Goal 4: Academic Affairs is a strong partner in preparing the College for environmental and economic changes.
Facilitators: Vice Provost Rainforth and Dean Chakrin

Main points included:
• Tighter link between academic planning and financial planning – reciprocal determinism.
• Defining a set of financial assumptions that project out 3 – 5 years and sharing these with the entire campus.
• Achieving state-mandated goals towards sustainability – eventually improving the environmental landscape.
• Need recognition that the college, as well as higher education in general, is in the process of radical change.
  ~ Consider models that might facilitate greater enrollment - for example, tri semesters.
  ~ Review process by which budgeting and planning are undertaken.
  ~ Clarify where finances and learning come together and how decisions are made.
  ~ Need longer term financial planning.
• For future – there will be a decline in FYE students
  ~ Ramapo needs to develop marketing and programs for non-traditional students.
  ~ Ramapo must examine its dependence on transfer students.

Goal 5: **Academic Affairs embraces “data driven” decision making.**
Facilitators Deans Nejad and Siecke

All were in favor of the last goal though it could not be discussed in depth – owing to lack of time.

Summation: Academic Affairs needs an analysis mechanism for various plans to be presented that wouldn’t compromise academic programs and work in conjunction with financial parameters, it would force academic affairs to prioritize. Discussion of data needs will follow.