University Senate

Feb 14, 2024 | 1:30 P.M. | Zoom

- Meeting Minutes: S. Sangregorio

Senate Membership Attendance

Voting Members in Attendance:

S. Baglieri, S. Bellum, A. Beringer, J. Brater, A. Broderick, L. Carr, D. Chica, S. Collins H. Curnutt, L. Field, L. Gavin, O. Gharehgozli, T. Gorman, M. Heller, E. Jacobson, M. Kamenetskiy, A. Korotkin, A. Kurze, P. Lafountain, R. Madson, S. McCarthy, C. McKinley, R. Misra, V. Nauta, D. Peterka-Benton, R. Rodriguez, S. Sangregorio, M. Schmidt, R. Steiner-Otoo, K. Temoney, D. Trubatch

Voting Members Missing:

J. Alvares, J. Baldwin LeClair, J. Higgins, S. Mamonov, K. McDermid, N. Panorkou (sabbatical), W. Sullivan

Meeting Documents:

[https://docs.google.com/document/d/1u3joeKv20UNMvq3ItyW9_X-pkpw JvC3vX9WCq7LPfcg/edit?usp=sharing](https://docs.google.com/document/d/1u3joeKv20UNMvq3ItyW9_X-pkpwJvC3vX9WCq7LPfcg/edit?usp=sharing)

Meeting Minutes

1. Call to Order/ University Senate President Welcome
   Reading of the Land Acknowledgement Statement

   - Call to Order: 1:33 PM
   - **Erik Jacobson:** Land Acknowledgement Statement was read.
     - No report from Elspeth Martini as she is on sabbatical.
     - I made my once-a-semester comments before the Board of Trustees this past Friday, and one of the things that I mentioned was the land acknowledgment statement and how working on working with our indigenous community partners and a local area is not just the purview or the remit of the land acknowledgment committee, or administration or a committee,

but this is a university-wide effort, right, that we all need to be involved in various efforts to recognize that.

2. Approval of the Minutes
    ● **Erik Jacobson:** Move to approve the meeting minutes.
        ● Moved by **Stephanie Spitz**.
        ● Seconded by **Ram Misra**.
        ● Approved by unanimous consent.

3. Report from the SGA President (Richard Steiner-Otoo)
    ● The student government is working on a couple of things.
    ● Registered Student Organizations
        ● We'd also like to get the opinions of faculty.
        ● This year, we registered 116 organizations, which is incredible. We're still growing, which is which is great. Registration has closed for the year. I have in my report more information on if you'd like to start a new organization. A student who's interested in starting a new organization can find information on how to do that next year on the SGA website.
        ● This year, we're continuing with our student town halls, bringing administrators in different offices and departments to students so that they can voice their concerns and be their own advocates.
            ● April 10: University Police on campus safety
            ● March 20: Residence and Commuter Life
            ● February 28: Parking Services and Facilities
            ● March 6: Student Programming Boards
            ● If anybody would like to have a town hall or would like to be a guest speaker, reach out to our vice president and she'd be glad to set one up.
        ● My presidential cabinet has been working on a couple of different initiatives.
            ● Mural in the Student Center: Our Director of Social Justice and Diversity is working with the Director of the Student Center to create a mural to represent our welcoming and diverse campus community.
            ● Our Students' Board of Trustee representatives and Directors of CAPS and Disability Services are working to redesign dens and academic spaces, which will be relaxation areas.

- They're also communicating with CAPS on different ways that that initiative can be implemented and sustained for a longer period than just one year.
- We're also planning a Breast Cancer Awareness Walk sometime in April. The goal is to work with a local nonprofit in Montclair that does a lot of advocacy around breast cancer and breast cancer screenings.
- The SGA Scholarship Fund is a separate incorporated entity and what we use to provide scholarships to students every single year.
    - We made a major donation to it in the fall, allowing us to give out more scholarships to more students and allow us to continue the scholarship for years to come.
- There are a couple of student concerns that we're working with different offices to address independently.
    - Student organizations and programming space.
        - We have a lot of space on this campus and we've spoken to President Koppel about this about the utilization of spaces and figuring out what other spaces organizations can use.
    - The existing Israeli-Palestinian conflict.
        - It's very easy to be in our own world and not realize how this affects students. A lot of students have close family friends who are involved.
        - We're finding ways to support our students, all students in different ways.
        - That's been brought in multiple times to both the student government and of course to various faculty members.
    - Mental Health Days.
        - What does an excused absence look like?
        - Should mental health days be taken as an excused absence? It opens up the question of consistency throughout different classes. Many professors do already offer mental health days or provide excused absences.
        - I'm looking for opinions of the University Senate on what your experience has been and

maybe what you're doing in your courses or your departments. There is some interest from students in having more consistency on what the policy looks like for mental health days.

- **Erik Jacobson**: I think their question about mental health days and excused absences is something that we've been talking about. I think maybe the best way would be for it to go to a Council - either the Student Affairs Council with Jessica or another Council. I think you'll get a lot of support, but we need to work out what some of the details are.
  - *Message from Chat:* **Dr. Dawn Soufleris:** Please include SDCL in this conversation.
  - **Erik Jacobson:** We can follow up with the Student Affairs Council on that and involve SDCL in that conversation as well.
  - *Message from Chat:* **Emily Isaacs:** And the Office for Faculty Excellence.
- **Pascale LaFountain**: Are you the person to reach out to if the Student Affairs Council picks this up or is there a particular person from the SGA, who's facilitating that discussion?
  - **Richard Steiner-Otoo**: I can help. The legislator who brought up the bill was interested in advocating for this and they would be happy to connect. If anybody would like to be part of this, reach out to me. I would love to be a part of that discussion.
  - *Message from Chat:* **Jessica Brater:** Richard, please reach out - Student Affairs will be happy to discuss this with you - braterj@montclair.edu
  - **Erik Jacobson**: Jessica Brater, who is the Chair of the Student Affairs Council, just put her contact information in the chat, so that you can reach out to her. Thank you.
  - *Message from Chat*: **Dr. Dawn Soufleris:** Jessica, please include us in the conversation! Thank you!
  - *Message from Chat:* **Jessica Brater:** Of course, Dean Soufleris - the first thing I thought of was the conversations we had with you about this last year.
- **Pascale LaFountain**: You talked about student organizations. I've been surprised by how few students are on Engage. I'll be promoting an event and telling the students to RSVP to the event through Engage. We'll get out our phones and we'll try to figure out

how to join Engage. These are second-semester sophomores. It feels, at that moment, like I'm the first one who's told them about Engage, which is not even possible. There must be a way to measure how many of our students are even registered on Engage. How do we encourage students to sign up? Can you have that as part of freshman orientation? This way, when I am telling them about new clubs, they will understand how to use the Platform to sign up.

