I. Academic Policy Committee Final Report 2012-2013

Shelly Myers, Brad Forrest

The Academic Policy Committee met three times during the 2012-2013 school year.

The committee addressed the following:

1. **CAPP Audit**: A recent change has been made to the CAPP Adjustment for an Individual Student Form. The form now requires the signatures of the Program Coordinator and Dean as well as the preceptor. A request was made by the Faculty Senate to review the need for additional signatures.

   Dr. Kaus explained that Dr. Peter Hagen, Director of the Center of Academic Advising had approached the Dean’s Council with a request for the additional signatures. The reason for the added signatures was because of the automated degree certification process which required that any changes to the CAPP’s be very accurate. There was a history of errors being made because preceptors were not familiar with all of the intricacies of the degree requirements. The Dean’s council agreed that the Deans should be involved in the CAPP adjustment process.

   The committee recommended no action be taken on this issue.

2. **Testing Accommodations for Limited English Speaking Students**: A request was made for the policy committee to identify the College’s policy regarding accommodations for ELL students. Currently, there are accommodations in place for students with disabilities but these same accommodations should not be used for non-English speaking students. Members of the policy committee met with those in the learning access program with ideas being generated.

   a. Entering freshmen are tested and identified for BASK courses so at the same time, we could identify students in need of ESL services. This would include transfer students as well.

   b. We need to recognize that ESL students may score lower on placement tests but their instructional needs are different than English speaking students.

   c. Currently, there are students who need extra help with English but they need to self-disclose to receive accommodations.

   d. A short term solution would be pre-packaged on-line ESL courses.

   e. An idea was discussed to bring English Language Support instructors to campus to assist international students however students would need to pay for this service. The campus must consider space for the EL support services and whether or not it is cost effective. Dr. Leitner and Mr. Iacovelli are working with international students and this proposed program may occur within the next year.

   f. The APC will discuss this again when more definitive plans are developed.
3. **Academic Program Life Cycle Procedures:** This issue was brought to the APC by the Academic Programs and Planning committee so that both committees would combine efforts in addressing this matter. Since the time that this matter was brought to the APC, Dr. Keenan and Dr. Leitner along with Dr. Krishnan and one member from each Senate sub-committee developed a task force to put specific procedures in place for life cycle procedures. These include approval for new courses, program promotions to levels from concentration to minors, from certificates to majors, bachelors to graduate levels and program closure. The task force is currently working to finalize procedures which upon completion will be reported upon.

4. **Tuition Policy for Undergraduates taking graduate courses:** Dr. Leitner reported that he worked with the Office of Finance and is close to finalizing a policy that concerns the flat tuition rate which disappears when undergraduates want to take graduate level courses. Dr. Leitner is trying to work on a plan whereby flat rate tuition will be viable for seniors who take three undergraduate courses and one graduate course or even two and two. There may be a surcharge which is a compromise but nothing definitive is reported at this time.

Respectfully submitted,

Shelly Meyers
II. **Committee on Academic Programs and Planning**
Robert Marsico, Vicky Schindler

Academic Programs & Planning Committee Summary of Activity for Academic Year 2012-2013

The committee met 3 times this year. Elaine Ingulli was the Chair but she needed to step down as Chair in October 2012. The committee was then made up of:

*Faculty Members*

Robert Marsico Chair (2012-2014)
Vicky Schindler Vice Chair (2012-2013)
Gorica Majstorovic ARHU (2011-2013) and Union representative
Deborah Corbin BUSN (2011-2013)
Susan Cydis EDUC (2012-2013)
Dina Yankelewitz GENS (2011-2013)
Mary Kientz Graduate Studies (2011-2013)
Christina Morus Graduate Studies (2011-2013)
Marjorie Taylor HLTH (2012-2013)
Kerry Chang-FitzGibbon Library (2011-2013)
Weihong Fan NAMS (2011-2013)
Elizabeth Shobe SOBL (2012-2013)

*Ex Officio Members*

Claudine Keenan Dean of EDUC (Provost designee)
Lew Leitner Dean of Graduate Studies
Dennis Weiss Dean of NAMS (Provost appointee)

Below is a summary of the 3 meetings

The committee met on 10-11-12, the meeting was spent discussing programs involving the transition from high school to college. Elaine noted that New Jersey passed a law last year to promote increased cooperation between high schools and institutions of higher education.[1] We heard from three faculty members who are not on the committee but who have played a leading role in such programs at Stockton. Their presentations and responses to questions from the APP committee are summarized below:

a. Keith Williams (Psychology): Keith has been active (2005-present) in the GOAL Program, a collaborative program between RSC and Atlantic City H.S. that was started some 15-20 years ago. (President Farris: “Go ON and learn.”) ACHS pays for a bus to provide transportation to students from ACHS to RSC for classes that generally run from 3:00-4:30 twice a week. ACHS also purchases books. Stockton provides free tuition and pays faculty. Keith typically teaches Intro to Psych in the Spring of each year; Shawn Donaldson has been teaching an Intro to Sociology through the
same program.) For the Stockton faculty, the course fulfills one of their “in-load” teaching responsibilities. Class size varies, but Keith averages 25 students per class. Fewer students (5-10/year) have been enrolling in Intro to Sociology. Students must have a 3.0 grade point to enter the program; most are either AP students or ESL students with high academic ability. Students are generally in the spring of their senior year of high school. The course is a full college course, with the same rigor as any undergraduate course, using the same material. Grades tend to be a bit lower than for RSC students, mostly C range, with some Bs. Their grades are fully “transcripted.” This means that they will earn 4 Stockton credits if they receive a C or better, but the grade stays with them and cannot be erased from their RSC transcript. Most students go on to college, although a relatively small number go on to Stockton (Keith estimates 5 out of 25.) He also indicated that many of them seem to be ESL students who gain confidence and a comfort level from a positive experience at RSC. Other high-achievers may be discouraged from applying to Stockton because they worry that a C on their transcript will harm their Stockton GPA. A H.S. counselor accompanies the students to RSC, and there are joint celebration at the end, but there is not much more in the way of give and take between the RSC faculty and the ACHS faculty.

b. Rogers Bartlatt (Chemistry) talked about PREP (Pre-freshman enrichment program) a program that used to exist at Stockton to provide college-prep for pre-college students ranging from Middle-School to High School. Funded by a grant from DOE, the goal was to encourage minority students and women to study the sciences. Under the program, students would be invited to RSC for a six-week intensive program during the summer. External funding paid for: bus transportation for students during the day; books; daily lunch; field trips to state parks and other appropriate sites. Students lived on campus, and took courses that were team taught by Rogers and other participating RSC faculty (who received DOE-equivalent to one TCH for their work.) Students paid a $20 fee to demonstrate “commitment” and for many families this was a hardship. In an effort to sustain enthusiasm and to continue to support the pre-college students, Rogers and Tim Haresign created a “Booster Club.” The club held regular (monthly) meetings throughout the school year with pre-college students and parents. Pre-college students were also able to interact with RSC students during the academic year. Although the program ended when DOE funding ended (2002/2003), records of outcomes are still available. Many of the students went on to college; a few are still in contact with the RSC faculty.

c. Arnaldo Cordero-Roman (Language and Culture) began by explaining the background to the current program that offers college-level language courses at H.S. in Manahawkin.
Arnaldo has been working with world language educators throughout the state for some time (his passion!) Last year, he teamed up with ACTFL (Association for College Teaching of Foreign Languages), and met throughout the year with WL educators at different sites (community and four year colleges.) They have
focused on teacher accreditation and proficiency levels with a goal of having teachers satisfy standards set by national organizations. ACTFL has created three centers for testing proficiency levels for educators in NJ. (oral proficiency interview, proctoring)

Last year, Dean Rob Gregg approached Arnaldo (because of his ongoing work with WL teachers) about the possibility of establishing dual-credit language/culture studies courses at a high school. The idea was exciting, as a way to promote language acquisition and student retention at the High school level, and to support the efforts at RSC to integrate language/culture into other disciplines and to grow Stockton’s own language/culture program. In mid-Fall, after a series of meetings at the high school, a decision was made to adopt the NAMS model (template) for offering dual degrees. This involves high-school teachers teaching H.S. students, working with RSC faculty who serve as “liaisons” to align the H.S. courses to satisfy Stockton standards and work with the H.S. faculty member. (NAMS template had previously been provided to AAP committee. It will be attached to these minutes). RSC’s language program already depends on H.S. teachers to teach for us as adjuncts. Students will be listed as non-matriculated Stockton students, as under the NAMS model. Initial interest in the program is much stronger than anticipated: 104 students (and their parents) signed up for dual credit courses in French, German, Latin and Spanish. The details (how many sections, etc.) are currently being worked out. There have already been inquiries about possibly expanding the program to other schools (Barnegat H.S. and Egg Harbor Township).

Some issues that are still be worked on:

- Assuring that educators have sufficient proficiency to teach the language. (This is a particular concern with older teachers who have never had to prove proficiency);
- How to accommodate many districts who might be interested with limited RSC language and culture faculty.

d. The following ideas/concerns were raised:

- Dennis Weiss provided us with copies of the NACEP standards for students, teachers, etc. These can also be retrieved from their website, [www.nacep.org](http://www.nacep.org)
- Since there are apparently no limits on the number of college courses that high school students can take, students can potentially graduate from college at a fairly young age. (They can begin taking college courses as sophomores). One concern is some college graduates may be academically qualified for graduate school in professional areas,
but not sufficiently mature or experienced to handle the clinical aspects of some programs.
(e.g. Medical school, other health-related fields, social work).

- NJ has the highest percentage of home schools in the nation; already many students are taking integrated high-school/college courses through home schooling.

- Given the large number of courses being offered free, on line, through https://www.Coursera.org. and similar, it was suggested that dual-credits are a relatively small part of the academic future.

- There was a question about which high school students would get the opportunity to participate in our dual-degree and other programs. The concern was that we offer as much as possible to the least privileged and most diverse schools.

- There was some discussion as to how (if) looking into this high-school/college transition fits within the scope of APP’s charge. This involved at least two concerns: (i) whether “programs” included only degree-granting programs, or also included “dual degrees” GOAL, etc. as “programs.” (ii) whether it was appropriate for decisions (or even recommendations) about whether or not to offer dual degree courses to be made at the college level, or left to each academic program as are other curriculum issues. There was no consensus regarding either of these issues.

- One suggestion was that we at least consider a common compiling a data-base of information about Stockton’s various high-school to college programs, with outcomes. This would be useful for future planning

- Possible “homes” for this issue: full APP, a sub-committee of the APP, a Task Force, or a As a topic for the Provost’s “Academic Plan Discussion Groups” being formed by Peter Barrata. (Note to APP: Elaine spoke to Peter this morning to ask that the topic be added to the mix for the organizational meeting set for Monday, Oct. 29)

The next meeting occurred on 1-24-13.

