

University Senate

September 20, 2023 | 1:30 P.M. | Zoom

- Meeting Minutes: S. Sangregorio

Senate Membership Attendance

Voting Members in Attendance:

A. Beringer, A. Broderick, A. Korotkin, C. McKinley, D. Peterka-Benton, D. Trubatch, E. Jacobson, H. Curnutt, J. Alvares, J. Baldwin LeClair, J. Brater, J. Higgins, K. McDermid, K. Woolston, L. Carr, L. Field, L. Gavin, M. Heller, M. Kamenetskiy, M. Schmidt, O. Gharehgozli, P. LaFountain, R. Madson, R. Misra, S. Baglieri, S. Bellum, S. Collins, S. Mamonov, S. McCarthy, S. Sangregorio, T. Gorman, V. Nauta, W. Sullivan

Voting Members Missing:

A. Kurze, K. Temoney, R. Rodriguez, R. Steiner-Otoo

Meeting Documents:

<https://docs.google.com/document/d/1xJXDQ5K1w80uLsvQ-UjPtIidETEOQGh41a3ZfgFehJ8/edit?usp=sharing>

Meeting Minutes

1. Call to Order/ University Senate President Welcome & Reading of the Land Acknowledgement Statement
 - Call to Order: 1:32 PM
 - **Erik Jacobson:** Reading of Land Acknowledgement Statement
 - **Erik Jacobson:** Discussion about Indigenous People's Day
2. Approval of the Minutes
 - No meeting minutes to approve
3. Report from the SGA President (Richard Steiner-Otoo)
 - Not in attendance

4. Report from the Administration (Provost Gonzales)

A. Academic Affairs Update PowerPoint

- Review of current higher education news items, including:
 - Discussion on interest and focus on adult learners
 - Gen Z soon becoming classified as adult learners
 - Impact of recent Supreme Court decisions
 - University of Texas: Increase in emphasis on microcredentials on a system-wide basis
 - Issue of paid and unpaid internships
- Montclair Today:
 - New freshmen
 - Largest freshman class
 - National problem in terms of next year's freshman class
 - Welcoming New Faculty
 - Just under 40 new fulltime faculty
 - 2 teaching and learning fellows
 - Observed that over 60% of new faculty in the room are women and very diverse backgrounds
 - Task Forces and Study
 - Montclair's Global Reach – chaired by Ethne Swartz and Carlos Molina – interim report released
 - Student Success Task Force – chaired by Naj Dashall and Evin Deschamps
 - Huron Group brought in to look at research infrastructure, policies, and procedures
 - Continued priorities include work/action plans on:
 - Student success
 - Program vitality
 - Research and scholarship
 - Community partnered work
 - Professional development examples include:
 - HEAL Fellows (Fall 2023)
 - Milton Fuentes (Hispanic Latinx Students)
 - Brigid Harrison (First Generation Students, Faculty & Staff)

- Jeff Strickland (Equity, Academic Outcomes)
 - Project Management course
 - o Embracing HSI Identity – more information and growth in size and breadth
 - o Pilot of Academic Coaching Program – using different types of staff to support undergraduate students
 - Promising results of previous implementation
 - Challenges in gaining enrollment in the program
 - o Undergraduate Sense of Belonging Survey – approximately 3100 undergraduates completed the survey
 - o **Questions for the Provost:**
 - **Q: Hugh Curnutt:** I've had a number of faculty asked me about the new policies regarding tuition remission for employees, and when those new policies might be made public.
 - **A: Provost Gonzales:** I don't know off the top of my head.

B. Proposed Changes to the Calendar (Wendy Lin-Cook)

- Presentation Link (must be logged in to Montclair account to view: <https://docs.google.com/presentation/d/1jmj2nR4Cj5dc2b3g6TPmj7nR-QFao3PsRND7fJk0bps/edit#slide=id.p>)
- Adjustments to the duration of academic semesters
- Review of current committee members
- Rationale for new calendar
 - Creation of a year-round academic calendar as per the President's vision
 - Addresses issues with labor and financial aid compliance related to partial week terms. Examples: terms with instructional week numbers outside of fall/spring semesters
 - Optimizes the academic experience for both students and faculty, enhancing flexibility and enriching learning opportunities
 - o Make the calendar more consistent and amenable to course development
 - o Symmetry of fall and spring semesters in terms of breaks versus instructional time
 - Aligns with development and growth of Montclair Unbound and other strategic initiatives