- **Richard Steiner-Otoo**: Yeah, I fully agree with you that there is a pool of students who are well versed and use Engage and regularly check it, but you also have that large pocket of students who might not have ever even opened it before.
    - Dr. S is putting information in the chat. SDCL monitors and tracks that information. She might be a better contact for that. We also try our best to encourage organizations to use Engage and spread information about Engage. I would encourage it to be taught or encouraged during orientation as well.
    - We measure Engage participation through Student Engagement and introduce it to all new students in Orientation
    - *Message from Chat*: **Dr. Dawn Soufleris:** It is introduced in Orientation. We use QR codes all of the time but we can find ways to increase it's view
    - *Message from Chat*: **Michael Heller:** Engage uses Single Sign-On (SSO) and NetID credentials for logins — no special credentials are needed.
    - *Message from Chat*: **Casey Coleman:** Our office manages Engage- we do many of these things already but happy to continue to build these connections.
        - Seconded by **Dr. Dawn Soufleris**, **Denise O'Shea**, and **Richard Steiner-Otoo**
- **Pascale LaFountain**: I know one of the easy ways to sign up for it is because you're already kind of signed up. You can use it through a QR code, which is how I usually share it with my students. Could that QR code be even more present on campus? Can it be posted all over University Hall, the Student Center, and entrances to other buildings or on the

screens around campus? Every student should have access to it.

- **Richard Steiner-Otoo**: We could do our part and share that a little bit more as well because it also connects them with student organizations and every single event that's going on.
- **Erik Jacobson:** It's a really easy way for the Student Organizations to track participation - you can get the number of the people that are there.

4. Report from the Administration (Provost Gonzales)

- Academic Policy Committee - Arnaud Kurze

  - I'm currently the faculty co-chair of the Academic Policy Committee with Matt Calvert, the director of academic policy at the Provost's Office.
  - The APC is transitioning from an ad hoc committee to a permanent structure, ensuring that educational research and academic activities align with the university's missions and plans. The primary objectives of the APC are to draft new policies as necessary, rather than revising existing ones. The current APC has over a dozen members, some of which are ex-officios. In the coming weeks and months, the organization will aim to add more faculty members to achieve more proportionate administrative and faculty representation.
  - Good practices include having representatives from Bloomfield College and members from Sprague Library and ensuring that any new academic unit has representation from their Dean's office. The principal goal of the organizational structure is to ensure that policy matters are addressed with the necessary expertise, based on shared governance and preferred station principles and addressed timely and efficiently.
  - The Provost's Office will send out a public call to nominate faculty for the committee. The Senate's Academic Affairs Council's chair Marshall Schmidt, is hoping to encourage active participation from counselors and the board in the process of nominating and choosing faculty. The committee has also been asked by the Provost to make nominations and suggestions.
  - A few updates on the activity side include policy drafts available for public viewing on the Canvas page. In the coming weeks, new policies will be posted for public comment and feedback. The organization will also have an email address for open comments (ugacademicpolicy@montclair.edu) and the Canvas page for open comments.

- **Erik Jacobson:** We want to make sure that the Academic Affairs Council within the Senate is aligned and working on open lines of communication between them and the APC so that they're not working at cross purposes and we know what's going on in each in each location.
- **David Trubatch:** The Senate has been advocating for an organized policy process for the university, which has been met with mixed responses, particularly from the previous administration. The university's policies and procedures webpage is often overlooked as a centralized repository of these policies. The Senate's recommendation is to take a more organized approach, with academic affairs taking a more focused approach. However, the Senate's academic affairs council is crucial for shared governance and the functioning of academic policy. Public comment has been a significant part of the process, and the use of Canvas may not be the ideal platform. The internal structure of the university's communication systems is also being worked on, and it is hoped that this will contribute to an improved process.
  - *Message from Chat:* **Matthew Calvert:** Thanks David! I am taking note of your concerns regarding Canvas as well. I'll look into what other options may be available.
  - *Message from Chat:* **Pascale LaFountain:** Unstack - Mostly I was curious about Matthew said he will look into.
    - Acknowledged by **Matthew Calvert**.

- David Vernon

  - I wanted to confirm that the university and the AFT have made an agreement for the winter holidays. AFT professional staff can work during Presidents Day and other holidays and earn compensation time that can be applied to the winter holiday and also to the day after Thanksgiving. I would like to highlight that the ratio of time earned is 1.25 hours for each hour, worked on one of the paid holidays when the university is open. We are incentivizing AFT professional staff and recognizing their service to join us and work on those days in order to accumulate comp time in a more aggressive fashion.
  - I will confirm for those specialists who are in the X range who have been waiting patiently for their across-the-board increases, they will see the across-the-board increases in the pay on Friday the 16th. Their salaries will reflect the increases. However, the retros will be done as of March 1, given the volume of retros and the number of contracts we've settled in the last week. We just need to we just need some additional time to make sure it's right.

- **Summer Jones:** Will there be an e-mail that goes to all of the campus or just to those groups?
  - **David Vernon:** There'll be an [all-users] email that will go out shortly and then also we are updating the holiday website to make sure it reflects the current information. Also, we are straightening it out so that there's more clarity about state holidays and university holidays, where the university is closed, and for those state holidays on which the university has classes scheduled, and units are open. We're seeking to clarify that so there's less confusion.
  - **Erik Jacobson:** We just had that survey about changes to the calendar and changes to the grid. A lot of people brought up Good Friday and there had to be clarity that it's a state holiday, not a Montclair State holiday.

- Joseph Brennan

- The University communications team, as a strategic partner, is driving several initiatives this year, focusing on building trust with stakeholders both internally and externally. We focus on portraying an authentic and compelling brand for the institution, supporting revenue generation, philanthropy, and the work of the President in Trenton to attract funds. The public relations team is intentional about its values, guided by the professional code of ethics, and is responsible for managing the central budget for advertising, printing, and marketing services. We manage institutional-level communication channels, including social media and some elements of the website.

Talking: Joe Brennan (he, him)

A participant has enabled Closed Captioning   & Who can see this transcript?   ×

Mission

University Communications and Marketing makes strategic use of ethical and effective communication to foster trusting, mutually beneficial relationships between the University and its publics.

These relationships enable supportive behaviors, including revenue generation, political support, partnerships and talent attraction and retention - all of which directly strengthen the University's ability to carry out its mission and achieve its strategic goals.

UNIVERSITY COMMUNICATIONS AND MARKETING

MONTCLAIR STATE UNIVERSITY

Talking: Joe Brennan (he, him)

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Purposes

The University looks to UCM to:

- Shape, steward and portray the institution's **brand**
- Support **revenue generation**
- Showcase Montclair's **excellence** and its **impact** as a public-serving, HSI and R-2 university
- Build **visibility** and boost **favorability** with key audiences
- **Protect** the University's reputation by means of effective and ethical issues- and crisis-related communications

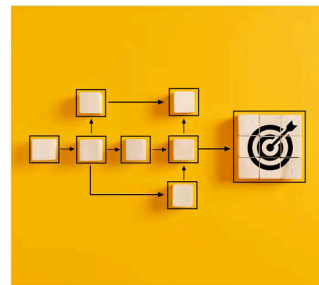**UNIVERSITY COMMUNICATIONS AND MARKETING**

MONTCLAIR STATE UNIVERSITY

Talking: Joe Brennan (he, him)

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Values

- Advocacy
- Honesty
- Loyalty
- Objectivity
- Inclusivity
- Stewardship
- Collaboration
- Professional development

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- I am proud of my loyal, dedicated, and talented staff members who are crushing it when it comes to output. Our news coverage continues to grow year-over-year, and student-generated social media content performs at levels well above benchmarks. We also play defense by responding to the news media and providing the campus community with information when bad things happen. In October, the university was the subject of a worldwide disinformation campaign on social media relating to the tragic and untimely death of a student on campus, which twisted around into a story that it wasn't.

