

Faculty Senate meeting minutes, April 17 2018

Donnie Allison calls meeting to order at 4:34.

Meeting minutes from March accepted.

Proposals

1. Minor in Cannabis Studies (within General Studies)

Presented by Ekaterina Sedia

Many states, including NJ, have medicinal marijuana and a numbers of states have legalized or decriminalized it. Moreover, New Jersey is considering doing so. Thus there are a lot of opportunities in this area for students.

This minor will include four primary courses including an internship (see description of courses on Senate website).

Questions:

1. Is there any consideration of offering a post-BA program? A: That may be a possibility in the future but we do not have the resources for that now and it has not been part of the discussion thus far.
2. What are the vetting procedure for companies involved in the internships? A: It will depend on what legislation goes through the state Senate. We will consult with our attorney. We will also be considering doctors' offices.
3. What protections will our students have if their internship gets in legal trouble? How will they and Stockton be protected? A: I believe there is a procedure in place for this. But we will check.
4. What about the fact that it is unlawful at the federal level? Concerned about putting students in businesses in that are unlawful at the federal level. Second faculty member: Perhaps we can include someone from the CRIM program in the process to discuss legal matters. A: This is a concern. We will be working with Stockton's legal team. The expectation is that the federal prohibition goes away. But until then we will be navigating within that.
5. What if this doesn't work and now there are no opportunities for internships? I suggest, that if you aren't going to limit the number of students, then this might be a full time position. How many cites will there be for internships? Any limits? Another faculty: it would be helpful to have some information included in the proposal of what organizations may be participating in internships. A: We will do this.
6. What sort of electives are offered? A: We have electives in several programs (see the proposal available on Senate website).
7. Looks like you are changing a course to 2000-level. A: Yes.

8. Suggestion – you could be more expansive on the description to show how courses will complement each other. A: Okay.

9. Would there be some course on economics of this? A: We would be happy to consider that.

10. Maybe list the potential electives. A: Okay.

11. Needs to be more thinking on the reality that the DA may be raiding dispensaries and having our students in these environments. A. These would be at medical offices.

First Reading of SAT optional task force

Presented by Heather McGovern

First recommendation: We were not able to complete the research on this. Recommendation is that a new groups should focus on whether Stockton should consider this.

Second recommendation: Stockton should consider a testing center.

The recommendation is that this be delayed and that another group created to consider how best to do this in order to increase greater student diversity. Making Stockton test optional may increase diversity and reduce bias in admissions for some reasons, but it may also increase bias and lead to less diversity in others ways. For example, greater weight given to things like AP courses, might lead to biases or have other unintended consequences.

Questions

1. Thank you. I learned a lot. What would you do if you were an administrator considering this? Would you recommend it? A: I think there are some compelling reasons to go test-optional, which might increase applications and diversity. But because we do not have a testing center, this is not a serious option at the moment.

2. Do you think that incomplete applications are due to students not taking the tests or them just not submitting them? A: We just don't know. There may be many different reasons for this. There still seems to be a racial disparity in incomplete applications though.

3. Is it still true that applicants need to pay to have scores submitted to schools beyond the first five? A: Yes, which may explain part of the incomplete applications.

4. Does it cost money to take the tests? A: Yes. There are some opportunities for financial assistance. However, if we go test-optional, we will need to have our own tests, which will add costs to Stockton, which will then likely be passed on to students in the form of fees. So whether this will save students money remains unclear. And some students may have to double pay because they would take the ACT or SAT in order to apply to other schools and then also take the test at Stockton.

5. The cost may vary depending on how students take the exam (online or not).

Undergrad Transfer Credits

Presented by Michele McDonald

There are two considerations: First, we loosen the language about what course taken at other institutions will be accepted at Stockton. Same GPA and same cap would apply. Second, Stockton would accept accredited credits from all accredited colleges outside of the state of New Jersey. (See details at Faculty Senate website.)

Questions

1. What was happening to these courses before? A: They were not accepted unless they were part of a degree (like an AA degree). Programs have total control over what courses go into their program. So most will be going into At Some Distance.

Vote on changes: Passes 31-1

Migration Studies Minor

Nazia Kazi and Jessie Finch

A few changes have been made. We think there is opportunity to work with the Gerontology Program. The capstone will be service learning. The common cohort experience have been highlighted and we will try to facilitate these experiences.

Questions

1. Why is there no economics courses included? A: We would be happy to consider economics courses that deal with migration. And we will be happy to add or amend as new courses become available.

Vote on support for minor: Passes 33-0

CLCE Concentration second reading

Presented by John O'Hara

Following the first readings, we discussed the curriculum with a number of faculty. We are now asking students to choose 8 courses from 8 different categories or themes (see proposal on Senate website). We have faculty from a number of different programs interested in want to work with the CLCE faculty on developing the program and other courses. So the key changes are in curriculum design.

Questions

1. Currently there is an adjunct faculty listed as offering a freshman seminar but adjuncts cannot teach freshmen seminars. A: Thanks. We'll check on that.

Vote on support for concentration: Passes 23-9

Information Items

1. Update on AC (Michel McDonald): Moving along well. 711 currently registered. We still have incoming freshmen and transfers yet to register. We will be asking for help in putting together model schedules. We have a lot of students now who will be living there but expect more. More than half of the courses have passed minimum registration.

Questions

1. Will students get information on modules and shuttle at student orientation? A: Yes.
2. What is the minimum for a class to run in AC? A: We don't have a number right now, but it will likely be lower than the 12 for Galloway campus.
3. Are Freshmen living in AC? A: Right now, no. But they will be encouraged to take courses there.
4. How many students may live there? A: 533. Q: What happens if all housing in Galloway is taken and Fresh need places to go? A: It's a larger question. We would most likely move non-Fresh to AC.

Library Budget Presentation

Joe Toth

Joe provided an historical view of the library budget to underscore the increases to it over the last ten years and how funding for the library has not kept up with inflation, happing the library's ability to respond to program requests to acquire information resources that support their needs. Over the last ten years the library budget has increased just 2.66%, while costs of databases, journals, software and other resources has increased by a much larger proportion.