1. **Phase Out Plan for the Post-Professional DPT Program**

   Explanation of the closing of this program was summarized by Rob Marsico. Discussion for the plan for phasing out of this program ensued. The last admission cycle is planned for Fall 2013. The committee voted 9 in favor 0 opposed to supporting closure of this
program. This will be shared with the Faculty Senate for them to discuss at their meeting on 2-19-13.
The tDPT document was also shared with the Committee on Academic Policies and they will work on drafting a policy for closing a program.

2. Teacher Education Collaborative Program Partnership Summary

Explanation for the changes to Education curriculum was provided by Dean Claudine Keenan. In the current programs, students are averaging 170-180 credits and it is difficult for the program to remain competitive with other College/University programs. The summaries of the different tracks that were provided by Norma Boakes were discussed. The committee voted 9 in favor 0 opposed to supporting the changes to the Education Program.

On 1-27-13, Mike Frank was informed of the committee’s support for the tDPT Closing brought to us by Elaine Bukowski and the changes to the teacher education program brought to us by Norma Boakes.

The next meeting occurred on 2-26-13.

1. Articulation Agreement with Philadelphia University PA Program- Bess Kathrins presented an overview of the BSHS/MA in Physician Assistant program. There is a maximum number of students accepted each year with phase in over several years. The program is awaiting approval from the NJ Secretary of Higher Education. Current anticipated start date is Fall 2014. Correction to be made to page 3 to indicate that the bachelor’s degree would be granted after year 4 and the MA degree after year 5. Bess did not feel as though this program would negatively affect the nursing program because nursing and physician assistant are two different career paths.

Vote for conditional acceptance unanimously approved(based on successful completion of suggestions).

On 3-14-13, the changes by Dean Bess Kathrins from Health Sciences were forwarded to Mike Frank for the Faculty Senate Executive Committee Review.

2. Minor in Childhood Studies-Connie Tang presented an overview of the minor. One comment concerned the capstone course requirement which currently seems to be more like a regular course than a capstone course. Connie Tang provided a response which she will put in writing. Course numbers will change to match the level of the capstone. All of the courses already exist and would be organized into the minor. If this is approved by this committee and Dean’s Council, it will start the logistics necessary for the process. Claudine suggested that they look at the feeder programs at the 4 two-year colleges to identify classes at those colleges that would be accepted.
Is there a two year counterpart already articulated? It would also be appropriate to list the name of the coordinator of the proposal and the contributors on the cover page. One person asked if it would be possible for the students to also have a child advocacy certificate. Connie Tang researched this and someone on staff would need to have a specific certificate for this to occur. It is recommended that they add that they will assess the feasibility of this in the future. We will compile the suggestions and Rob will email them to Connie. There is a question as to whether it will be ready for the fall due to the first available review of the Faculty Senate in May 2013. Vote for conditional acceptance unanimously approved (based on successful completion of the suggestions).

On 4-17-13, the changes by Connie Tang were forwarded to Mike Frank for the Faculty Senate Executive Committee Review.

3. Claudine spoke about the Academic Policy Committee which is writing a document called the Lifecycle of Programs at Stockton to provide procedures for this process from birth to closure.

[1] The New Jersey law can be found at N.J.S.A. 18A:61C-1 and the accompanying Administrative regulation at N.J.A.C. 6A:8-3.3 and N.J.A.C/ 6A:8-5.1. (Copies attached to these minutes.)

III. Committee on Administration & Finance
Gurprit Chhatwal, Joseph Trout

Yearly Report of the Committee on Administration and Finance for the School Year 2012-2013
Submitted by Gurprit Chhatwal and Joseph Trout, 14 May 2012
The Committee on Administration & Finance has oversight and advisory responsibility for all matters of budget and finances, and all questions of institutional priorities and resources. Members: One member elected by and from the Faculty of each School, the Vice President for Administration and Finance (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio).

Committee Members
Faculty Members
• Gurprit Chhatwal Chair (2012-2014)
• Joseph Trout Vice Chair (2012-2013)
• Ai Zhang ARHU (2011-2013)
Two Meetings were held:
• Tuesday, April 02, 2013
• Tuesday, October 23, 2013

Two meetings were held during the school year of 2012-2013. Time was limited during the end of the Fall semester and the beginning of the Spring semester due to the destruction caused by Hurricane Sandy. At the Fall semester meeting several important topics were proposed for the committee’s agenda for the school year of 2012-2013. Faculty Senate did not refer any agenda items to the committee during the school year 2012-2013.  

The topics of concern were:
1. Parking for Students, Staff and Faculty
2. Cancer Rates among Faculty, Staff and Students
3. Confusion over the current Recycling Policy
4. Renovations of the Restrooms
5. Fair and Equitable Distribution of College Travel Funds
6. The Expense, Growth, and Duties of the Administrative Staff.
7. The Indebtedness of RSC of NJ students.

During the Spring Semester meeting the results of the research on these topics of concern were presented to the committee. In addition to the committee, Robert Chitren, Director of Environmental Health and Safety and Risk Management, was in attendance. The results of the research conducted during the past year were presented at the Spring semester meeting and are summarized here.

1. Charles Ingram stating that the Pinelands Commission had approved construction of new gated parking lots for faculty/staff for 140-145 vehicles, projected to open in fall 2014. The proposed fee would be $200 per year.

2. Robert Chitren addressed questions the committee had posed regarding the rates of cancer found among Stockton employees since its opening, and whether these rates differed from the general population. US statistics show that 215 cases of new cancer per 100,000 people are diagnosed each year. (Approx 1 case per 500 people in general population, without any specific age range or demographic factor that might be more similar to Stockton employees). The question was raised as to how the data and what data was being collected at Stockton, and Robert Chitren stated that the college does not track cancer cases among faculty/staff. It was pointed out that medical records are private and the college could not therefore formally track cancer cases. It was discussed that based on anecdotal evidence Stockton did
not appear to have rates of cancer cases, or of cases of any specific types of cancer, that are alarming. No environmental hazards for cancer at Stockton have been found. Possible means of informally collecting data were discussed. It was suggested that the college appears to some people to have a higher than normal rate of cancer cases. Robert Chitren stated that at this time he could not commit college resources for investigating a matter that had not formally appeared as a problem. Gurprit Chhatwal suggested that William Reynolds form a working group to develop a concrete proposal to be taken to the administration at a later date. Robert Chitren proposed that proactive outreach efforts, such as a cancer awareness campaign, might be a more effective allocation of resources than researching those who have already suffered from cancer.

3. Charles Ingram then addressed the committee’s questions regarding recycling. He stated that 10K$ was allocated for new containers to be located within 25-50 feet of all restrooms and vending machine areas. And, in order to promote recycling in general as part of the "recycle mania" campaign, any tops on bins that had suggested they were only for cans or bottles have been removed. He noted that the college’s recycling had risen from 35% to 50% of waste taken from campus, and that plant workers would continue to be monitored for proper disposal of both trash and recycling.

4. Many of the restrooms in the college are in need of renovation. The committee discussed the possibility of blind entrances without doors to help prevent the spread of disease and the possibility of trash cans being placed outside the current doors (instead of inside). Robert Chitren reported that the administration was currently studying how to upgrade elevators and restrooms, due to their age and limitations.

5. In response to the committee’s questions about the college’s allocation of funds, Charles Ingram provided the committee with a copy of the college’s budget going back to 2008, as well as year to date expenditures for 2013. These records did not address the items of specific interest to the committee, however, such as travel and other discretionary funds and their allocation. Charles Ingram stated that such information could only be obtained through a special request for a more detailed report.

6. As to the question of the college’s monitoring of the increasing administrative staff costs across campus, several points and questions were raised and more research must be conducted. It was noted that workers in some school offices no longer to do things that were once expected of them, such as typing exams, making copies for faculty, taking phone messages, and sorting interoffice mail. The question was raised as to whether or not the college could account for what staff members did, or for what purposes they were being paid?

a. It was noted that scheduling of classes, for example, has only become more cumbersome over the years and did not take advantage of latest technology. It also appears that there is a redundancy of information needed on multiple paper forms that could be eliminated easily by technology and/or more efficiently designed forms. Charles Ingram noted that one form may require 3 signatures when only one might suffice. He also added that bureaucracy did account for some of the redundancy and need for staff. The committee noted that school
staff members did not generally perceive their jobs to be serving students, but more serving administrators above them.

7. Charles Ingram addressed the committee’s request for data on Stockton student debt, which is reported to be the highest on average of institutions in NJ. Charles Ingram had invited Deb Figart to the meeting to offer her perspectives as an economist, but she did not attend. Charles Ingram noted that Stockton often awarded students with loans that exceeded tuition and fees, and presumably were used to pay living expenses, and that perhaps some other institutions did not loan sums above tuition and fees. He also explained that once scholarship funds were awarded to a particular student, the money was deducted from the budget, and if the student did not come to Stockton, the money was not then awarded to another student. In Stockton’s efforts to stay within its total budgeted aid money, some awards go un-awarded/un-used. Michael then spoke to the committee’s questions regarding SASI. He reported that SASI stands as a 501C3 nonprofit corporation, and its revenues come from several sources, including Chartwells, the college bookstore, student transportation fees, and rent from graduate student housing. SASI pays for portions of the salaries of college administrators who also work for SASI. It also pays for various projects, such as books and videos produced in honor of the college’s 40th anniversary and flash drives provided to students.
IV. Committee on General Studies  AY 2012-2013

Carra Hood, Rocky Severs  10 May 2013

This year, the General Studies Committee has continued assessment of curriculum categories through 5-year reviews. In addition, the Committee worked to complete the evaluation of the second GIS category assessment. The results of that assessment appear on the General Studies website -- http://intraweb.stockton.edu/eyos/page.cfm?siteID=18&pageID=56.

New Course Proposals and 5+ Year Review of Existing Courses:
This academic year, the General Studies Committee has continued to discuss the new course and 5-year review procedures with Convenors. We tweaked the 5-year review form slightly as a result of these conversations.

In addition, Convenors have been working with faculty proposing and reviewing General Studies courses to align course goals to assignments/learning objectives.

Each General Studies Convenor has actively undertaken 5+ year review of courses in his/her curriculum category; many of the courses across the General Studies’ curriculum have not been reviewed since they were created, so this aspect of the Committee’s and Convenors’ work this year and last year has been tremendous. As a result of Convenors’ work over the past 2 years, a substantial dent has been made in the backlog of courses needing review. Many courses have also been “retired” through this process.

Assessment:
The Chair of the General Studies Committee has worked with the Grants Office, Ronni Carlini, and Computer Services to devise a way to track faculty research and creative activity through Sedona, growing out of or related to General Studies teaching. This spring (2013), we created a code that faculty can use to mark General Studies related research and creative activity. Next year, we will communicate this to faculty.

Day of Reflection:
This year, the General Studies Committee and the School of General Studies hosted a Day of Reflection. The Committee will discuss the possibility of hosting such an even regularly at the first Committee meeting in the fall 2013.