Talking: Joe Brennan (he, him)

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Responsibilities

- Serving as Montclair's **official voice**
- Managing the **centralized budget** for advertising, marketing services and printing
- Supporting **revenue generation,** especially student recruitment, philanthropy and state support
- Wisely using the **institution-level communication channels**
- Ensuring **visual and editorial consistency**
- Offering **expert counsel** on communications and marketing matters
- Carefully **managing our resources**
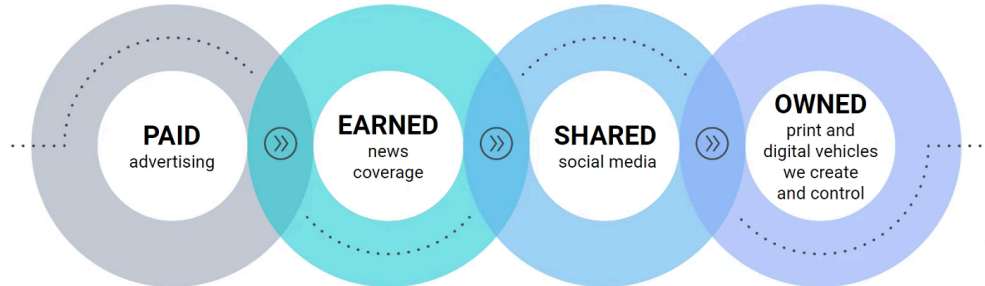- Being a **good role model** for our students and colleagues

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Talking: Joe Brennan (he, him)

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The PESO Model

We use four media channels to tell the
University's story and engage its publics:

PAID
advertising

EARNED
news
coverage

SHARED
social media

OWNED
print and
digital vehicles
we create
and control

UNIVERSITY COMMUNICATIONS AND MARKETING

MONTCLAIR
STATE UNIVERSITY

Talking: Joe Brennan (he, him)

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By the Numbers: 2022-23

- 42% growth in earned news coverage over prior year, potentially reaching **5.2 billion people**

- **60% engagement rate** on TikTok, ranking us among the best-performing universities in the country.

- **1,110 social media posts** across 5 platforms

- 20 student recruitment campaigns, creating **96 million impressions,** 417,000 clicks and 5,305 leads

- Brand advertising campaign: 1**11 million impressions**

- Nearly **600 photo and video jobs** provided

- New visitors to montclair.edu **up 25%** over prior year to 3.9 million. Page views up 13% to 20 million.

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Playing Defense

In 2022-23, we provided communications support and messaging for many sensitive matters and critical incidents, including:

- An employee found dead on campus

- Allegations of mistreatment of children at BSCC

- Banner outages during registration

- Major flooding in a residence hall over the winter break

- Two separate arrests of students on child porn charges

MANAGE WITH CARE

UNIVERSITY COMMUNICATIONS AND MARKETING

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Spreading the Word

In 2022-23, we also helped showcase the very best of Montclair in support of our mission, including:

- Helping promote One Square Mile and Hinchliffe Stadium initiatives

- Creating the award-winning "Red Chair Stories" admissions video and the follow-up "What It Means to be a Public Serving Institution"

- Helping a 2023 graduate - Desmond Durham - go viral with stories on *Good Morning America* and Sherri Shepherd's daytime talk show

- Placing a Montclair student on *The New York Times* podcast "The Daily," the #1 most popular podcast in the USA

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Our Process

Research — Formative to understand the problem, opportunity, situation

Evaluative to gauge what worked and what can be improved next time

Strategy and Planning — Identify and choose strategies and tactics.

Write plans, assign resources, set action steps.

Execution — Deliver on the plan. Monitor and adjust as necessary.

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Transformational Initiatives

- Website Overhaul
  - montclair.edu
  - internal portal
- Strengthening Grad/Online Marketing
- Developing Employee Communications
- Enhancing Alumni Communications
- Experimenting with AI
- Analyzing Content Performance

These are each major multi-month or multi-year projects - on top of providing baseline services.

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- The team is driving a number of gigantic initiatives, such as the website overhaul. The website, which was structured eight or nine years ago, has 30,000 pages, PDFs, and other pieces of content. The team has engaged an outside firm to help rebuild and remake the site and conducted extensive research to understand what web users need and want. The intention is to pivot to a strategic planning and building phase in about a year.
- The focus of the website project is the content of the website itself, which is cluttered with old and outdated content. The content should be strategic and drive a purpose, and the site should at least at the top levels focus more on student recruitment. There will be many other purposes that the site has to carry out, including presenting the university as an academic research institution to its peers nationally.

- One of the projects that will help is the development of an employee intranet portal. This project is being driven by the IT organization but the team is closely engaged. They will help think about what goes there for faculty and staff members. The current website is doing that job, but it's not as useful as it could be with a well-designed portal.
- The university is also working on employee communications. When President Koppell asked about the employee communications program, we said they didn't have an organized program. We created the In the Know newsletter that you get every Friday, trying to keep it high-level and useful. We've gotten good feedback on that, but that's just the beginning.
- The research team conducted interviews and small group meetings during the fall semester to gather qualitative data for a larger quantitative survey. This data will inform a larger survey in the next four weeks, with benchmarking and more listening and confirmation to develop a more robust program for meeting faculty and staff's communications needs. The team is also working with the Development group to modernize their efforts and make them more effective.
- One challenge is the Montclair magazine, which has become prohibitively costly due to printing and mailing costs. Virtually all of our addressable alumni get this and now Bloomfield's as well. That project is $175,000 just for the printing and the mailing. It's a huge, huge expense and I think we've got to be good stewards and look at how else could we reach and engage our alumni, and perhaps those dollars are not being as spent as well as they could.
- The team is experimenting with generative artificial intelligence to streamline routine tasks and make a bigger impact. They are also seeing how they can use the tool to make a bigger impact.
- Finally, the team is paying more attention to data, analyzing page views, clicks, and shares on the website to understand what viewers want and engage with. They aim to spend more time creating content that engages viewers and focuses on engaging with them, rather than solely on beautiful and well-written content. These are efforts in addition to the normal day-to-day tasks of the office.
  - *Message from Chat:* **Stephanie Spitz:** Can you please share this presentation with the Senate afterwards?
    - **Erik Jacobson:** I will ask him when he is done
  - **Erik Jacobson:** Can you share this PowerPoint with me so I can send it to the whole Senate? Is it going to be shared with our campus as a whole?