- Provides summer term lengths designed to ensure consistency and optimal academic
- Guiding principles
 - Year-round access
 - Union requirement compliance regarding 32 weeks of academic activity
 - Partial term flexibility - allow for six partial terms within calendar year for schedule needs for programs
 - Inclusion of winter sessions
 - Aligned breaks - coordinate breaks in fall/spring/summer
 - Eliminate partial term overlaps
 - Consistency and predictability - consistent from year-to-year
 - Federal compliance
- Limitation - fit all of this into 52 weeks
- Wendy explained the 2 potential calendar models with different start times
 - See Option A and B in presentation for the two models
- Current practice has classes start before Christmas in order to fit 15 days.
- Breaks in 7-week semesters are in between the 7-week sessions so there is not a break during those sessions that would break up the final week.
- **Questions for Wendy:**
 - **Q: Kirk McDermid:** Quick question: the "15-day winter session" - is that 15-work-day (i.e., 3-weeks) or a 2week+1day session?
 - **A: Wendy Lin-Cook:** No, it's 15 work day – 15 Monday through Friday.
 - **Q. Vanessa Greenwood:** NJ State Regulations require 15-week semesters
 - **A. Wendy Lin-Cook:** Althea Broomfield-Michel looked up the regulation. There is a minimum number of minutes you have to meet but it does not have to be 15 weeks.
 - **Q: Alicia Broderick:** Will class durations (SHs) be lengthened to compensate for a move from 15 to 14 weeks of class sessions? Or will class times/durations stay the same?
 - **A: Wendy Lin-Cook:** Yes. This is the beginning of discussions. The committee is looking at existing course blocks to accommodate the shorter semester and looking at common hours, collaborating and coordinating with Bloomfield, and making the calendar more usable.

- **Q: Bill Sullivan:** This could bring up challenges for students who have work schedules, with possible challenges for graduate students with full time jobs. Parking will also be more of a challenge. Can you have a seven-week course or a choice of a seven-week course or a 14-week course?
 - **A: Wendy Lin-Cook:** The calendar will give you options that you can find the parameters that fit best pedagogically and for how you run your programs.
- **Pre-submitted questions:**
 - **Q: Can we configure the calendar differently so we don't replace days?**
 - **A: Wendy Lin-Cook:** Not really. Some of these replacements are unavoidable because of the fact that we built into the structure off of a fixed break and partial terms.
 - **Q: Is this going to be a trimester schedule?**
 - **A: Wendy Lin-Cook:** No, the summer will still be considered optional. A move to the trimester schedule would have implications in terms of credit weights/credit hours and things like that. This is the infrastructure in place so the academic side could leverage the summer a bit more heavily. It will be a very academic-driven process and we. A subcommittee will be formed to thoughtfully work on the time blocks.
 - Questions submitted through the chat that will be submitted for follow-up:
 - Pascal LaFountain: Thank you for the details! Could you briefly walk us through the "Tuesday as Friday" substitutions?
 - Mayida Zaal: I have a similar question == will class hours for 3 credit courses continue to be 37.5 hrs?
 - Vanessa Greenwood: Will the due dates for submitting final grades remain the same?
 - Hugh Curnutt: Will full time faculty be assigned to teach in the summer semester as part of their teaching load?
 - Sue Mandzik Davis: Will the summer semester be expected to have as many classes as fall or spring?
 - Vicki Nauta: Will there be flat tuition over the summer - or will students continue to pay per credit?

C. Core Curriculum (Esperanza Brizuela-Garcia & Kate McCaffrey)

- Esperanza Brizuela-Garcia presented the beginning of slide deck/the what.
- The proposed core curriculum was put forward and people voted
- During the summer, the committee worked on trying to revise some of the elements in it using the information that we got from the ballot
 - The group convened a group of faculty members to help us make those revisions.
- The same 12 learning outcomes were into two categories: foundations and explorations
 - The third category was eliminated due to feedback about it being confusing
 - The Foundations category (18 – 21 Credits) will comprise of learning outcomes:
 - Effective Writing (6 credits)
 - Quantitative Reasoning (3 credits)
 - Interactive Communication (3 credits)
 - World Languages (3-6 credits)
 - Political and Civic Life (3 credits)
 - The Explorations category (12 Credits) will comprise of six learning outcomes, of which the students choose four for a total of 12 credits, not repeating the learning outcomes.
 - Ethical Inquiry
 - Scientific Reasoning
 - Analyzing Cultures and Societies
 - Aesthetic and Literary Interpretation
 - Creative Expression
 - Historical Thinking
- Kate McCaffrey presented on the liberatory values/the why.
- SEEDS is the new name of the core curriculum and the why:
 - What does SEEDS mean? Liberatory values and an acronym:
 - Social Justice and Equity
 - Educated Citizenry (Critical Information Literacy)
 - Engagement, Agency, and Leadership
 - Diversity and Intercultural Competency
 - Self-discovery and Self-Care (Health, Well Being, and Identity)
- Next Steps:

- An Interim Advisory Board has been created to lead the process of course certification during the current academic year.
 - The Advisory Board will call for courses to be certified in the Foundations area of the Curriculum.
 - Starting in the Spring Semester, the Advisory Board will open certification for courses in the Explorations area.
 - More details about the process of course certification will be distributed among faculty in the upcoming weeks.
 - Our goal is to have the curriculum up and running by next fall.
 - We are working with University Communications to develop a web presence and include the processes.
- **Questions for Kate and Esperanza:**
- **Q: Jean Alvares:** From what I understand, the CORE ‘passed’ but with rather small group of faculty saying ‘Yes’ out of the total number of faculty. What sort of mandate was that??
 - **A: Kate McCaffrey:** We did not have the degree of participation that we would have liked but we opened it, we told people about it, and the people who wanted to participate voted.
 - **Q. Danianne Mizzy:** Can you share the membership of the Interim Advisory Council?
 - **A. Kate McCaffrey:** It will be shared in chat: Catherine Baird, Jonathan Cutler, Eva Goldfarb, Thomas Herold, Julie Landweber, Manveer Mann, Laura Quiros, Dorothy Rogers, Grace Cook, Chris McKinley
 - **Q: Pascal LaFountain:** I'm really interested in the kind of marketing aspect of this and the idea of the core Gen Ed being something that the students feel confident about doing feel enthusiastic about doing and something that the faculty can be supportive of. And I'm wondering if you could use the term “seeds” in a in a few sample sentences like advising sentences, like “I have to do my seeds”, or “this course counts toward your seeds” or “I'm creating a course for the seeds”.
 - **A: Esperanza Brizuela-Garcia:** Right now, the way that we're calling it is the SEEDS core curriculum – the SEEDS curriculum. The important part of that is that students are trying to fulfill this curriculum by completing learning outcomes. So, yes, this, this works towards your SEEDS

curriculum. That way we reinforce precisely the meaning-making part of the curriculum, rather than the checking the boxes part of the curriculum, which is what we want to do.

- **Q: Ethne Swartz:** A question for the committee: How happy are you with what you've ended up with? It seems very different from the beginning of the project.
 - **A: Esperanza Brizuela-Garcia:** Very happy.
 - **A. Kate McCaffrey:** I don't think it's different. The 12 learning outcomes are very, very close to the content of the curriculum from the work of the first committee. That's almost entirely very, very little change. The second committee was really worried more about the logistics and particularly the course load and it not being overwhelming - we've got it down to somewhere between 30 and 33 credits. I think what was missing was the meaning making and how we were going to make this cohere and in a way that really spoke to our students. And so, I'm very excited that we're where we are now, because I think we have we have really made an effort to try to engage and listen to what the faculty wanted. I feel confident that this CORE reflects that and continues to be an ongoing open process. This is not done. And what's exciting about this next phase is that we have the room to be creative and to build new curriculum. So, I do feel that this the packaging is really about the meaning-making and that was one of the greatest concerns from the outset, how we're going to convince the students that this was worth their time and that this was relevant to their lives. And I think that we have it organized in a way that communicates that.
 - **Mayida Zaal:** I agree with Katherine that the work of the first committee is reflected in the new core curriculum.
- **Q: Krystal Woolston:** I was wondering if you guys could talk a little bit about how you're integrating the values and the outcomes together and how they are related to one another.
 - **A: Esperanza Brizuela-Garcia:** In terms of this structure of the curriculum, we are not doing that. We will ask the faculty to do that. For example, you're teaching and you want to present a course for certification and the curriculum. We will be asking you, "How do you think your course articulates any of the values within the SEEDS, the values that we have

articulated here?” And as part of the process of certification, we will ask the faculty to reflect on that: “how is it in your course?” In a way, that's the added opportunity for students to understand what is it that that we're trying to by going through this curriculum. We're also asking faculty to actually make the case for their courses: “why is it that their courses fit into this curriculum?” Most of us will look at our courses and we'll find ourselves in those values and our courses are important to be in this in this curriculum because they do these things.