As a result of discussions at the Day of Reflection, the Committee will take up AHVIs next academic year.

General Studies Q&A:
This year, the General Studies Committee also hosted a Q&A early in the fall term. The Committee agreed to host this event annually, as it provides new faculty, in particular, with an opportunity to ask questions about the procedures and requirements of General Studies courses at Stockton and to jump start their thinking about how to design General Studies courses and what topics might lead to a “good” General Studies offerings.
V. Committee on Information Technology and Media Services
Vince Cicirello, Aakash Taneja

Senate Committee on Information Technology and Media Services
2012—2013 Annual Report
Chair: Vincent Cicirello, Associate Professor of Computer Science

October 2012:
In October of 2012, the committee conducted its annual review and discussion of Computer Services' Institutional Information Technology Strategic Plan Project Portfolio (subsequently referred to as the "IT Project Portfolio"). The IT Project Portfolio is a prioritized portfolio of current, ongoing, and proposed future Technology projects and how they map into the College's 2010 Information Technology Strategic Plan. It is reviewed annually by the Senate Committee on Information Technology.

One previously unfunded project in the project portfolio particularly caught the committee’s attention: "Annual upgrade and replacement of faculty and staff computers." The Ex Officio members of the committee, Jim McCarthy and Bob Heinrich, explained how in the past upgrades to faculty and staff computers have been funded through discretionary departmental and divisional funds, and that there was believed to be large numbers of older computers (5 or more years old) no longer under warranty still in use. This project from the IT Project Portfolio would provide an annual fund to assure that old and obsolete computers are replaced under a planned schedule.

It was decided to continue discussion of this issue at the November meeting where more specific data could be examined to see the extent of the problem.

November 2012:
In November 2012, there were two items under discussion:

1. Bob Heinrich presented the committee with data on the age of faculty computers. The obsolescence was not quite as dire as believed (see October 2012). However, over 13% of faculty computers were, as of November 2012, more than 5 years old. Another 6% were exactly 5 years old. In total, over 19% of faculty computers were out of the warranty period, and likely no longer meeting the technology needs of faculty. The committee voted unanimously to recommend that the college initiate an annual dedicated fund to support a five year replacement cycle for faculty computers.

1. Also in November, the Information Technology and Media Committee also "toured" new electronic classroom podium designs in lower H-wing and in the lower level of the library. This was a follow-up to the March 2012 survey of electronic classroom and podium use conducted by the Committee, and part of an ongoing effort to produce a set of design guidelines for future electronic classrooms.

February 2013:
In February 2013, the committee considered the following items:
1. A faculty member contacted the committee chair about their e-mail inbox quota (was actively receiving daily warning messages). The committee investigated to see if this was a wide scale concern or an isolated case. A year or two ago there was a problem with e-mail inbox quotas for faculty (large numbers of faculty near the limit with daily warning messages, those who reached the limit potentially unable to send mail). The quotas were increased significantly (to 400MB). Some faculty (as of February 2013) had yet again approached the new limit. A closer investigation showed that nearly 50% (363 out of 763) were using 75% or more of their allocation. As a result, Computer Services in February 2013 increased all faculty mailbox sizes by another 50%.

2. As a continuation of the March 2012 survey of electronic classroom and podium usage conducted by the committee, and the November 2012 tour of the new podium designs, the Committee began brainstorming for the development of a set of design guidelines for future electronic classrooms. The initial discussion lead to some preliminary guidelines (e.g., maximize whiteboard space, minimize obstructions, flexible presentation options, flexible/adaptable seating, entrance in the rear of the room where possible, etc). Decided to draft guideline document and discuss at April meeting.

March 2013:
In March 2013, Carra Hood was directed to the Info Tech Committee for assistance in exploring electronic options for offering the month-long Continuing Ed APA course. She had encountered some scheduling issues and was looking for some creative solutions. Originally directed to the committee to explore the possibility of some form of MOOC. E.g., to explore if this would be a potential candidate to offer as a MOOC as well as whether we'd be equipped and prepared to do it. After discussing the content and structure of the course, it was determined that it would be infeasible to handle this as a MOOC (the "massiveness" of the modality wouldn’t allow for certain aspects).

April 2013:
Beginning over a year ago, the Information Technology and Media Services Committee has been exploring the design of a set of guidelines for use when designing and initiating new electronic classrooms and instructional spaces on campus. Last year, in March 2012, the committee took a first step by conducting a survey of faculty usage of electronic classrooms. In November 2012 of this academic year, the committee "toured" a few new podium designs in H-wing, the library, and G-wing. In February of 2013, we conducted some additional brainstorming. Everything was compiled and organized into the document, "Design Guidelines for Electronic Classrooms" (see attached). The intention of the document is as a guide for new or remodeled instructional spaces. It’s contents spans all aspects of the instructional space, including: podium design and positioning, instructor and student seating, baseline electronic classroom equipment, power, lighting, acoustics, audio systems, classroom entrances, projection, whiteboards, the classroom control system, etc. At the April 2013 meeting, the committee reviewed and fine-tuned a draft of the document. The final version of the "Design Guidelines for Electronic Classrooms" is attached to this report to the Senate as an Appendix.
Appendix
Design Guidelines for Electronic Classrooms
The Richard Stockton College of New Jersey Last Updated 4/11/2013

General Guidelines
The College’s 2010 strategic plan for information technology identified certain core values that need to be considered when building or acquiring technology resources. These values should be considered in the design of electronic classrooms. The plan states that we value:

- Innovation
- Fiscal resources
- Data Security
- A positive experience and accordingly:
  - Prefer lean and simple over robust and complex
  - Prefer a consistent user interface
  - Require training and support
  - Require reliability
- Assessment

Listed below are general guidelines for planning, designing and implementing electronic classrooms. These guidelines were informed by the narrative, goals and objectives of the college’s technology plan.

1. The effective use of technology needs to be our focus.
2. Implementation must be conducted in a manner that is minimally disruptive.
3. Utilize appropriate, emerging technology that is "tried and true".
4. When practical, pilot projects should be used to determine costs, benefits and feasibility of emerging technology.
5. Assist faculty to integrate technology into the classroom.
6. Provide a baseline set of technology resources in all teaching and learning areas.
7. Provide annual funding to sustain the technological infrastructure that supports the delivery of instruction (i.e., renewal and replacement of institution-wide technology resources, electronic classroom equipment and computer laboratory equipment).
8. With participation from faculty, students and staff, periodically evaluate and recommend electronic classroom enhancements.

Specific Guidelines
The specific guidelines contained herein were developed from data gathered in a March 2012 survey of electronic classroom and podium use, helpful suggestions received from individuals that have used our facilities to deliver lectures and other presentations, and from experience gained in over 15 years of electronic classrooms use and in testing recent prototype designs. These guidelines are intended to guide the design and remodeling of classrooms and instructional spaces at The Richard Stockton College of New Jersey. These guidelines are not intended to serve as hard-fast requirements. Where possible, a flexible design that does not constrain faculty teaching style, their ability to freely move about a classroom to effectively engage students or conduct student participatory activities is desirable. In some cases, specific guidelines included in this document may in fact be mutually exclusive (e.g., optimal podium placement and requirement for maximum white board space). In such cases, the designer
should attempt to accommodate each need while favoring any stipulated high priority need. Classroom designers should not depend upon these guidelines to fully specify classroom requirements and should meet with designated personnel from Academic Affairs and the Computer and Telecommunication Services and the Dean and designated faculty of a School that has a stake in the project for additional guidelines and specifications. When a new building is constructed or a classroom undergoes renovation, the individual or architectural firm that is responsible for classroom design must consider:

1. Intended and potential use of the room
2. Instructors varied preferences and styles of lecturing
3. Student’s comfort and ability to view, listen and participate in lectures and other classroom activities
4. Electronic classroom technology and interface controls
5. Equipment access, use and security
6. Optimal use of technology in light of items 1, 2, 3 and 5
7. Electronic classroom technical support.
8. The classrooms discussed under these guidelines are typical instructional and lecture spaces. Specialized facilities, such as laboratory classrooms, should be reviewed with the appropriate academic school and department to determine programmatic needs and parameters.

The College has worked closely with a millwork vendor to design and build custom podiums that meet our specifications for housing and securing equipment, cooling, interface, power, esthetic appearance, functionality and size for large lecture rooms, classrooms and seminar rooms. Refinements to custom designed podiums are made periodically. Recommendations for further refinement and enhancement are welcomed.

Podium Placement Preferences
The podium should be placed in the front of the room. In small rooms with one screen, the instructor’s podium should ideally be located on the side opposite the doorways and placed off-center and to the right or the left. In large rooms with two screens, the podium is ideally located opposite the doorways and centrally placed between the screens. (See also diagonal layout guideline under Room Orientation.) Lecterns should be oriented to allow instructors to maintain eye contact with students while using keyboards and allow students to see projected media from any location in the classroom. Listed below in order of concern and preference are the important factors that must be considered in placing the podium:

1. Student line-of-sight viewing of the video projection display or electronic smart board, and traditional black/white board.
2. Amount of black/white board space available for faculty use when the projection screen is lowered.
3. Instructor and student interactions (An instructor should be in the front of the room and located where she/he can comfortably interact with students while presenting lecture and discussion materials).
**Instructor Seating**
The instructor should be provided with seating at the podium that will enable an instructor of any height to easily view all students. The overall height of the podium plus the podium display screen should be taken into account.
Additionally, a movable table and seating should be provided in the front of the room that will permit an instructor to present materials away from the podium using wireless mouse, keyboard and/or presentation pointer.

**Student Seating**
Classrooms may require fixed or flexible (e.g., movable) seating. The College will specify the type of seating that is needed in a classroom. Classrooms where students will work in teams may require moveable tables and chairs. In rooms where additional whiteboards are placed on side or rear walls, students will need to reposition themselves to comfortably view the side or rear wall. Steelcase offers some innovative options that place the entire desk on casters to allow a student to easily adjust their seating to comfortably view different angles in a classroom. (See [http://360.steelcase.com/articles/innovation-enters-the-classroom-2/](http://360.steelcase.com/articles/innovation-enters-the-classroom-2/))
Following are seating requirements that must be met regardless of seating type:
- Student seating should comfortably accommodate the largest and smallest persons.
- Each student must have an unobstructed view of the teaching wall
- There should be no obstructions (such as columns or posts) anywhere in the classroom.
- Work surface must be large enough to accommodate a notebook computer and text book.
- Seating should be durable and able to withstand student’s moving and swiveling to view white boards
- ADA accessible seating in classrooms should comply with Stockton College Accessibility Standards.