- **Joseph Brennan:** As soon as we get off the call, I'll share a link with you.
- Also, the university recently changed three mailing lists that were previously opt-out, making them voluntary and serving their original purposes. However, Shannon Bellum and others have raised concerns about the effectiveness of these lists in promoting events like "philosophy for lunch" or poetry readings. The university plans to spend time at the administrative council on March 4 to discuss ideas for improving the promotion of these events.
  - ***Message from Chat:*** **Siobhan McCarthy:** https://lists.montclair.edu/sympa/info/campus
- The long-term solution is likely to be the employee intranet portal, which could be well-designed to promote events effectively. The department is also considering an interim solution to continue spreading the word about these initiatives.
- Web Content Managers from every college have access to the website analytics, but they need to contact the digital communications team for setup. Google Analytics has been updated to better suit their needs, and Siteimprove Analytics has been installed as a more user-friendly option.
- The university's has an intranet website (NEST) for current students, but there is no portal for employees. Employees can access resources such as procurement rules and general information on Canvas, but the public web will still provide more information about departments. Libraries may continue to provide services through the public web, as the university serves more than just internal audiences.
- In a quirk of the Montclair structure, the division does not support student communications but rather focuses on external and employee audiences as SDCL supports student communications. The two teams work very closely.
  - ***Message from Chat:*** **Dr. Dawn Soufleris:** Before we say that Engage is not being utilized, I would like to have the opportunity for SDCL to make a presentation to UC to share use and how we manage the process.
    - Seconded by **Casey Coleman** & **Elizabeth Emery**
    - ***Message from Chat:*** **Pascale LaFountain:** Yes, absolutely!
      - Seconded by **Katy Bulkley**.
    - ***Message from Chat:*** **Elizabeth Emery:** Would it also be possible to work on getting faculty access to Handshake? It's really hard to advise students on Handshake without having

access ourselves (or maybe I just haven't figured out the right combination of tech moves to gain access)...

- ***Message from Chat:* Dr. Dawn Soufleris:** That would be through Career Services. [Chantelle Wright](#) would be your contact.
  - Acknowledged by **Elizabeth Emery**
- ***Message from Chat:* Victoria Nauta:** We currently do not give faculty access to Handshake, but you can ask the student you are with to log into their account so you can look at Handshake with their lens.
- ***Message from Chat:* Elizabeth Emery:** Would it be possible to reconsider that policy?
  - Seconded by **Kathleen Loysen**.
- **Erik Jacobson:** You mentioned Analytics. I'd like to know exactly what the metrics are for crushing it on TikTok.
  - ***Message from Chat:* Jesse Ha:** Y'all are slaying.
  - Seconded by **Siobhan McCarthy**
  - Acknowledged by **Joe Brennan**, **Katy Bulkley**
- **Joseph Brennan:** I'm really proud because that's a team of about a dozen students that work with an employee who's a recent graduate. They're doing good work. I'll dig out that data. I welcome thoughts, questions, and suggestions. Just shoot them to me on email.

- Wendy Lin-Hunt - Calendar Committee

  - [The presentation](#) is a continuation of the last presentation to the Faculty Senate about proposing and approving a new academic calendar due to the updating of the academic calendar, which, for the Montclair side, is scheduled to go live in January 2025. The course block has been modified to meet state compliance requirements of the minimum contact hour that faculty have to conduct for students due to the change in the length of terms on the academic calendar.
  - The course block will be adopted at Bloomfield College of Montclair State, but they will be going live a little earlier in the Fall of 2024 due to changes in their credit system. This transition is happening in fall 2024 because it makes sense for those at Bloomfield College to adopt this course block a semester earlier so that they don't have to change the course block in the fall and then change it again in the spring.
  - For scheduling the course block, a subcommittee was created, mostly made up of the academic areas, because this course block is so much

tied to pedagogy and many issues related to altering classes. The subcommittee worked on the course block and made sure that it was ready before sharing it with the calendar committee. When the calendar committee approved the process, the Faculty Senate shared the information with the faculty more than a month ago.

- During the process, the committee received a lot of feedback, and they were able to modify the course blog to reflect the initial feedback received. The presentation will discuss what those concerns are and what they have already done to address them.
- The current course block consists of:
  - 36 blocks tailored to three-credit courses, with color codings on the right-hand side, the frequency of the courses, the start-stop and end date of each one, and a large common hour from 1:30 to 5:00 pm.
  - There is no specific course block designated for four-credit courses, and students must cross over into a second block when they take four-credit courses. This is problematic because there is a gap between the student's finish time and the next class, which is not a very effective use of classroom space.
  - There are currently no weekend course block options available.
  - There is a 7:00 AM block on the current Spring calendar that is not very well used. There is only a five-minute gap between the 7:00 AM block and the 8:15 AM block, which is not ideal.
  - There are also limited block options, such as Monday and Thursday in the morning.
  - The current course block is also not ideal for faculty who want to teach class one day a week.
  - There are also no three-times-a-week class options or twice-a-week options on Wednesday morning.
  - The class schedule is not flexible. Additionally, there are many overlapping sections, making it difficult to stack blocks effectively.
  - For the presentation, a document is provided showing the 2024 courses by start time, which shows the actual starting time of each class. In this case, the block starts at seven, with 11 sessions on Mondays starting at seven. There are 132 Distinct Count students, 96 undergraduates, and 36 graduate students.
  - The unique aspect is that there is no block for classes scheduled for 7:40 PM, which means that classes start at 8:00 PM. This inconsistency is called off-grid when a call starts not within a block.

This results in about 30% of the class happening on Wednesday during this time.

- When examining the schedule, it is evident that classes are being offered during common hours. This inconsistency affects the overall class schedule and the overall class offerings.
- Departments are offering an off-grid method to address the lack of options for faculty to offer their cars, which is not enough for their business needs. The current grid blocks are not enough options, and every class starting at a takes away a spot from the 8:15 PM classes. This is particularly problematic for the 5:30 PM class, which is one of the busiest times in the evening.
- The space limitation issue is difficult to assess, as people are not in the right block and are taking up more than the block will be. It is difficult to say that there is not enough space, especially for the 5:30 PM class, when classes occur off-grid and affect those classes. This makes it difficult to assess the space issue and ensure that the courses meet their business needs.
- The [new course block](#) aligns with the President's vision of year-round scheduling - not in trimesters. This change allows faculty to offer classes in the summer, ensuring consistency across the board - for example, mirroring fall and spring. To accommodate this, the academic calendar has been changed to a 14-week semester, necessitating a change in the course block.
- The new course block is designed to help with Student Success and is based on feedback from faculty members who requested that the course schedule be stackable for students. The course block is now easily stackable with various options, which will greatly impact student engagement, according to feedback from SDCL. The new course block option addresses this issue by offering diverse class times, allowing for more effective utilization of existing classroom space.
- Additionally, the new block addresses future departmental compliance issues and ensures that students can stay within the grid. By scheduling classes in line with this grid, students can avoid having to take multiple classes with a big gap in between. Instead, the goal is to build infrastructure so that students can take their classes when they are ready.
- The space limitation issue is difficult to assess, as people are not in the right block and are taking up more than the block will be. It is difficult to say that there is not enough space, especially for the

5:30 PM class, when classes occur off-grid and affect those classes. This makes it difficult to assess the space issue and ensure that the courses meet their business needs.