- **Q: Jessica Brater:** I want to clarify that courses that are currently counting in the CORE - you need to reapply to have those courses continue to count. And then I'm wondering what the process is going to be like. Who's going to evaluate? What is the timeline? Is there a difference between applying for existing courses and applying to have new courses approved?
 - **A: Kate McCaffrey:** We're prioritizing existing classes so that we can act quickly. We're going to prioritize the foundations classes, because those will be the first that the students will encounter. This is going to be a phased process. We're going to prioritize existing classes. I want to clarify that those could be existing classes in the CORE or existing classes in the curriculum. But what matters there is that we have we have classes that are already vetted by faculty. Once they articulate themselves with the liberatory values, then they would be certified into the CORE. Obviously, we're going to need new curriculum, and we're going to encourage that, but we're going to prioritize populating the CORE with existing classes first. We have the acting advisory board, and we're going to try to work quickly.
 - **A: Esperanza Brizuela-Garcia:** As part of one of the functions for which we're creating this new webpage, there will be documentation to let you know exactly you know the definition of the of the values, but also the rubrics of the learning outcomes so that you can see how is it that your course can fit within both the values and the different learning outcomes. There will also be a link there for a form. You will use that form to submit any courses that you want to submit for certification. When we have the space to receive new courses, the idea is that you will have opportunity to

create courses that are specifically for it, in which case they will be submitted to the CORE director and will be vetted by the CORE advisory board and then they will go directly to the curriculum committee. If their course is exclusively for the CORE or if this is a course that you wanted to serve both the CORE and another program, then it will have to go through the CORE obviously, and then also through whichever curriculum committee has to vet that program.

- **Q: Bill Sullivan:** This has been going on for several years. Do you have a timeline for this for each step?
 - **A: Kate McCaffrey:** Our goal is to get the curriculum up and running for next fall. We are going to start with the foundations and existing curriculum and work from there.
- **Q: David Trubatch:** Questions regarding governance process were answered. There will be rubrics on Canvas with existing learning outcomes. Are there rubrics for the liberatory values? What is the timing of those items being in place for application? When does it become required for the students?
 - **A: Esperanza Brizuela-Garcia:** The idea is that students entering the University in Fall 2024 will start living under this. For now, we're working with the definitions that we have for the values and You will see in the form that there's a section where you're going to be asked to think about how is it that your course fulfills or how do you think that your course fulfills the spirit or the definition of any particular value. We're going to start working over the course of this year in creating more specific assessment tools, but we're going to use a lot of the reflections that we will be getting from faculty. They are going to help us basically work on how faculty are interpreting those values, so that we can create assessment tools that that follow or align themselves to help the faculty themselves or trying to measure these values in their own classes.
 - **A: Kate McCaffrey:** We want - certainly at the beginning - to be flexible and open to input because for example, you might decide that you're going to define social justice in terms of the content of your course, or the pedagogy. We want to leave room for people to talk about how they will engage it, and then that will help us refine it, but we don't want to create a checkbox situation. We were sort of wary about

that. We want you to go ahead and teach a chemistry class that speaks to social justice. We want it to be open and we want faculty to decide how they're going to connect to the to the values.

- **Follow-up from David:** It's going to be a difficult balance to certify in a way that that is meaningful, so people don't feel like it's just a barrier or hoop. I respect that it's not easy and it's a challenge.
- **Q: Jean Alvares:** How will this work when we get to Middle States review? How would it thread the academic freedom versus goal orientation's very small needle?
 - **A: Esperanza Brizuela-Garcia:** This curriculum is going to work as a program. It's going to have a director and it's going to have an advisory board and the assessment processes are being sort of designed and defined right now. There's going to be someone in charge trying to basically oversee all these things and have all those conversations and collect the assessment data and make sure that that assessment data actually gets acted upon. If I remember correctly, one of the most important things that Middle States looks at is precisely what is it that assessment is being used and in which ways that assessment data is actually prompting changes in the curriculum. So, one of the ways, structurally, that we have tried to address that problem is precisely by giving some centralization to the program by having a director who will be responsible of making sure that that assessment data is analyzed, revised, and action and acted upon. Once we start collecting that data, the assessment protocols can be revised. We recognize that there's not a lot of literature in the assessment of the values. There's not a lot of precedent and it is part of what we're trying to innovate and having these values be at the core of our curriculum. We are working on it and we will try to work on it with the input of faculty as we certify courses. It will change because it is an experiment. We're just trying to make sure that we balance the experimental part with the part in which we actually make changes guided by what by what we are reading into this experiment.