**Electronic Classroom Equipment**
Classroom teaching technology must be reliable and "user friendly". The institution has established a standard baseline of equipment for classrooms. Standardization provides faculty with a familiar teaching environment, improves troubleshooting, equipment replacement and maintenance by technical staff, reduces training time and costs for both the users and the support staff, and lowers equipment costs through volume purchasing.
The standard baseline of electronic classroom equipment includes the following:

1. Computer
2. Computer Video Display
3. Integrated classroom lighting, projection screen and peripheral equipment display control
4. Projection Screen
5. Wired and wireless network connection
6. Audio and Video Connectivity for tables and notebook computers
7. Easily accessible flash drive interface
8. Ceiling mounted projector
9. Document Camera
10. Wireless keyboard, mouse and presenter
11. 6 outlet power strip surge suppressor
12. AMX Classroom Control Interface
13. Amplified Sound System with Speakers
Electronic classrooms may also be equipped with the following specialized equipment:

1. Tablets
2. Electronic Interactive Whiteboard (SmartBoard or StarBoard)
3. Microphone
4. Portable microphone
5. Lecture capture
6. Webcam
7. Personal Response System

Podium Enclosure
The podium enclosure must contain all equipment except the display, control interface keypad (with controls for turning the display equipment on or off, switching display input sources, and managing sound levels in the room), video projector and screen. The enclosure must be secured with college-issued cabinet locks. Access to the computer power switch, computer video display, flash drive interface, control interface, and notebook computer connection must be provided without unlocking the podium enclosure. The podium must include a flat surface of 29" width by 28" depth for lecture materials. Front access doors to the podium must be designed in a manner that doesn’t impede an instructor’s movement at or near the podium.

Power and Conduits
Power is required at the podium, screen, projector and in the front, center of the room beneath the white board. Power is desirable in student seating areas.

Projector and Screen Power: Power is required beneath the ceiling at the projector location and at the location of projector screen.

Podium Power: A shallow open floor box, which provides access to conduits, signal cables and electrical power, must be installed at the center of where the podium will be located. The floor box is typically about 12 x 16 x 4 inches, and open on top. The podium bottom has a large opening to allow passage of cables. In cases where a floor box cannot easily be provided, a floor-mounted raceway may be used to conceal necessary cabling to the podium.

Student Seating Power: Students may bring their own portable devices to the classroom and may require outlets to charge and utilize their equipment. Where possible and needed, there should be outlets distributed throughout the seating area and in sufficient number to accommodate upwards to 75% of the maximum student seating capacity of the classroom.

Lighting
Lighting fixtures and lamps should be located so as to minimize light intrusion onto projection screens. Where possible, classrooms should have separately-controlled lighting for the seating area of a classroom and the front of the room. Lighting at the front of the room should be zoned to accommodate simultaneous video presentations and use of whiteboards. Lighting should be controlled at the room’s entrances and adjacent to the instructor podium. Lighting should be such that no one location can lock out the other nor change the preset controls of the dimming system.

The preferred lighting fixture should be a recessed, parabolic, fluorescent fixture that provides in-direct lighting throughout the classroom. This drop ceiling mounted fixture can be suitably
placed in a 2’ x 4’ or 2’ x 2’ suspended grid. The lamp to be used with this fixture is a T8 lamp with 35K color. A specification is included in the appendix for the Coffaire II Recessed Fluorescent CFH2GPF232, which is currently the college standard classroom lighting fixture. Although it is not the preferred fixture, if a room will be equipped with pendant lighting fixtures that drop down from the ceiling, it’s important to orient the fixtures perpendicular to the front of the room so that they do not obstruct the video image from the projector or preclude a projector from being optimally located.

Adequate lighting for safety should be controlled at entrances to rooms, with system controls at the podium location. Lighting over seating should be sufficient for taking notes during media presentations. For note taking during projection, it should be possible to reduce the lighting over the seating area while still eliminating light from the projection screen(s). In rooms where white boards will be installed on side or back walls in addition to the front wall, additional lighting and lighting control may be required.

**Room Orientation**

There are competing needs for white board space, screen projection area, podium placement and instructor seating in the front of most classrooms. To optimally accommodate these competing needs, where possible, the physical layout of the room should be a wide landscape orientation, as opposed to a deep portrait dimension; however the room should not be at a width that may prevent students on either end of the classroom from comfortably viewing video screens or the instructor.

Where possible and practical, a classroom may be oriented so that the podium is located in the corner of a room facing the opposite rear corner of the room (i.e., diagonal layout) and where two adjacent walls can be used to support presentation. These walls should not be window walls. Whiteboards can be installed on both walls and one of the walls should be the projection wall for the projector with the electric screen. This orientation will allow the instructor to be in the center point of the classroom.

**Window Treatment**

Where needed, sunlight filtering should be provided in classrooms to eliminate outside light from reaching the projection screen(s). If motorized screens are used to filter sunlight, the controls should be integrated into the room and equipment controls that are built into the podium.

**Classroom Entrances**

The flow of students should be a major factor in determining the location of entrances. The classroom entrance/exit should be located near the rear of the classroom, where possible. This location of doorways minimizes disruptions during class from students entering and exiting the room. Large tiered classrooms, or auditoriums that require multiple doors located at the front and rear of the space, are examples of exceptions to this rule.

**Acoustics**

All classrooms should be designed to minimize noise from outside the classroom and from the heating and air-conditioning system. When possible, classrooms should be located away from
noise generating areas such as mechanical rooms, elevators, vending machines, and restrooms. If physical separation is not feasible, increased acoustical treatment may be needed. In cases where ceiling speakers are installed in a classroom, speakers should be baffled or enclosed to minimize sound traveling through open plenums and disrupting adjacent classrooms.

**Projection Screen**
The width of the projection screen is determined by the room size. Screen width should be 1/4th of the distance of the farthest viewer in a room. All projection screen aspect ratios should be 16:10 to accommodate high definition format. This screen provides a screen large enough for the use of electronic projection of video and computer images, which have a lower resolution than optical projection. The first row of seats should be no closer to the screen than 1.5 times the width of the screen. Example, if a projection screen is 90"H x 120"W, the first row of student seating should be no closer than 15’ from the front of the room. Electric screen controls should be integrated with the classroom control system.

**LCD Projector**
A ceiling-suspended LCD projector mount should be centered on the projection screen and located between 12’ and 18’ from the center of the bracket to the face of the projection screen. Elevation of the projector mount should be level with the top of the projection screen. Fixed projector mounts must be rigid and completely free of sway or rotation deviation. Video projector mounts shall be installed and tested for stable operation and isolated from building vibrations. Due diligence shall be performed during installation to assure projector mounts do NOT move or vibrate due to building systems or operators working above the area of the projector mounts.

**Large Screen TV Displays**
Large screen TVs may only be considered in rooms where the TV display is comfortably viewable from the farthest seat in the room. The recommended range of viewing distance for a 60" TV screen size is 7.5’ to 15’. This viewing distance approximates the view angle needed to be able to see pixel level detail. If the farthest seat in the room is greater than 15’, an LCD projector should be considered over the use of a large screen TV display.

**Audio Systems**
Playback sound amplification should be present in all electronic classrooms. Specific speaker types and locations will be determined by the ceiling configuration. Generally, speakers should be mounted within 2’x 2’ ceiling grid. In larger classrooms there may be a need for voice amplification using a fixed lectern microphone and/or a wireless microphone.

**Whiteboard**
Chalkboard/Whiteboard size and placement should be coordinated to provide as much useful board space as possible while the electronic screen is lowered. In rooms with limited board space it is recommended that multiple boards be provided so that there are boards located on at least two different walls. Classrooms should have 15 linear feet or more of white board space. A board should always be installed on the front teaching wall; the other wall/walls
should be selected as appropriate to the layout of the room. The front wall should have no protrusions into the room so that a chalkboard/whiteboard can be installed across the entire wall of the instructor area.

**HVAC**
Classrooms must be provided with adequate heating, cooling, and fresh air. Careful selection and placement of equipment, and attention to the design of delivery systems are needed to minimize noise and vibration. Adequate cooling should be provided near the lectern location, as this area tends to be warm from the equipment. Diffusers should be located to avoid any movement of the screen which would be caused by air flow. Additionally diffusers should not be located near video projector mounts to avoid conflicts with the mounting of audio/visual equipment in the ceiling. Locate all mechanical equipment as far from the classroom as possible. If adjacency is unavoidable, provide sound attenuation methods at classroom entrances.

**Control System**
Control systems for electronic components will have the capability of controlling all of the baseline components found in the electronic classrooms as well as projection screens, room lights, and shades that are operated by electric motors.

**Appendix:**
Podium Design:
RTHogg Design
Nova Lectern
Diagrams of Sample Classroom Layout
Projector Mounts:
Chief Vibration Isolator
Premier Universal Projector Mount
Library Committee Senate Report

The library committee held meetings in September, October, November, March and May for AY 2012-2013. The year began with Mary Ann Trail as interim director of the library with Joseph Toth taking the position in February 2013. The issues addressed by the committee were:

1. SCOLAR
   a. This is a space on the library homepage dedicated to housing the college’s digital resources such as program self-studies (through Academic Affairs) and minutes from the Faculty and Student Senates.
   b. There were issues with the open-source software resulting in the server being hacked in March so the library moved SCOLAR to OCLC – Content.

2. Learning Commons
   a. Space in the Periodicals room was converted to a Learning Commons with new furniture and improved lighting. The Skills Center is providing writing tutorials three evenings a week.

3. Budget
   a. Academic Affairs increased the library budget by $44,000 for FY 12-13. Mary Ann Trail marked $20,000 of the increase for faculty requests. The committee, based on faculty requests, decided to purchase the following databases: American Historical Newspapers, Journal of Geophysical Research, BioOne 2, Alexander Street Press – Women & Social Movements Intl., and ACM Digital Library.
   b. The committee supported the purchasing of Turnitin software that integrates with Blackboard.
   c. All firm order book and media requests from faculty were filled as of May 1st.

4. Communication
   a. LibAnswers software installed on the library homepage which quickly answers reference questions which is a self-referential database
   b. Rapid ILL began in late February, allowing article requests to be filled in a matter of hours.
   c. Toth plans to implement a liaison program with the new hires for Public Services librarians with each librarian being linked to the various academic programs.

5. Job Searches
   a. Joseph Toth was hired as the new Director of Learning Resources in February.
   b. The Electronic Resources Management Librarian resigned in December; on campus interviews for a replacement are being held in mid-May.
c. Two Public Service Librarians have retired in May and June; the search committee is currently reviewing applications with a projected hiring date in July.