- As the committee sought to stay within US and New Jersey compliance, they have noticed big issues in the current schedule. The goal is to minimize overlap and ensure that classes are not too early or late. The evening classes are important for those who cannot attend during the day.
- The existing course block was reviewed to understand the preferences of students. Some course block options are limited on Friday nights, but others are still available due to individual program demand. This information is taken into consideration when building a new course block to ensure a smoother and more efficient learning experience. The team has also ensured that the new course block is tailored to students' needs and preferences.
- The proposed course block display has evolved significantly over time, with each block labeled with a different type of course. For example, the yellow block represents a twice-week class, while the lime green block represents a twice-week class for four credits. There are also once-a-week three credit options and once-a-week four credit options. The principle guiding principle is to stagger the starting point of the class whenever possible, especially in the daytime, so that students can quickly jump into a class, pick two, and take a full credit class while still maintaining minimal gaps between classes.
- For example, currently, the only option for Monday/Wednesday is 8:00 AM to 2:00 PM, then starts the common hour. The new system allows students to continue with minimal gaps between classes and participate on campus.
- The evening class block was designed to accommodate the needs of both graduate and undergraduate students, with almost half of the students attending class in the evenings. This led to high demand and a need for thoughtful planning.
- After much back and forth, they decided that the schedule would start most of the evening classes at 5:20 PM and then there would be a lot of options after that, so you could have technically 9 credits. There are many options. We have one evening, once a week for four credits, in consultation with science where most of the four credit classes are needed.

- There are a lot of students who take the once-a-week Friday class. They put a class earlier at 5:00 PM so they could get leave a little bit early. If it turns out that they wanted to offer a little bit later, it doesn't matter because there's nothing no one's using the class after that. If a class is being assigned to a particular time slot, it will stay in that time slot and that's how we maximize the usage of spaces.
- We have very simple time blocks for this Saturday and Sunday just because we've never had them so we add them there so that people will be able to use them.
- Concerns from the campus community with responses:
  - **MWF Course Blocks:** There are apprehensions regarding the course blocks consisting of Mondays, Wednesdays, and Fridays. These concerns include potential coercion to teach on these days, disruptions to research time, challenges in finding adjunct faculty, and doubts about the pedagogical effectiveness of this schedule.
    - **Response:** By implementing MWF course blocks, we enable our students to stack courses more efficiently, allowing them to take a heavier credit load while still accommodating their schedules and participation in Common Hour activities. For example, under the new schedule, a student could feasibly enroll in a 15-credit course load from 7:50 AM to 2 PM, in contrast, a similar time slot with classes meeting only twice a week would limit the student's credit load to 9 credits.
  - **Credit-Hour Courses:** Scheduling of courses with varying credit hours (such as one, one and a half, or two credit-hours courses) within the new blocks.
    - **Response:** The department can schedule these courses utilizing any of the three-credit-hour course blocks. Unless under special circumstances, the courses should commence at the beginning of the three-hour course block.
  - **"Off-Grid" Courses:** Academic departments seeking flexibility to meet their unique scheduling needs, adhering to a grid is too restrictive.
    - **Response:** The current course blocks do not offer adequate blocks with different start/end time options for academic departments, leading some to resort to

"off-grid" scheduling. For example, in the Spring 2024 semester, 27% of the Wednesday courses were offered "off-grid," which means they did not follow the established course grid or were offered during common hours. Such practices disrupt student's ability to enroll in other courses and maximize classroom space utilization even when the department owns the classroom or lab space. The new course blocks offer significantly more course block options (71 vs. 36) so the department no longer needs to go "off-grid" and as a university, we can maintain coherence in scheduling.

- **Parking, Traffic Patterns, and Other Needs/Interest Studies:** Parking, traffic patterns, and other logistical considerations have been raised, along with requests for studies or surveys to gauge faculty and student preferences.
  - **Response:** Many concerns people have about the new block cannot be adequately addressed until we observe its impact on the community post-implementation. We are committed to being conscious of these concerns during and post-implementation and act proactively should any concerns arise. The current timeline sets the implementation of the new course block at Bloomfield College for fall 2024. As Bloomfield College plans to transition the majority of its courses from 4 credits to 3 credits, it provides an opportunity to pilot the new course block. Subsequently, we plan to implement the new course block at the Montclair campus in January 2025, in conjunction with the introduction of the new academic calendar. We will closely monitor student registration patterns and gather faculty and departmental feedback on the new course block. Should any significant issues arise that are detrimental to the campus community, we are committed to addressing them promptly.
- **Additional Teaching Time Compensation**: Faculty members have expressed concerns about compensation for additional teaching time resulting from the new course blocks.

- **Response:** Discussions with HR and faculty unions are ongoing to explore equitable compensation mechanisms and ensure fair treatment of faculty members, both full-time and adjunct.
- This increase in the additional teaching minutes will reduce the number of times the faculty have to come on campus to teach. (See the second sheet for calculations.)
- **Campus Participation:** Desire for more campus participation in the decision-making process of developing the new course block.
  - **Response:** We want to assure the campus community that various stakeholders, including advisement, deans, the provost's office, the deans' offices, the registrar's office, student affairs division, advisement, and faculty senate representatives, have been actively involved in the development process. Draft versions of the course blocks were shared with the Faculty Senate since Fall 2023 for feedback. Feedback has been incorporated whenever possible into the updated course block.
- **Evening Graduate Students:** The ability for graduate students to maintain a full-time course load in the evening without conflicting with their daytime commitments.
  - **Response:** A thorough review of the Spring 2024 semester registration patterns revealed that out of 2608 graduate students who enrolled in evening courses (defined as starting at 5:30 PM or later), only 38 students opted to take their entire course load in just two evenings (without taking any hybrid or online modality). The majority of our graduate students choose to progress through their programs by combining hybrid, online, in-person, daytime, and evening courses. The new course block design would enable students to take up to four courses in the evening over two evenings if desired, with departmental demands determining the feasibility.
- Questions from the stack:
  - **Ram Misra:** How many universities are using a 14-week calendar?

- **Wendy Lin-Cook:** That decision was already made. It's a very common cause block, like at the University of Pittsburgh. We already adopted that; we had a meeting about this last fall and agreed to adopt 14 weeks as the new calendar semester moving forward.
- **Ram Misra:** Other schools, like in India, don't have the same type of time between classes. I suggest that you review the odd start and end times and make them more standardized.
- *Message from Chat:* **Pascale LaFountain:** Stack - I would like to hear Ram elaborate on the no-breaks-before-classes concept.
    - *Message from Chat:* **Elizabeth Emery:** Yes. As someone who has to walk across campus from one class to another and also set up tech, I don't find 10 min nearly long enough! Not to mention student travel…
    - *Message from Chat:* **Jesse Ha:** Also, our neurodiverse students need the extra time to compose themselves
        - Seconded by **Sarah Sangregorio**, **Pascale LaFountain**, **Elizabeth Emery**, and **Christina Appassov**.
- **Pascale LaFountain:** I think that one of the challenges is that is just such a huge complex move. Are there resources outside of Wendy's office, like in Facilities or outside consultants, that can gather information on pain points and do modeling for items like parking?
    - *Message from Chat:* **Pascale LaFountain:** Stack - question about modeling parking / campus movement
    - **Wendy Lin-Cook:** It's not a lack of desire to do this modeling. We don't have the resources internally to do this modeling. The process of creating a calendar for a university is a complex and time-consuming task due to the desire for a single calendar that will please everyone. The current calendar is not meeting everyone's needs either, and part of the process includes heavy compromise for the new calendar and course blocks. When it is implemented, we will see its impacts, including to traffic. The proposed calendar is

not perfect and, in time, after its January 2025 implementation, we can work on additional improvements.