- **Chat comment from Danianne Mizzy:** Librarian Catherine Baird will be assisting with the definition and support for the critical information literacy SEEDS and how to assess it.
- **Chat question from Pascal LaFountain:** Serious question: Once this gets going, can faculty and advisors get posters of something like the pretty SEEDS acronym slide so we can talk it up at all times? - The 13 questions that Jean mentions sound nice, but nothing conceptual like that is present in common campus dialogue, so Gen Ed devolves to a list of obligations. We can't let that happen again.
- **Erik Jacobson:** This is an ongoing conversation. Please send comments to the Senate or to Kate or Esperanza.

5. Voices of the Community

A. Reports from Caucuses

- African American Caucus: Not Present
- Disability Caucus (Alicia Broderick)
 - Meeting Schedule
 - Fall 2023 semester meetings are scheduled on the last Wednesdays of the month from 1:30 pm – 3 pm
 - Wednesday, September 27th
 - Wednesday, October 25th
 - Wednesday, November 29th
 - Spring 2023 schedule will be forthcoming
 - Announcements with membership calls are also coming.
 - The Segal Gallery is hosting an event co-sponsored by Disability Caucus and the Office for Social Justice and Diversity
 - Event registration for Segal Gallery event September 28th: <https://www.eventbrite.com/e/tissue-box-cover-workshop-with-finnegan-shannon-tickets-693364601187>
 - Masks are requested for all people attending this event.
 - I will include the information for requesting accommodations like ASL.
- There will be a general call to help support membership drive for MSU DREAM student group because they are not recognized by the SGA.
- Added in chat: October is Disability History and Awareness Month in the state of NJ. Please consider ways to help students make connections between your

course content and the history and contributions of disabled people.

- Latinx Caucus (Johnny Lorenz)
 - MSU will be presenting Hispanic Heritage Month programming.
 - They kicked off this month of events with a ceremony just this past Monday, featuring New Jersey's Senate Majority Leader Teresa Ruiz and President Koppell
 - Upcoming event: Hispanic/ Latino/a/e Heritage Month and Beyond: A Faculty Panel. Montclair State University is committed to promoting an inclusive environment to support the success and sense of belonging of all Hispanic students, faculty and staff.
 - More information and event registration for the panel event September 27th:
<https://montclair-faculty-excellence.libcal.com/event/1311582>
 - Upcoming event: *Coco* under the Stars.
 - Event registration for the movie October 5th:
<https://montclair.campuslabs.com/engage/event/9411784>
 - Johnny is planning to send an additional flyer with more information on these events.
- Montclair Votes (Pascale LaFountain): No report.

B. Open Floor

- AFT Local 6025
 - It is a very exciting time for the Montclair adjunct union.
 - The adjuncts from Bloomfield have never been represented by a union and the administration has been helpful during the transition.
 - AFT Local 6025 is eager to support any and all of the activities that take place on campus. We were at the raising of the flag and the Hispanic celebration.
 - We have recently sponsored a workshop for adjuncts.

- Reach out to us let us know of any activities that you are sponsoring on campus. We would be delighted wherever possible to be another support for any of your activities. Our e-mail is AFT.Montclair@gmail.com

6. NAL Report (Hugh Curnutt)

- The local is working with council in negotiating with the state successor agreement.
- We continue to meet with the state.
- We have received two financial offers - both were unacceptable.
 - The offers did include retroactive pay
 - There was some sort of some sort of increase in pay for each year of the contract, but they were still unacceptable.
- Elections are coming up
 - We encourage people to be active politically in New Jersey.
 - Think about the candidates that support things like public education, unions and our local communities.
 - We encourage our members to think about contributing to COPE.
 - Committee On Political Education
 - The union does not make direct political contributions, but we do collect a little bit of money.
 - We will use that to support candidates who will support things like public universities.
 - It is completely voluntary.
 - COPE deduction card: <http://www.aftlocal1904.org/COPE/COPECard2016.pdf>
 - Send cards to deb.corasio@aftlocal1904.org