6. Collection Guidelines
   a. The library has revised and updated its Collection Development Guidelines to reflect increased usage of non-English texts, musical scores, and the addition of graduate level programs.
VII. Committee on Research and Professional Development
Heather McGovern, Jessie Jarvis

Research and Professional Development Committee Senate Report, Spring 2013

Chair: Heather McGovern
Vice-Chair: Jessie Jarvis

Faculty Members
Heather McGovern        Chair (2012-2014)
Jessie Jarvis           Vice Chair (2012-2013) and NAMS representative (2012-2013)
Michael Hayse           ARHU (2012-2014)
David King              ARHU (2011-2013)
John Chong              BUSN (2012-2014)
JoAnn McEnerney         BUSN (2011-2013) and Union representative
Jung Lee                EDUC (2012-2014)
Lois Spitzer            EDUC (2011-2013)
Richard Miller          GENS (2012-2014)
Wondi Geremew           GENS (2011-2013)
Tom Nolan               HLTH (2012-2014)
Amy Hadley              HLTH (2012-2013)
Jian Wang               Library (2012-2014)
Pam Kosick              NAMS (2011-2013)
Marissa Levy            SOBL (2012-2014)
Sharon Hines Smith      SOBL (2011-2013)

Ex Officio Member
Beth Olsen              Director of Grants Development (Provost designee)

Note: money totals in this report reflect amounts recommended by the RPD. Some faculty declined their awards due to changing circumstances and travel amounts, etc. may not have always matched the amount requested.

Spring 2013 Sabbaticals
The Committee met in the fall to review proposals for one-semester sabbaticals for Spring 2013. The administration was willing to fund 11, but we received only two proposals, both of which were recommended for funding. Evonne Kruger and Christine Tartaro had projects recommended for Spring 2013 sabbaticals.

Mini-Round/Spring 2013 Course Releases:
The RPD Committee met in November to make recommendations on mini-round proposals, which this year included the possibility of course release requests. We reviewed 30 proposals for a total of nearly $72,000 of requested funding. We had few requests for course release (8, and 7 were recommended for funding—Appendix B). We therefore petitioned the Provost to allow us to use some of that funding to cover an additional seven mini-round proposals deemed worthy by the committee. The Provost
approved this request, and so 17 projects were approved for funds to be spent by June 30, 2013 (Appendix A). Six projects were not recommended for funding. The Committee trimmed $6,866 from proposals recommended for funding, following the philosophy that we would rather fund more projects than provide money for budget items that were less essential.

**Sabbaticals:**
We met in December to make recommendations on sabbatical applications for next year. There was much drama surrounding these recommendations, due to disagreement between the union and administration about how to interpret the new contract language regarding how many sabbaticals would be funded.

The RPD Committee followed its usual processes in reviewing and rating proposals and was grateful that the “number” situation was temporarily resolved in a practical manner, but the situation will be worse next year if how to interpret the statewide contract has not been resolved.

The committee reviewed 16 proposals which requested a total of 22 semesters. The Committee deliberated and concluded that 16 requested semesters of sabbatical reflected both projects and proposal quality that made them worthy of funding. Some projects were withdrawn by the faculty proposers, and so in the end 12 faculty, using 14 semesters of sabbatical, were approved by the Board.

Problems that arose cause me to remind the Faculty Senate that Standing Committees of the Faculty Assembly do not directly answer to the Senate President or other Senate members or leaders, the Union, the Provost, or any group other than the Faculty Assembly. The Chair or Vice Chair are the appropriate people to call meetings of the standing committees. These individuals should also be the first line of official communication with the Senate should questions arise.

**RPD Awards, Regular, FY 2014:**
The Committee met in March to make recommendations on RPD internal grants and course releases for FY2014. The Research and Professional Development Committee reviewed 49 applications, including eight requesting release from 9 courses; of those, it recommended funding 6, spending only a small fraction of the $100,000 allotted for adjunct replacement costs to provide faculty with course release.

The committee also recommended non-course release support for 37 projects (including four of the projects also recommended for course release support). See Appendix E.

The Committee discussed the relatively small number of course release requests and recommends 1) marketing these differently, perhaps in a separate call for proposals, and/or by noting the approximate number of course releases available instead of a dollar amount. However, many committee members had faculty tell them that while they could use the time to work on projects, they did not feel as if they could apply for course release, either because of their sense of duty to offering a course to students, or because they perceived that either their program or Dean would not be supportive of their request. Therefore, 2) the committee recommends that Deans and Program Coordinators who would be supportive of course releases (as a general rule) communicate that clearly to their faculty. In addition, members of the RPD committee will encourage faculty to apply.

**Provost Opportunity Funds:**
From June until December a subcommittee of the RPD committee, consisting of the Chair, a representative from the Grants Office, and two rotating members of the committee, met to make recommendations regarding Provost Opportunity Fund proposals. The Chair, Beth Olsen, the administration, and the union agreed upon a new proposal form and directions for application for the Provost Opportunity Funds with the aim of moving it in line with other RPD proposals as much as
possible. The proposal/directions are available on the Grants Office website. The Funds had a monthly deadline to allow them to be used for expenses as they came up—this flexibility is part of what makes this pot of money a valuable addition to the mini round and other internal awards.

**Conclusion:**
Committee members worked hard this year at an unusually large number of meetings and in difficult political circumstances. Scheduling meetings remains a problem for this committee as many meetings take much longer than the meeting module. Attendance was a problem with some members of the committee, and as Chair I urge Schools to elect representatives who understand that attending meetings is important and that being on this committee makes it difficult to apply for most internal funding, with the exception of the Provost Opportunity Funds.

The Grants Office provides helpful support for this committee, and thanks go to Beth, Jillian Cawley, Jeanne DeMarsico, Ronnie Carlini, and all the staff in the Grants Office. The Provost’s Office provided lunch for our Spring Round meeting, for which we thank them. Senate President Mike Frank and SFT President Anne Pomeroy helped us understand and helped in the temporary resolution of the sabbatical issue, for which we thank them. Provost Kesselman not only provided more money overall, but showed commitment to a more transparent process for the Provost Opportunity Funds and proved extremely willing to listen to our pleas for small amounts of additional funding and for reallocation of funds, and we thank him greatly for his support and flexibility. Betsy McShea gets a personal thanks, too—she knows why.
**Appendix A: Mini-Rounds for Spring 2013:**

The RPD Committee met Monday, Nov. 26 to discuss and vote on RPD mini-round proposals. After review and group discussion, each member of the committee rates each proposal by secret ballot on a scale from 1 to 5. This round, those that are recommended for funding had mean rankings over 3.5 on a 5-point scale. NAMS: 4, SOBL: 4, GENS: 0, ARHU: 4, HLTH: 1, EDUC: 3, BUSN: 1. Tenured, 8/Untenured: 10

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<tr>
<th>Name</th>
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<td>Development of Underwater Binaural Head Model</td>
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<td>Donna</td>
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<td>Sizing up dinosaurs with computational science: does long bone shape help you become gigantic?</td>
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<td>Deeanna</td>
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<td>Mary Padden</td>
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<td>The Use of Simulation with Debriefing and Guided Reflective Journaling to Stimulate Critical Thinking and Clinical Reasoning Skills in Pre Licensure BNS students</td>
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<td>Javier Sanchez</td>
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<td>Effective Models of Complex Electrical Networks</td>
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<td>Evaluation of Video Visitation in Jails</td>
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<td>Beverly Vaughn</td>
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<td>Ramya M. Vijaya</td>
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<td>Presenting paper at the annual economics association conference (ASSA Jan 2013)</td>
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<td>Tina Zappile</td>
<td>SOBL</td>
<td>&quot;A Tree Grows in Bugembe: Effection of Multinational Corporate Embeddedness and Institutional Traps..&quot; research presentation &amp; intern'l travel</td>
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Appendix B: Spring 2013 Course Release Recommendations
NAMS: 0, SOBL: 1, GENS: 0, ARHU: 5, EDUC: 0, BUSN: 1. Tenured: 5/Untenured: 2
1. John Bulevich
2. Pam Hendricks
3. Elaine Ingulli
4. Sharon Musher
5. Lance Olsen
6. Ai Zhang
7. Laura Zucconi

Appendix C: Provost Opportunity Fund Recommendations
NAMS: 2, SOBL: 6, ARHU: 4, HLTH: 1, GENS: 0, BUSN: 0, EDUC: 7. Tenured:15/untenured:5

June
Provost Opportunity Fund recommendations to support international travel for conference presentations:
$2,000 to Mary Lou Galantino
$2,000 to Rupendra Simlot
$1,700 to Ramya Vijaya

July
$804.00 to Ekaterina Sedia, matching $800.00 committed from NAMS to support travel for a poster presentation at the national Ecology Association of the American conference in Portland, Oregon and scholarly work related to sustainability and learning.

September
The new proposal/process was in place. There were three applicants, none of whose proposals were recommended for funding, but they were provided with feedback and encouraged to revise and resubmit.

October
There were 8 proposals, and six were recommended for funding:
• $2,000 to Michelle McDonald (travel to Caribbean Historian international conference)
• $996.97 to Ann Pomeroy (invited plenary speaker at Biennial Radical Philosophy Association conference)
• $1,876 to Lois Spitzer (travel to one of two conferences to which she has submitted proposals, contingent upon the acceptance of her proposal at one of the conferences)
• $1,570 to Dave Burdick (travel to present in symposium entitled "Community Engagement as the New/Old Frontier for Engaging Students in Aging" at national conference)
• $2,000 to Kristin Jacobson (travel to four conferences through 2012-2013)
• $2,000 to Aakash Taneja (travel to DSI National conference--with student, not funded through this source)

November
• $585.00 to Tait Chirenje (half of travel costs to attend "Pacific Biodiversity" workshop offered through NYU FRN. Matching $5000.00 from NAMS)
• $1,570.00 to Shelley Meyers (travel to present at 25th Annual Teacher Education Conference of the Council for Exceptional Children, Grand Rapids, Michigan)
• $1,570.00 to Susan Cydis (travel to present at 25th Annual Teacher Education Conference of the Council for Exceptional Children, Grand Rapids, Michigan)
• $1,054.00 to Jessica Fleck (travel to present with group of students at Aging and Society Convention, Vancouver, Canada. Matching $800.00 from SOBL)
• 2,000.00 to Tina Zappile (travel to the Academy of Management Africa Conference, Johannesburg, South Africa)

December
· Deanna Button, $2,000, to cover international, collaborative research costs
· Jeremy Ervin, $1,648, to cover conference travel for presentation
· Deborah Gussman, $1,600, to fund student work on manuscript preparation
· Kim Lebak, $1,915, for travel to a conference to present two papers
· Ron Tinsley, $1,915, for travel to a conference to present two papers

Appendix D, Sabbatical Recommendations
NAMS: 1, BUSN: 2, EDUC: 0, SOBL: 2, GENS: 2, ARHU: 4, HLTH: 1
Avery, James, SOBL. The Politics of Income Inequality in the American States. 1 semester, Spring 2014.
Copeland, Judy, GENs. To Hear the Ants Sing: A Book Completion Project. 2 semesters, Fall 2013 and Spring 2014.
Hood, Carra, GENs. Professional Development in Emerging Media Journalism. One semester. Fall 2013.
Ludovich, Joe’il. ARHU. Off the Track to a Second Chance: The California Racehorsing Industry. One semester, Fall 2013.
McGinnis, Patricia Quinn, HLTH. Assessment of Student Learning with Implementation of Interprofessional Education Initiative. One semester, Spring 2014.
Zucconi, Laura, ARHU. Book Project: Transgendered Copper Mining in the Levant. Two semesters, Fall and Spring 2013-2014.