- *Message from Chat:* **Courtney Reinisch:** Student and faculty movements are tracked with vehicular traffic, our ids, and with wifi access. Movement can be tracked.
    - *Message from Chat:* **Elizabeth Emery:** Good point! During COVID there was a mechanism to do this and issue alerts based on exposure.
    - *Message from Chat:* **Casey Coleman:** Couldn't you take the number of students in class at any given time (run through an occupancy report) and then cross reference it with our admissions numbers (resident vs commuter) and use the number of parking spaces as an estimate? sure it wouldn't be perfect but it's something
        - *Message from Chat:* **Pascale LaFountain:** Interesting. Who can run those simulations (and related subtleties)? Facilities? SDCL? Does one need outside consultants? Maybe the result of the analysis would be "this will be great!" It just seems that it would be very informative to have confidence in that before we walk into this.
    - Seconded by **Elizabeth Emery**
- **David Trubatch:** The President has provided a compelling rationale for year-round operation and more entry points for students, but there is a better way. The current system has eight weeks of term, which amounts to 16 weeks to deliver 15 weeks of instruction because of the holidays. There are already shortened 8 week terms. However, it is difficult to fit a whole third term in the summer, but you could fit eight weeks into the summer. This would allow for five eight week terms in a year instead of four, and there is a few weeks of break. We could fit two, but they would overlap. An example has been added to the chat.

- The weekly blocks should be reviewed, but instead, they should be made better aligned with the 15-week state code. The New Jersey State code guides how the system should operate. The half-term business school classes would have terms, run on the same schedule, and students could switch between courses in the 16th and eighth terms. They could take two eight-week courses for one course and a 16-week course on the other.
- Simulation and modeling are real things that can help identify problems before setting up new systems. While simulation and modeling require expertise, it is a common problem reported by consultants. However, many universities may lack the expertise to do a forward-looking analysis before setting up new systems and discovering they don't work. David really would urge the administration to go back to the drawing board instead of implementing the new system and make changes later.
- The grid is not about the number of options, but rather the options that meet the requirements of different courses. Courses like art studio and theater operate under accreditation rules, and the number of blocks is driven by specific needs.
- *Message from Chat:* **Aylin Solu-Brandon:** Our 14 week model spans 51 weeks without overlapping semesters. As she said, it's tight. 7 week do not require separate blocks. Nobody has to use the MWF time block. It's one option. 1 credit courses can be used for 4 credit/4 day per week courses.
    - *Message from Chat:* **Pascale LaFountain:** Can we quote you on that? At this point, I think not all individual faculty, particularly contingent and pre-tenure faculty, feel 100% confident that all chairs and deans will actually be held to not pressuring individuals to teach those slots.
    - *Message from Chat:* **Aylin Solu-Brandon:** This grid is designed to fit all scenarios, including studio and labs.

- ***Message from Chat:*** **Erik Jacobson:** Thanks to George Grover for being the Senate Rep.
- ***Messages from Chat*** included requests from **Bianca Perez-Cancino** and **Michelle Shanahan** for the documents shared on screen. **Aylin Solu-Brandon** supplied the links provided in the minutes.
- ***Message from Chat:*** **Elizabeth Emery:** Can working professionals get to campus by 5:20 and find parking? I guess they would be forced to do the later slot.
    - ***Message from Chat:*** **Michelle Fisher:** Many of our students would not make it to campus by 5:20.
        - Seconded by **Elizabeth Emery** and **Ethne Swartz.**
    - ***Message from Chat:*** **Courtney Reinisch:** I believe commuting issues was the reason for starting evening classes at 5:30 when they moved to that time slot.
        - Seconded by **Elizabeth Emery**, **Ethne Swartz**, and **Siobhan McCarthy.**
    - ***Message from Chat:*** **Elizabeth Emery:** It will be more difficult to attract adjuncts teaching live on MWF…
        - ***Message from Chat:*** **David Axelrod:** Very undesirable for adjuncts
        - ***Message from Chat:*** **Erik Jacobson:** The potential issue with attracting adjuncts is something the Senate's EB has brought up.
        - ***Message from Chat:*** **Kate Temoney:** Would a hybrid format help with this?
            - ***Message from Chat:*** **Elizabeth Emery:** Maybe, but if they are teaching at other institutions as most do then it will likely cause problematic overlaps (unless hybrid async)
- ***Message from Chat:*** **Sue Mandzik Davis:** I don't see blocks for classes that meet 4 times per week.
- ***Message from Chat:*** **Emily Isaacs:** There are significant learning benefits for meeting three times a week; there's some interesting research on that that I might try to pull up -- not that it will always work, but in terms of learning, having the 3 day a week option is very valuable.

- ***Message from Chat:* Elizabeth Emery:** I agree! I'm just thinking about the very pragmatic issue of how many talented adjunct colleagues we employ and especially how difficult it is to attract them with the current 2-day block.
- ***Message from Chat:* David Axelrod:** Splitting up common hours, would imply having to schedule department and school meetings on different days…
- ***Message from Chat:* Elizabeth Emery:** I know we're asking lots of questions and pointing out sticking points, but it's intended constructively! The current schedule is not great and I for one appreciate the great effort and thoughtfulness that went into rethinking the calendar no matter how it finally turns out.
- ***Message from Chat:* Danne Davis:** Have students provided input?
  - Acknowledged by **Elizabeth Emery**
- **Erik Jacobson:** Thanks, Wendy, for providing this really detailed overview of the changes and what the grid looks like. The Senate is not designed to replicate the course block subcommittee nor the Calendar Committee. We do have George Grover, who is the Senate rep on the Subcommittee on the weekly grid. Moving forward, if folks have concerns or other idea, Grover would be the would be the way to do that. You can also communicate to the Executive Board and the executive board can communicate with Wendy and the provost and the president. The one last thing that I would say about this - there's a lot of this action in the chat about adjuncts and being able to recruit Monday, Wednesday, Friday adjuncts. This is something that a lot of people are bringing up and that would be like a real concern as well.
  - **Wendy Lin-Cook:** Thank you for your feedback. We will take it into consideration. I want to tell you what our next steps are.
    - Collaborate with unions to resolve the matter concerning additional teaching time.
    - Create a policy to govern classroom space allocation.
    - Implement a policy to regulate the usage of classroom space for hybrid courses and develop a process to maximize space usage for these types of courses.

- Develop course blocks for partial terms (terms less than 14 weeks).
- That's where we are, and that's what we'll be going. As we make more progress, we'll be happy to come back and provide additional updates.
- ***Message from Chat:* Pascale LaFountain:** Thank you for taking the time, Wendy!
- **Erik Jacobson:** Thanks, Wendy. We'll certainly want to follow up and again, we've got the subcommittees that we can report to and communicate to you with them. I would certainly encourage everybody to take the time to look at the files, to download them to really take a look at the grid and to think through your questions.