7. Standing Committees and Senate Liaisons

- Elections (Laura Field)
 - There is one vacant Specialist seat on the Senate that was not filled in the Spring elections.
 - Per the Constitution, that seat becomes an at-large seat for faculty, librarians, and specialists.
 - Monday – we will be opening nominations to fill that vacancy

- Constitution (Pascale LaFountain)
 - No formal report from Constitution committee
 - Constitution committee is reviewing the current system that allocates seats for colleges to make adjustments for growth easier and represent units better going forward.

- Land Acknowledgement (Alicia Broderick)
 - Committee has not met yet this year. We will be meeting shortly but are continuing this work this year to decolonize MSU.
 - Encourage everyone to use the official land acknowledgement statement on your syllabus and in correspondence.
 - October 9th – Indigenous People’s Day presentation will be from 11:15 AM – 12:30 PM in University Hall 1020
 - Brianna D’Agostino, who is of the Nanticoke Lenni-Lenape and also an MSU alum will be giving a presentation entitled “We are still here: The struggle of indigenous people to obtain recognition in their ancestral lands.”
 - A flyer with more information will be forthcoming.
 - **Q: Pascal LaFountain:** Is there a plaque or pillar with the land acknowledgement statement that exists on campus?
 - **A: Erik Jacobson:** I do not believe a plaque exists. The committee certainly has talked about that. The committee has also talked about creating like a walking tour map of the campus so it's not just one plaque. There'll be multiple things recognizing their contributions and the continuing presence of indigenous communities on campus. President Koppell has said he wants to include more public art like outdoor sculptures, and so the committee has already kind of suggested that some spaces should be dedicated for local Indigenous artists if there is indeed going to be a sculpture garden. We would invite more folks from the surrounding communities to come. The land acknowledgement committee would really welcome ideas like that.

- Just and Sustainable Practices (Tim Gorman)
 - We work on issues of social justice and environmental sustainability pertaining to university operations and policies.
 - We’ve been working a lot on the issue of diversity, equity, inclusion and belonging over the past year

- We had a big event near the tail end of last year, an open discussion around DEIB issues. We're hoping to organize some future conversations are along similar lines.
 - We've also been in contact with Ashanti Connor about the campus belonging survey that was fielded last year. We're going to have a preliminary discussion meeting with her sometime in the next couple weeks to get those preliminary findings
 - We're going to invite her and her team to brief the full Senate on those findings in November so stay tuned for that.
 - We're still solidifying the meeting scheduled for the year
 - If you're interested in joining us, reach out to me and I'll add you to the list.
- Task Force on Global Outreach (Daniel Mengara)
 - Associate Provost Katia Goldfarb put together this task force, chaired by Ethne Swartz (SBUS) and Carlos Molina (CSAM).
 - We were asked to perform an audit of all the international activities and internationalization efforts that were involved in as an as an institution, including those that contribute to giving us some type of global or international footprint and then come up with some recommendations on how we can best leverage what it is that we're already doing, and how we can also improve upon it or even innovate.
 - We started in December 2022. We began to collect the data in the Spring of 2023 and worked through that Spring to kind of have an idea of what we're doing here and there. The process entailed reaching out to units and individuals on this campus whose work involves some type of global or international activity.
 - A 78-page interim report was delivered to Provost Gonzalez and Associate Provost Goldfarb in June of 2023.
 - We do great things here at Montclair State in terms of international activities and internationalization efforts, but most of it is not well consolidated in ways that give us a coherent picture of our internationalization vision as an as an institution.
 - The interim report will be shared with the campus community soon and we will be looking for feedback, maybe in surveys for faculty and students.
 - This will work towards a final report.
 - Global Reach Task Force Members
 - Co-Chairs: Dr. Ethné Swartz (SBUS) & Dr. Carlos Molina (CSAM)

- Members: Dr. Todd Kelshaw (CART), Ruth Kunstadter (Development), Dr. Cristiana Kunyczka (EM), Dr. Arnaud Kurze (CHSS), Dr. Daniel Mengara (CHSS and University Senate Liaison), Carole Schaffer (Finance & Treasury), Dr. David Schwarzer (CEHS), Dr. Yanling Sun (IT), Dr. Tim White (IAI), Dr. Fatima Decarvallho
 - Graduate Assistants: Marilyn Moya & Luis Huarcaya
 - Student Representative: Daphne Desir (Undergraduate)
- Task Force on Student Success (Evin Deschamps) – not present