Appendix E: RPD FY2014
Avery, James. SOBL. “Legislative Responsiveness to Latino Electoral Strength.” $5,600.00
Boakes, Norma. EDUC. “Enhancing Mathematics Instruction through the Art of Unit Origami with Primary School Teachers and Leaders of Africa and Lesotho.” $3,600.00
Bonnan, Matthew. NAMS. “Tracking Forelimb Movements in Living Vertebrates to Illuminate the Posture of Fossil Mammals and Reptiles.” $4,196.00
Button, Deanna. SOBL. “The Comparative Utility of General Strain Theory: Explaining the Experiences of LGBTQ and Heterosexual Youth.” $5,400.00
Cromartie, William. NAMS. “Bee research, NJ Pine Barrens, Course on Bee Identification.” $2,070.00
Cydis, Susan. EDUC. “Fostering Technology Literacy in Future Teachers.” $5,400.00
Fahey, Susan. SOBL. “Assessing Granger Causality between Terrorism and Political Instability.” $5,965.00
Fan, Weihong. NAMS. “Comparative Study of Climatic Change 1849-2008 in Northeastern China and the Northeastern US.” $3,525.00
Feige, Jacob. ARHU. “Painting in South Jersey: A new series of paintings for the Stockton College Art Gallery.” $6,025.00

Foti, Megan and Kim Furphy. HLTH. “Telehealth Collaborations and Scholarship: Meeting College and Global Community Needs.” $5,860.00

Gussman, Deborah. ARHU. “Introduction to Scholarly Edition of Sedgwick’s Married or Single?” $3,590.00

Haria, Priti. EDUC. “Family Storybook Reading Initiative to Promote Literacy amongst Head Start Parents.” $2,710.00

Li, Wei-Xuan. BUSN. “Information Motivated Trading in Index Options During the Financial Crisis Periods.” $5,400.00

*Long, Nathan. ARHU. “Real Life Things: Book Manuscript Project.” $2,082.00 plus adjunct replacement costs for one Fall 2013 or Spring 2014 course release.

Majstorovic, Gorica. ARHU. “Theatre and Immigration North and South: A Perspective on the Americas.” $5,600.00

Manson, Russell. NAMS. “Understanding the Effects of Climate Change on High Latitude Fluvial Ecosystems: Field Experiments and Computational Modeling for Icelandic and Scottish Stream Systems.” $5,507.00

*Mastrangelo, Alysia, Mary Kientz, and Joan Perks. HLTH. “Get FIT w/Stockton.” $8,100.00, plus adjunct replacement costs for one Fall 2013 semester of course release.

*McDonald, Michelle. ARHU. “Consuming with a Conscience: The Free Produce Movement of Early America.” Adjunct replacement costs to fund one Spring 2014 course release.

McShea, Betsy and Francis Nzuki. GENS. “Quantitative Reasoning across the Disciplines: Examining College Students’ Competency.” $11,000

*Moscovici, Daniel. NAMS. “Discourses on Land Preservation & Four Historical Waves of Environmental Change and Regulation in the Adirondack Park & Preserve.” $5,400.00 plus adjunct replacement costs for one Spring 2014 course release.


Newman, Jeremy. ARHU. “Experimental Video Chicago” $5,400.00

Patrick, Doreena. NAMS. “Comparison of the Geochemical Signatures of Fossilized and Modern Florida Reef Deposits for the Characterization of Ancient Ocean Environments.” $5,435.00

Sanchez, Javier. ARHU. “Order and Disorder. The Political Dimension in El aiarto de atrá (1978) by Carmen Martin Gaite.” $5,600.00

Severs, Matthew. NAMS. “Examination of Fluid Inclusion Chemistry as a Potential Indicator for Gem-Bearing or Rare Earth Element-Bearing Pegmatites.” $4,060.00

Sharon, Yitzhak. NAMS. “Research on the properties of the Germanium 70,72,74 Nuclei and their Interpretation in Terms of the Shell Model.” $5,600.00

Shulman, Jason. NAMS. “Composition of two scholarly articles.” $5,880.00

Siecienski, A. Edward. ARHU. “”Beards in the Patristic Tradition”: An article on Facial Hair in the Writings of the Early Church and the Effects of These Works on Late Catholic-Orthodox Relations.” $5,400.00

*Slusser, Margaret. HLTH. “Book Development: Developing Core Competencies across the Mental Health Continuum: A Conceptual Interproffessional Approach.” $6,415.00 plus adjunct replacement costs for one Fall 2013 course release.

Straub, Peter. NAMS. “Ecology and Nutrient Dynamics of Underwater Habitats: An Experimental Approach.” $5,000.00

Taneja, Aakash. BUSN. “Factors Influencing Students’ Compliance of Academic Computing Policy.” $7,000.00
Trout, Joseph. NAMS. “Complete a Digital Textbook "Science: Models and Equations" for Publication.” $5,400.00
Turk, Judith. NAMS. “Digital Mapping of Organic Carbon in Soils of the Northeastern United States.” $5,400.00
Vogel, Judith. NAMS. “Children of the Holocaust Textbook Project.” $5,600.00
Walton, Edward. HLTH. “Phase III: Exploratory Study Evaluating the Antimicrobial and Wound Healing Potential of the North American Cranberry (Vaccinium macrocarpon).” $6,325.00
Wang, Jinchang. BUSN. “Research on Computer Intelligence and Consciousness.” $5,600.00
Wei, Duo. BUSN. “Complexity Analysis of a Biomedical Terminology – SNOMED.” $5,400.00
Zappile, Tina. SOBL. “Research on North-South Preferential Trade Agreements and Patterns of Trade.” $6,200.00
Zucconi, Laura. ARHU. “Paper Presentation and Conference Organization for the International Society of Biblical Literature.” $2,255.00
VIII. Committee on Student Affairs
Arnaldo Cordero-Roman, Guia Calicdan-Apostle

Student Affairs Senate Retreat Report: Wednesday, May 15th, 2013
Chair: Arnaldo Cordero-Román (2012-2014)
Vice chair: Guia Calicdan-Apostle (2012-2013)
Undergraduate Student Representative: Melissa Lyon (2012-2013)
Graduate Student Representative: (To be appointed) ________________________

BOT Student Affairs Quarterly Meetings (May 8th; Feb. 20th; Dec. 12th; Sept. 13th)
Campus Center Rm. #3 (8:30-9:30am)
Faculty Representatives:
Arnaldo Cordero-Roman  ARHU/LANG
Kristin Jacobson                  ARHU/LITT

Student Affairs Program Review: February 14th, 2013  CC Board Room (Full Capacity)

2013 Exiting Committee Members: 2013-2015 Newly Elected Members:

1. Emari DiGiorgio (Maternity Leave) GENS (2011-2013) Adam Miyashiro ARHU
2. Pam Kosick (Maternity Leave) NAMS (2011-2013) Erdum Aktug BUSN
5. Carolyn Gutierrez Library (2012-2013) Stay Cassel HLTH

Agenda Student Affairs Meeting 1, Thursday, Oct. 25 2012 from 4:30-5:30pm
Student Affairs Conference Room D #116

Student Affairs Standing Committee members and invited guests:
Sinanan, Allison; Cordero-Roman, Arnaldo; Gutierrez, Carolyn; Roessel, David; Calicdan-Apostle, Guia; Pearlstein, John; Lee, Jung; Melissa Lyon; Santana, Pedro; Gonzalez, Thomasa; Pat Shields

Please note, that since my last communication, the Student Affairs Committee has been charged with looking into the following petition, submitted to the Faculty Senate and made public on Oct. 16th:

Senator Francis Nzuki has suggested that the Standing Committee on Student Affairs consider measures to help faculty better address the needs of student veterans and active service members, and that the committee report back to the Faculty senate with proposals addressing issues such as:

• Whether faulty should be notified when veterans and active service members enroll in their classes, and if so, when and how.
• How to publicize to faculty the laws on grading options for students unable to complete course work due to military service.
• How to provide faculty with resources to help them address the needs of student veterans and active service members.
• FERPA and other privacy considerations relevant to the above stated issues.
A report from the Standing Committee on Student Affairs shall be returned to the Senate for discussion early in the spring semester 2013.

For this reason I have added the following names as recipients of this message, with the hope that they may attend, if possible, our first formal gathering:

Francis Nzuki; Emma Kluesner, Advising; Patrick Shields and Tom O'Donnell, Veteran Affairs.

Agenda Student Affairs Meeting 2, Thursday, May 2, 2013 from 4:30-5:15pm
Student Affairs Conference Room D #116
Student Affairs Standing Committee members and invited guests:
Cordero-Roman, Arnaldo; Gutierrez, Carolyn; Roessel, David; Calicdan-Apostle, Guia; Lee, Jung; Gonzalez, Thomasa; Pat Shields; Itaas, Tomas

1. Briefly review your individual contributions and active co-participatory approach to Student Affairs during this past academic year 2012-2013.

2. Update Donna Albino’s end-of-the year (2012-2013) report to the Senate. We will use it as a practical platform to add current information.

3. Determine the key points to report on to the Senate, concerning the Office of Veteran Affairs and its great service to all our enrolled students, veterans and enlisted servicemen and women.

4. Highlight all the positives of innovative programs such as CARE, STEP UP Stockton, etc.

5. Thank those exiting Student Affairs Committee Member/colleagues that have served on this committee for the past two terms.

2012-2013 Individual Committee Member Reports:

Carolyn Gutierrez:
Associate Professor in the Library

Moving towards a more student-centered Library

The Richard E. Bjork Library is in the process of evolving into a dynamic, student-centered Library. To accomplish this evolution, it has taken the following steps:

1. Established a Learning Commons (Main level, Periodical Room)
   The Learning Commons is envisioned as an open environment where students will be able to access the Library’s collections; use state-of-the-art technology for research and coursework; meet with faculty and fellow students in comfortable surroundings and receive support from experts in research, advising, technology, writing, and the disciplines.

   Phase I of the project was completed in fall 2012, creation of the Learning Commons in the Periodical Room. Furniture designed to facilitate group work, additional electrical outlets for electronic devices, improved lighting and a free public scanner were installed. Through a collaboration with the Writing
Center, tutors assisted students in the evenings in writing their papers. Over 166 students took advantage of this service this academic year.

Future plans include offering financial literacy tutoring through collaboration with Dr. Deb Figert and adding basic math tutoring through collaboration with the Tutoring Center. Over the summer we will be examining library space with a goal of expanding the physical area of the Learning Commons.