5. Voices of the Community

A. Reports from Caucuses

A. African American Caucus (Summer Jones)
- The [African American Caucus](#), in collaboration with the African American Studies program, the Black Alumni Advisory Council, the Department of Civic and Voter Engagement, and a coalition of campus partners, is inviting everyone to continue celebrating Black History Month.
- There are several events scheduled:
    - [A faculty panel discussion](#) on Tuesday, February 20 on strategies for making black history and heritage more than just a month.
        - ***Message from Chat:* Dalilah Smith-Santos:** I added the link to the chat and I also had it added to In the Know.
            - Seconded by **Pascale LaFountain**
- On Friday, February 23, DIASPORA – A Collection of Black Art! Presents "Cookout", a performance in Chapin Hall, Leshowitz Recital Hall (adjacent to the atrium), at 8 PM. It is a student organized and produced space for self-expression through music, movement, art and spoken word. Through this event, the struggles, emotions, and cultures of students of color are celebrated and appreciated. From my understanding, this is a really amazing event and it's student-led and everyone from the community is welcome.

- On Tuesday, February 27, there is a documentary screening of [Lowndes County and the Road to Black Power](#) from 2:30 PM to 5:00 PM in UN1040 (University Hall). Through first person accounts and searing archival footage, it tells us the story of black power, the local movement, and the young Student Nonviolent Coordinating Committee, which is SNCC organizers who fought not only for our voting rights but for black power in the county.
- The caucus is also beginning to look at the next group of leadership for AAC and we're seeking new members to shadow the current Executive Board who has been for three years. They would like for people to shadow them so that they can eventually take over. If you're interested, please come to our next meeting on Wednesday, March 13 at 12:00 PM. These meetings are currently virtual, so you can do it from work or your home office. The AAC is open to everyone, and so feel free to drop in.
- We also had a speaker series and today, we had Dr. Marchetta Evans who's the chancellor at Bloomfield College of Montclair State. At our April meeting, we're actually going to have President Koppel.
- **Pascale LaFountain:** I just Googled African American Caucus events, and what I put in the chat was [the link that I found](#). I'm curious about the communications right and getting the word out. There aren't as many subscribers as there used to be to the campus list. Are all of the events that you mentioned actually on this page? You were suggesting that you've experimented with other ways of getting the word out too. I'm just curious about what this looks like as a precedent or as a model also for other groups to communicate on campus.
    - *Message from Chat:* **Siobhan McCarthy:** Thanks for sharing this!
- **Summer Jones:** All of the events should be on there, with the exception of that February 20th event. We've continued to send out emails and then, because we're partnering with other organizations, they're also sending out emails and so the hope is that it's getting out that way. And so it'd be really interesting to see what University Communications comes up. The changes to the listserv needed to happen, so it was

a good thing, but there is the drawback of people needing to join back on those lists because those are the more common listservs where there's university events. We're just really trying to get the word out.

- **Erik Jacobson:** I wanted to quickly add, which is not part of the African American Caucus, but it's part of communication. University Communications and Student Communications are working together regarding the digital signage that is up across campus and they're going to create a a process for people to get information out there and approval, etc. Over the years, we've just been adding stuff, but now it's going to become more formalized and coming through University Communications and student communications. You will see that in the future. That would also help because I know someone mentioned potentially having stuff up on the digital signage that is on campus is a good idea.
  - *Message from Chat:* **Elizabeth Emery:** Does anyone use the campus calendar anymore (25Live goes straight through to it)? Is that perhaps more efficient than the lists? Great programming should not go unnoticed! These are fascinating events!
    - *Message from Chat:* **Pascale LaFountain:** When I google campus calendar I just get the academic calendar…
      - *Message from Chat:* **Elizabeth Emery:** https://www.montclair.edu/calendar/
  - *Message from Chat:* **Joe Brennan:** Regarding the lists, we have been hearing a lot from employees that their email inboxes are too full and they want more control. That may be why we are not seeing a big uptick in re-subscribing to Campus, For Sale and Discuss.
    - *Message from Chat:* **Elaine Gerber:** How many people are currently on each of the lists? Do you know?
    - *Message from Chat:* **Joe Brennan:** Yes, it's about 200-250 each. Interestingly, the numbers are very close for each one.
    - *Message from Chat:* **Elaine Gerber:** Thanks!
    - *Message from Chat:* **Bianca Perez-Cancino:** Would someone be able to share the link/info to be (re)added to listservs for anyone interested? :)
      - *Message from Chat:* **Joe Brennan:** Here's a few links - In The Know submissions:

https://www.montclair.edu/university-communications/in-the-know-request/

- *Message from Chat:* **Susan Baglieri:** Listserve lists: https://lists.montclair.edu/sympa
    - Acknowledged by **Bianca Perez-Cancino** and **Siobhan McCarthy**
- *Message from Chat:* **Pascale LaFountain:** https://www.montclair.edu/information-technology/how-to-subscribe-and-unsubscribe-from-an-optional-employee-listserv-at-montclair-state-university/
    - Acknowledged by **Bianca Perez-Cancino**
- *Message from Chat:* **Joe Brennan:** lists.montclair.edu - go there, log in, look for the list you want to subscribe to, and sign up.
    - Acknowledged by **Bianca Perez-Cancino**
- *Message from Chat:* **David Trubatch:** Google Groups is an alternative to listservs
- *Message from Chat:* **Joe Brennan:** And remember to post your event on the Calendar of Events https://www.montclair.edu/calendar/. FYI, Subscribers as of this moment - Campus: 306, For Sale: 282, Discuss: 128
- *Message from Chat:* **Siobhan McCarthy:** There's also a push vs. pull component -- when the event announcements come to us via e-mail, it's different from having to go check a separate calendar.
  - B. Asian and Pacific Islanders Caucus (Minsun Shin)
    - The Asian and Pacific Islander Cactus met on February 9 to discuss ways to reorganize and revive their caucus. They plan to partner with the United Asian American student organization on campus to host a flag raising event tentatively on April 1. They plan to send an e-mail to the campus and welcome everyone who can come to the event.
    - They are also planning to host upcoming events, such as monthly API meetings, speaker events, and book events. They are also collaborating with AAPI Montclair and AAPI New Jersey for an event with Dr. OiYan Poon, which will explore Asian Americans in relation to affirmative action.

- Board members have been established, and subcommittees have been created to work on upcoming events.
- The next meeting will be held on February 23 at 12pm virtually. The group is looking forward to answering any questions about the API caucus.

    C. Disability Caucus (Alicia Broderick)
- The next general membership meeting will be held on Friday, the 23rd, from 10:30 to noon via Zoom. This semester, they are consistently held on the fourth Friday of the month. Link to Disability Caucus zoom link: https://montclair.zoom.us/j/85661276319?pwd=bVFmTkRSVnFhSFd6dWNVbEJaQXNRdz09
- There have been discussions among members about how to rapidly disseminate information about events and other matters. The caucus has been struggling with how to efficiently disseminate information, like other caucuses mentioned. The link to the Zoom session is available on the caucus webpage. To stay updated on events and information, members can fill out the membership form and join the listserv. The link to the listserv has been dropped in the chat.
- An idea for better communication could involve the leadership of various caucuses joining forces and creating a collective listserv. The caucus is encouraging people to join the listserv and fill out the membership form to stay updated. Please let us know if there are questions relating to the disability caucus.

    D. Latinx Caucus (Johnny Lorenz)
- No report.

B. Open Floor
- None.

6. BoT Representative (Saundra Collins)

- The Board of Trustees held its last meeting on February 9th, where three Professor Emeritus resolutions were read: Sandra Adams, Lee Hwang Lee, and Tamara Lucas.
- The university is refinancing the Bloomfield College debt, which will reduce the university's interest payments by $1 million annually.