8. Council Reports

- Student Affairs (Jessica Brater)
 - Concern came up about student accessibility needs in the classroom – example: seating needs, temperature control
 - In communication with Alicia and the Disability Caucus/Disability Resource Center to set up a meeting and brainstorm how to problem solve
 - Concern about the number of dining options available to graduate students because some food vendors close in the evenings.
 - Looking to explore and reach out to people like Ken Sumner and Laura Valente to collaborate on getting a list together of what is available in the evenings
 - Related concern about vendors who only accept orders via app or GrubHub and the potential accessibility issues around that
 - Please reach out to Student Affairs Council if you have any concerns.
- Administrative Affairs (Shannon Bellum)
 - Continued inquiry about pick up and drop off zones
 - Senate Executive Board hears quite a bit about parking and traffic in September and it has been discussed, so at this time, traffic and parking concerns will be redirected to the Safety Committee through our Senate liaison Arnold Korotkin
 - Administrative Performance Feedback Committee is moving ahead with its exploration of collaborating with a consultant firm that would take on some of the implementation tasks related to the process of administrative performance feedback.

- We met with one organization this past summer in July, and we have a second meeting this Friday.
 - I'll be providing further updates as this develops
 - We welcome new members from the campus community that might be interested in joining the efforts of the administrative performance feedback committee.
- **Erik Jacobson:** We have received questions about the communication that went out to the whole campus about the idea of an authorized user in terms of pick up and drop off. The President was made aware of the e-mail and he is working to try to clarify that.
- Academic Affairs (Marshall Schmidt)
 - We are meeting soon.
 - There are four items we have been alerted to that we are going to work on in terms of recommendations:
 - the evaluation and or termination of programs by the university
 - class expectations for students and faculty
 - instructional modalities
 - concerning adjuncts retaining the use of their university email over the summer and or on off semesters if they are consistently employed by the university.

9. New Business

- No new business

10. Old Business

- No old business

11. Report of the Senate President

- From the MSU Foundation:
 - Science Hall will be renamed Irvin D. Reid Hall
 - Dedication ceremony will be at 4 pm today followed by a reception in University Hall
 - The African American Studies Program Award has been renamed the Irvin D. Reid African American Studies award in his honor. The scholarship provides tuition assistance to students in the program who “are committed to using their intellect to solve social problems,

elevate social justice, and build a world where equity thrives”. Gifts of any size are welcome and can be made at any time during the year.

- The 11th annual Red Hawk Open, originally scheduled for September 11, was postponed due to storm related flooding and has been rescheduled for Tuesday, October 10.
 - Proceeds from the outing will support the Red Hawks Sports Network Panzer athletic facilities and student coaching opportunities with our athletics department.
 - Sponsorships are still available if you know someone interested in supporting Montclair athletics.
- Please join our students their families, Montclair alumni, and community members for homecoming festivities on Saturday, September 30. We will welcome Bloomfield College alumni at the Alumni barbecue and have designated areas for Black Alumni Advisory Council, Hispanic/Latinx Alumni network, EOF and Health Careers Program alumni network, Women's Initiative Network, and Recent Alumni Network. Our alumni always enjoy the opportunity to visit with professors and staff.
- At the end of the year, the whole executive board is up for election, some of us are term limited out. Other folks are have done their time and want to move on to other things.
 - We're going to need lots of folks to come onto the executive board.
 - I encourage you both to consider doing it, but more broadly to think about what you want in an executive board.
- We are trying to address issues of representation for the Bloomfield campus through the Constitution, but please reach out to us if there are areas of concern.
 - Please contact me or other members of the Executive Board and we can see what we can do in this time of transition.
- We are undergoing a revamp of the University Senate webpage.
 - We will be updating the site with not only the list of numbers, but also Council memberships and working group memberships so it's easier for people who don't come to these meetings to access that information, to see the work that the university and all of its working groups are doing.
 - Elected members of the Senate, please get photos so people can put faces to names. We will be reaching out.

12. Meeting Adjournment

- Call to Adjourn: 3:17 PM
- **Jessica Brater:** Seconded
- **Erik Jacobson:** Adjourned by Unanimous Decree