2. Reached out through social networking. The Library now has a social networking presence on Facebook, Twitter and You Tube, accessible by clicking on the icons at the bottom of the Library Home Page. Facebook & Twitter are used for announcements of new services or programs. The Library’s You Tube channel features tutorials on using Library databases and services.

3. Redefined two Librarian Positions to be filled: Outreach Librarian and User Experience Librarian. The Outreach Librarian will be responsible for coordinating a variety of outreach activities such as workshops, public events, displays and will use social media to reach library users on site and beyond. The User Experience Librarian will lead the library in initiating qualitative and/or ethnographic studies to assess the usability and value of library programs and services.

David Roessel, LANG, Professor of Ancient Greek

This year, like last, I was very involved in the study abroad. In April, we took the entire cast of Ajax to Greece to perform at the University of Ioannina and at an international conference at Aristotle University in Thessaloniki. What was especially rewarding and promising was the interaction of the Greek and Stockton students on this trip. During the visit to Aristotle, Rob Gregg, Tom Papademetriou and I met with colleagues and administrators there to put the final touches on the memorandum of agreement for an exchange program between the two institutions (a project that has been in the works since 2011). That will be our second exchange program with Greece. Pam Hendrick was at the University of Athens this past semester as part of the exchange with that university, and we are working on the return visit of an Athens professor here at Stockton for next academic year. As Internationalization and globalization becomes a priority for the college, Student Affairs has been involved in many areas and in many ways.

Last summer I worked with Mark Mallett and Theatre Club to present The Bardwalk, where actors offered scenes from Shakespeare on the streets of Cape May. This year the Bardwalk will be in Atlantic City, have more community participation, and the director, Dan Cerullo, received a Board of Trustees Fellowship for the effort. The hope is that this will not simply be a Stockton Club activity, but one which links the college and community in new ways. The concept is based on something I saw in Florence with Dante, but I think we have done interesting things with it.

Tomas Itaas, Assistant Director of the Office of Student Rights and Responsibilities

Coordinated Actions to Retain and Educate (CARE) Program. Started in the Fall 2012, CARE is a program designed to help “at risk” students develop academically, socially and personally. Students considered to be “at-risk” of not succeeding at Stockton can receive coordinated support services with the guidance of a personal mentor or adviser (faculty and staff) through the CARE program. The Program is open to other segments of the student population including freshmen, transfers and students who identify themselves as in need of CARE services.
Forty seven students initially joined the CARE Program in the beginning of the Fall 2012 semester and by the end of the semester, five students did not enroll, two graduated, three were academically dismissed and one transferred to a community college. The average GPA of participants at the end of the Fall 2012 semester increased by 0.45. The program is currently serving 54 participants supported by 58 staff and faculty mentors and has identified 350 potential participants for the Fall 2013 semester. These are students who have not maintained Satisfactory Academic Progress and/or students taking courses associated with the College’s basic skills competency requirement in the Fall 2013 semester. As part of the Satisfactory Academic Appeal process for financial aid, affected students are required to enroll and participate in the CARE program thus providing the support they need to be successful and regain Satisfactory Academic Progress as they move toward graduation. Additionally, students who have been dismissed academically, and then reinstated, are required by contractual agreement to work with a CARE mentor. In the Fall 2013 semester, the program will train 43 peer mentors composed of sophomore, junior or senior students who will provide guidance to a group of approximately 2-3 Stockton students in the Program and augment the services provided by 58 faculty and staff mentors. For more information, please visit: www.stockton.edu/care.

**Step Up! Program**: Step Up! was started as a pilot program at Stockton College in the Fall of 2012. It was adopted from the Step Up! program that was created at the University of Arizona in 2008. It was designed to encourage students to intervene when they see something wrong and give specific ways for students to help. It was primarily geared for student athletes but was later redesigned for all students. John Perovich, Associate Director for Residence Education and Jason Babin, Assistant Director of the Office of Student Rights and Responsibilities adopted this program because it answered many of the challenges that our students face and could be easily implemented at Stockton in a timely manner. This program is directly managed by the Office of Student Rights and Responsibilities.

Since Step Up! was adopted in the Fall 2012 semester and conducted six workshops which offered students an opportunity to learn about the program and the many different ways they can react to a situation. Each workshop has had an average of 12 students in attendance, and has been scheduled once a month on Thursdays during club time. The students who have participated in the program provided a lot of positive feedback and continued their support to the program in the way of advertising and encouraging other students to participate. The program plans to offer workshops to all faculty and staff at Stockton and to all student clubs and organizations. For more information about the program, click here Step Up! Program.

**Jung Lee, EDUC, Associate Professor of Instructional Technology**

In order for students to expand their global awareness, along with representatives of the International Student Office and other administrators, I have been working and co-organizing the exchange program between Jeju National University (JNU) and Stockton. As a result, Hospitality professor, Joe Lema and I will bring four Stockton students to the Jeju National University three-week international summer program in June, 2013.

At the 2012 Fall International Day, School of Education faculty members including myself developed and displayed several posters promoting global education, which were displayed in the C wing gallery. Also on International Day, students in my GIS course, Digital Culture, organized and flashmobbed “Gangnam Style” dance and raised funds for Sandy victims. We collected about $140 and donated to the Stockton Foundation.
Also students in my two courses for the Fall 2012 collaborated with students in South Korea for semester-long projects. This spring, I presented the process and results at the Day of Scholarship with two students.

Besides my contributions to Students Affairs, the significant contributions of other School of Education faculty members include:

Led by Dr. Norma Boakes, the Teacher Education (TEDU) Program started a new “mentoring program” in Summer 2012 (starting in Fall 12) for students who are interested in the TEDU Program. Also TEDU offered a freshmen seminar course for students with an interest in teaching called GSS 1072 Pathways to Learning in Fall 2012.

Dr. Ron Caro, participated in the veterans’ registration day and provided advice regarding course selections and registration.

Dr. Deb Figart, delivered many workshops related to student loans and financial aid to different venues, including for Resident Assistant (RA) and for the CARE program. She co-organized and participated on a "Careers in the Financial Industry Career Panel," sponsored by SCEFL and the Career Center on October 23, 2012. She directed the Stockton Peer Financial Education program. Student peer financial educators shared information with students on personal finance topics in the Campus Center and the library in 2012-2013. SCEFL in cooperation with the United Way VITA program helped completed students tax returns in February and March 2013.

Dr. Amy Ackerman, participated in SOAR orientation, and served as a judge in a mock trial, International Trade, for the Honors Program. She also sought out to help Sandy victims and arranged a bridge loan for tuition payment.

Besides, it should also be noted that majority of SOE faculty members (10 out of 18) presented our studies at the 2013 Day of Scholarship.

John Pearlstein, BUSN, Assistant Professor of Business Studies

(Since the last May 2012 report):

- I have been involved with subsequent Instant Decision Day, Open Houses, and Transfer Orientations during the summers.
- The Toastmaster's Club was officially chartered both by Toastmasters International, and Student Development. We have a bank account.
- In AY2012-2013 Toastmasters had over 20 members who attended fairly regular meeting (7 meetings).
- Thomasa Gonzales was at one of the first meetings.
- We have elected a new president to replace the outgoing one, His name is Nathan Taylor, and he is on the Student Senate. The past president will be attending Graduate School in the fall and will also be around for continuity.
- The Business Department developed a new Facebook page; however, I was not involved with that effort and can take no credit.

Allison N. Sinanan, PhD, MSW
Associate Professor of Social Work
Faculty Advisor of SW Club/Phi Alpha Honor Society

- I organized and hosted the Social Work Program Poster Distinction Presentation for 13 students

- I organized and hosted the Social Work Program's senior party. At this event, Phi Alpha members were inducted, Child Welfare Certificates were given out and a "Field Supervisor" of the year award was presented.

- The Social Work Club collected $225 from Bake Sales and donated this money to Victims of Hurricane Sandy.
- The Social Work Club raised $150 in an effort to send a Social Work Senior to present at the National Association of Social Workers Conference (NASW) 2013 Annual Conference & Exhibition Compassionate Practice: Overcoming Challenges and Incorporating Innovation. May 5-7, 2013. Borgata Hotel & Casino

- The Club raised over $200 for the "adopt a family" for the Holiday season (December 2012), they were able to purchase gifts (clothing and toys) for a family of four (2 kids)
- Phi Alpha club created a Facebook page to keep members up to date with events and meetings.

- Phi Alpha Club participated in the Special Olympics that took place 2013 at Big Blue.
- I volunteered at the 2013 Open House (March)

Guia Calicdan-Apostle, DSW, MSSW
Assistant Professor of Social Work
Social and Behavioral Sciences

- Participated in the 13th Annual Day of Scholarship, Galloway, New Jersey at The Richard Stockton College of New Jersey. (March 21, 2013) and presented my initial findings on Cultural Self-Efficacy of Stockton Undergraduate Students.

- Was selected as a panel member of a Regional Symposium of The Oriental Club of Philadelphia (Founded in 1888), where I discussed The Spiritual Beliefs of Bahá’í Mental Health Practitioner.

- Facilitated a discussion to Stockton students about Coping with Life on Campus. This is sponsored by CARE (Coordinated Actions to Retain and Educate) Program, Galloway, New Jersey at The Richard Stockton College of New Jersey. (February 21, 2013)

- Currently assisting in CARE mentorship

- Active member of the Advisory Board of Stockton Veterans Affairs Students. I assisted in the program and registration of new Stockton veteran students last August, 2012.

- In conjunction with the above, I am currently working with the President and members of Student Veterans Organization in setting up their first newsletter. I researched and collected articles on Veteran topics of students returning to the academia, PTSD and other student
veteran issues. This collection will be incorporated in the Stockton Veteran’s website this late May 2013.

- I supported the fundraising activities of the Social Work Club (April 2013)
- One of three judges of the Social Work Program Poster Distinction Presentation (May, 2013)
- Member, Ethical Reasoning Committee of the Essential Learning Outcomes Study Teams at The Richard Stockton College of New Jersey (September 2011 –)
- Member of Diversity Faculty Committee. Actively contributed to the formulation of the vision statement of this diverse faculty group
- As part of professional development, I am active in the Critical Thinking group which was started as training in August 2012. I am continuing to be apply CT in my courses to enhance teaching and learning in the classroom.
- Facilitator and organizer of a documentary film screening and discussion of Education under Fire during Stockton’s International Education Week (November 2012)
- Volunteered during the 9th Annual Day of Service and joined about 50 students in helping the Shore Girl Scouts leaders sort out badges and other Girl Scout paraphernalia for their troop activities. (September 2012)
- Social Work faculty volunteer at the Fall Stockton Open House (November 11, 2012)
- Sent an email to Stockton faculty requesting non-perishable food/supplies. I collected five boxes of donations for the Social Work Club and to South Jersey community (November-December 2012)

Pat Shields, Coordinator Office of Veteran Affairs

Mission of the Stockton Veteran Advisory Board & the Faculty Veteran’s Council

In January of 2009, Herman J. Saatkamp, Jr., President of The Richard Stockton College of New Jersey, created the Office of Veteran Affairs that would fall under the auspices of the Office of the Dean of Students.

In July of 2009, the Stockton Veteran Advisory Board was established to implement the following mission:

- Provide advice and consultation on how to make Stockton College a more “veteran and military friendly” school.
- Provide advice and consultation on how to incorporate the local community to participate and support Stockton veteran programs.
- Provide advice and consultation on how to reach out to the local and state-wide military organizations to participate and support Stockton veteran programs.
Overall, create a supportive campus atmosphere and make available comprehensive services so that veterans can have a successful academic experience and college life at Stockton.

The Office of Veteran Affairs developed a Veterans Resource Team which reviews initiatives and strategies to effectively coordinate services and support for our veteran and active-military students on a campus-wide level. The Veterans Resource Team includes support from the faculty, administrative and professional staff to bring a wide berth of experience and campus perspective to veteran issues.

We have excellent faculty representation on our Veterans Resource Team including:

- Jeanne Lewis, Director of Financial Aid
- Lolita Treadwell, Exec. Asst. to Special Asst to the President
- Denise O'Neil, Director of Housing and Residence Life
- Emma Kluesner, Academic Affairs
- Pat Donahue, Career Center
- Bob Ross, Wellness Center
- Steven Phillips, Assistant Director of Admissions
- Tom O'Donnell, Asst Dean of Students
- Patrick Shields, Office of Veteran Affairs
- Pam Cross of the Skills Center Writing Lab
- Marion Hussong, Professor of Literature & Holocaust/Genocide
- Ron Caro, Assistant Professor of Teacher Education
- Arnaldo Cordero-Roman, Associate Professor of Spanish
- TSgt Hector R Corrales, USAF ANG 177 FSS/FSDE
- Kristin Morell, Adjunct Instructor, School of Social and Behavioral Sciences
- Mary Padden, Assistant Professor, Nursing
- Megan Foti, Assistant Professor of Occupational Therapy
- Stacey Zacharoff, Director of the EOF Program
- Stephan Davis, Associate Dean of Students
- Jason Babin, Asst. Director of the Office of Student Rights and Responsibilities
- Linda Janelli, Adjunct Professor, Nursing
- Martha McGinnis, Assistant - Office of Veteran Affairs

Support Team Meeting Minutes

- Minutes from February 21, 2012
- Minutes from March 12, 2012
- Minutes from April 25, 2012
- May 30, 2012 follow-up meeting

VETERAN WOMEN, MINORITY & SERVICE-RELATED DISABLED CONFERENCE
Dr. Laura Browder, University of Richmond was our keynote speaker. The Veteran Women Panel consisted of Grace Protos, Women's Bureau, US Dept. of Labor;
Felicia Davis, DoD Contractor, A-Team Solutions; Lt. Col Ann M. Curtis, USAF Warrior Care and Family Support Officer and other panelists.

**Conference List of Speakers/Panelists/Tables.**

Campus Center by 8:00 am on February 26th.
Tom O'Donnell, Asst Dean of Students/Veteran Affairs, Welcome to Participants
President Herman J. Saatkamp, Richard Stockton College, Opening Remarks
Dr. Laura Browder, University of Richmond, Keynote Speaker
Lolita Treadwell, Exec. Asst. to Special Asst to President Saatkamp, Army veteran, Discussion Panels
Facilitator

**Woman Issues Panel:**

Grace Protos; Women's Bureau, U.S. Department of Labor
Lea Hunt, Stockton student veteran (SVO) Air Force Senior Airman Veteran
Felicia Davis; retired Army Guardsman; Employment Transition Coordinator, DoD Contractor, A-Team Solutions
Susan Barton, PTSD Specialist; MST Coordinator, Veterans Administration, Wilmington Delaware
Kristin Ryan Morell; Vet Center in Ventnor, NJ, Social and Behavioral Science Adjunct Professor, Richard Stockton College
Lt Col Ann M. Curtis; USAF Warrior Care and Family Support Officer
Mary Padden; Assistant Professor, Nursing, Army Reserves

**Minority Issues Panel:**

Arnaldo Cordero-Roman, Associate Professor of Spanish, Language and Culture Studies Program, Richard Stockton College
Stacey D. Zacharoff, Director of the EOF Program, Council of Black Faculty & Staff, Richard Stockton College
Melvin Gregory; Coordinator of Minority Admissions & Special Programs; Council of Black Faculty & Staff, Richard Stockton College
William Jaynes, Stockton Professor Social Work/African American Study, Army Veteran
Chia-Lin Wu, Stockton Professor of Mathematics, Taiwan Armed Forces

**Service Disabilities Panel (including PTSD):**

Dr. Andrew Savicky, Wing Director of Psychological Health, University of Pennsylvania; retired LT Col with the NJ Air National Guard
Noel Koch; former Deputy Undersecretary for the Office of Wounded Warrior Care and Transition Policy, Adjunct Professor Georgetown University
Linda Janelli, Stockton Professor, Nursing, Flight Nurse in Vietnam War, Flight Commander during Desert Storm
Megan Foti, Assistant Professor of Occupational Therapy, Stockton College
Robert J. Ross, Learning Access Program, Wellness Center, Stockton College
Diana Pitman, RN, VSO, Director, Cumberland County Veterans' Affairs and Internment
Robert Frolow, Atlantic County Director of Veteran Affairs

**Small Business Opportunities and Entrepreneurship for veterans:**

Edward Haddock, Economic Development Specialist, Veteran’s Business Development Officer. US Small Business Administration

**Tables to be set-up outside the Campus Center Event Room:**

New Jersey Military OneSource
New Jersey Helmets to Hardhats Program
Atlantic County One-Stop Career Center
Community Programs Division, NJ State Parole Board Women's Bureau, U.S. Department of Labor
VETeach Program, Stockton College
177th Air National Guard recruitment table
US Small Business Administration

**Special thanks to the following organizations that are providing resources for the conference:**

National Association of Veteran Program Administrators (NJAVPA)
New Jersey One-Stop Career Centers
New Jersey Committee Employer Support of the Guard and Reserve (ESGR)
NASPA Veterans Knowledge Community
Stockton College Faculty Veteran Council

**The following organizations are sending participants to the conference:**

NJ State Parole Board
Military Student Services, Thomas Edison State College
New Jersey Association on Correction
Student Development; Monmouth University
University of Penn Veterans Committee
TRIO Veterans Upward Bound; University of Pennsylvania
Mid-Atlantic Troops to Teachers (NJ, DE, MD & DC)
Mid-Atlantic States Career & Education Center
FCI Fairton
America Works of New Jersey, Inc.
Bloomfield College
NJ State Parole Board
BI Incorporated, a GEO Group Company
Veteran’s Haven North
American Legion, Post 77, Paterson, NJ
Women's Bureau, U.S. Department of Labor
Berkeley College, New York
New Jersey City University
Community Justice Center, Trenton, NJ
Cape May County One Stop Career Center
Office of the Chairman of the Joint Chiefs of Staff Warrior & Family Support Office
Military Recruitment, Felician College
NJ Association on Correction
NJ Department of Military & Veterans Affairs
Veteran Administration Regional Office – Newark, NJ
Office of Veteran & Military Programs & Services, Rutgers University
US Small Business Administration, Veteran Administration
Rowan University Veteran Affairs

Special Note: Search Committee for a Specialist on Post-Traumatic Stress Disorder (PTSD) Twelve applicants are being reviewed; one will be d by the end of this month, May 2013.

- 357 Veterans are registered at the college as full-time students.
- Graduation Rate for the past two years is 94.7%
- Operation College Promise is the New Jersey State Agency operating from the Governor’s Office. It oversees all Veteran’s Affairs Offices at all the higher education institutions, public and private, including the community colleges. The Richard Stockton College is currently being used as the model institution.
- Professions in the Military will be the title of the next symposium to be held next fall 2013.

Spring 2013 Foundation Scholarships:
Biographies of BOT Distinguished Fellowship Award Recipients

Daniel Cerullo
Title of project: The Bardwalk Take Two: Expanding Street Theatre Performance as Community Outreach
Project faculty advisor: Mark E. Mallet, Ph.D., Associate Professor of Theatre Arts
- Major: Theatre Performance
- Senior-GPA 3.88
- Dean's List since Fall 2010
- Recipient of Provost's Scholarship
- Vice President of The Stockton Theatre Club
- Future goals: To study with the Second City Improv Troupe and teach theatre at the university level.

Geanna DiMauro
Title of project: Arts Administrative Summer Research: Supporting the Dance Company Residency
Project faculty advisor: Rain Ross, Assistant Professor of Dance
- Major: Dance Arts Administration
- Senior-GPA 3.19
- Dean's List- Spring 2011, Spring 2012, Fall 2012
- Member: Dance Honor Society and Dance Club
- Future Goals: Help with administrative aspects of a dance company, spread dance awareness through the community

Breanna Hudik
Title of project: Interprofessional Education in Medicine
Project faculty advisor: Mary Lou Galantino, PT, Ph.D., MS, MSCE, Professor of Physical Therapy and Holistic Health Minor Coordinator
- Major: Nursing
- Minor: Holistic Health
- Senior-GPA 3.42
- Dean's List - Fall of 2012
- Captain of Women's Track and Field team
- Participant in Stockton's Special Olympics athlete unity program
- Future goals: to pursue graduate and doctorate degrees in Microbiology and Immunology and a career as a researcher or as a professor in higher education

Wayne Laffitte
Title of project: Conjugacy in Thompson Groups
Project faculty advisor: Bradley Forrest, Ph.D., Assistant Professor of Mathematics
- Majors: Mathematics and Computer Science
- Senior-GPA 3.78
- Dean's List since Fall 2009
- Mathematics and programming tutor at the Tutoring Center
- NSF S-STEM Scholarship recipient
- Future goals: to pursue a graduate degree in mathematics and to become a professor of mathematics

Julia R. Miliareis
Title of project: Interprofessional Education in Medicine
Project faculty advisor: Mary Lou Galantino, PT, PhD, MS, MSCE, Professor of Physical Therapy and Holistic Health Minor Coordinator
- Majors: Nursing
- Minor: Holistic Health
- Junior-GPA 3.82
- Dean's List since Fall 2011
- Dean's Scholarship recipient
- Member of the Nursing Club and Stockton A Capella
- President of Holistic Health Club
• Future goals: to become a Nurse Practitioner working with children, and I would like to travel as much as possible

Kara L. Teehan
Title of project: Knight's Tours
Project faculty advisor: Bradley Forrest, Ph.D, Assistant Professor of Mathematics
• Major: Mathematics
• Sophomore - GPA 3.91
• Member of Stockton's Chapter of Alpha Lambda Delta National Honor Society
• Mathematics tutor at the Tutoring Center
• Future Goals: to teach secondary school mathematics, and eventually teach at the college level while exploring mathematics research