- Montclair is also working on the design of a new interdisciplinary science building, funded by $60 million in state grants to be built where Webster Hall is now. It will house labs and teaching spaces.
- The board approved the proposed duties for the faculty representative. The goal was to enhance the role to be an advocate for faculty and advance their accomplishments.
    - The faculty representative would read the Professor Emeritus resolutions during public sessions, provide reports on relevant board meetings at the University Senate, and sit in on board academic program planning committee meetings.
    - A new part of the duties would be to give a faculty accomplishment report at the public session of the board. This report would include a summary of recent notable faculty publications, grants, professional presentations, and student mentored projects. The faculty would present these accomplishments at the Professor Emeritus luncheon and report on their role in the new faculty orientation. Faculty representatives should also join Senate executive board meetings with the President and co-host an annual meet and greet social event with the university president.
- There will be an election held this year for this position. These changes should be implemented.
    - **Erik Jacobson:** Can we get the text of that change? Or is that part of the [meeting record](#) that's already going to be public?
    - **Saundra Collins:** It should be part of the meeting record that's gonna be public, but if you need me to send something so the Senate will have it, I have no problem with that.
    - **Erik Jacobson:** That would be very helpful. As an aside, in addition to three folks getting that emeritus status, it was very interesting to see there was like two dozen students that came to the Board of Trustees to make their voice heard about the proposed changes in the Fox Theater. It was really great to see students engaged at the Board of Trustees meeting.

7. NAL Report (Hugh Curnutt)

- Three agreements have been signed or are in the process of being signed. The first is a winter closure agreement for staff and librarians to work state holidays. The second is another agreement for career development. The third is a one-year agreement on the process for awarding tenure for eligible faculty at Bloomfield College of Montclair State.

- The Local's election committee is accepting petitions for officers, with nominations due on March 5. The next membership meeting will be held on March 6th at 1:30 PM.
- Retrospective pay will be caught up for everyone on March 1, and questions should be directed to payroll@montclair.edu. For any other questions or concerns, contact the Local.

8. Standing Committees and Senate Liaisons

A. Elections (Laura Field)

- Elections will be held at the end of this month, with the Elections Committee working to create a calendar. On the last page of the [meeting documents for this meeting](#), you will see all the positions that are up for re-election. Three positions are currently listed as at-large, but they need to return to their original positions. A constitutional requirement requires at-large elections in the fall if seats are not filled in the spring. The [meeting document](#) outlines this process.
- Nominations for the Senate Executive Board will be opened after spring break. Per the constitution, nominations need to be open 45 days before the final meeting in May. The call for nominations for regular constituent positions is expected to be called within the next week. The process will continue after spring break for the executive board.
- **Erik Jacobson:** We had scheduled a luncheon at the end of last semester (that had to be canceled) for folks who are interested in maybe running for an executive board position. We're going to reschedule that lunch. The invite to that will go out. Executive Board members will be there and we can talk about you know what it means to be on an Executive Board and encourage folks to consider putting their name in the hat to running for the Executive Board.
- **Stephanie Spitz:** I just wanted to clarify what the seat of administrative professional staff is. Is that staff not associated with an academic unit?
  - **Laura Field:** Exactly.
  - **Message from Chat: Stephanie Spitz:** Ok, if it does, I'll keep a look out for the at-large seats. Also, when is the senate elections occurring?
- **Erik Jacobson:** Please consider running for the executive board. We want to make sure we have a robust executive board.

B. Constitution (Erik Jacobson & Pascale LaFountain)

- The Constitution Committee has made progress in revamping the Senate Constitution, with the hope of having a first draft by the next meeting. The shift to proportional representation is proposed, allowing for flexibility in response to changing conditions.

- The ratio of faculty to seats and staff to seats will be adjusted to ensure all units are represented.
- Additionally, adjunct representation will be increased.
- Bloomfield as a unit will be represented.
- The draft is expected to be completed this spring, and those interested in the details can join the committee. An update will be provided at the next meeting.

C. Just and Sustainable Practices (Tim Gorman)
- The next meeting will be on Monday, the 19th, from 1 PM to 2 PM, on Zoom. The meeting will feature new members joining this semester. Those interested in working on campus sustainability and diversity and equity inclusion are encouraged to email or message Tim.
- The university has hired its first director of sustainability, Benjamin Kalscheur, from Texas A&M. We met with Kalscheur during the interview process, and we are excited about working with him. He will be the focal person in the administration working on sustainability issues, and we hope to have him visit the Senate soon. Kalscheur will bring many ideas and plans for the future. Kalscheur will be reporting to Ben Durant.
- **Erik Jacobson:** We recently had a conversation with the President and I'm hoping that my remarks to the Board of Trustees will be distributed to the whole campus. If not, I'll send it to the whole Senate. The remarks discussed the inequity within the Service structure, focusing on who is expected to provide service and who has the necessary bandwidth and resources. The committee for Just and Sustainable Practices should consider addressing this issue.
- ***Message from Chat:*** **Pascale LaFountain:** We plan to invite the new sustainability director to the Senate as soon as possible!

D. Task Force on Student Success (Erik Jacobson for Evin Deschamp)
- The Student Success Task Force is going to present next month, her and her colleague, Mayida Zaal, is going to give us an update on on the work of that of that committee.

9. Council Reports

A. Student Affairs (Sarah Sangregorio for Jessica Brater)
- We only had one update on a current item, which was the New Jersey Transit bus shelters. Sean Connolly in Facilities received drawings from New Jersey Transit for new bus shelters will be going from two enclosures to four. Two of them will be ADA accessible. Currently, we don't have any that are ADA accessible. There is no date yet on that. Student Affairs Council welcomes any new business from the university community.
- **Erik Jacobson:** The notion of mental health days and unexcused absences mentioned above is something that I think that the Student Affairs Council will take up.

B. Administrative Affairs (Shannon Bellum)
- Our new item is the need for effective communication channels for campus events and meetings, particularly for faculty and staff, as a stopgap until the new intranet is launched. We are meeting with Joe and one of his staff members in the first Monday of March. If you're not a member of our Council, and you have some burning ideas, please send them my way. We will report back in our next full Senate meeting.
- We are also collecting data on the impact of transfer student admission cycles, which have been discussed with academic departments. We encourage people to share their stories and hopes to compile a report by next time we meet.
- The safety committee report is attached to the Council's report.
- **Erik Jacobbson:** One interesting issue is the failure of some Push Buttons to open doors for people with disabilities and mobility issues.
    - **Arnold Korotkin:** Faculty, students, and staff should contact Facilities when there is a problem, as students have been using these buttons as kicking and punching bags, causing them to be dysfunctional. There was also talk about an educational program about the value using necessity of these push buttons at doors throughout campus.
    - **Erik Jacobson:** That goes back to this idea of readily accessible QR codes. If you see something, say something if there's a Facilities problem. You can communicate that way instead of having to look through Maximo.
        - *Message from Chat:* **Stephanie Spitz:** We do that in our buildings, put up QR codes for facilities, it works well!
            - Acknowledged by **Bianca Perez-Cancino**, **Timothy Gorman**, **Elaine Gerber**,
    - **Rich Wolfson:** Steve Way, a student with muscular dystrophy, has been a close friend since graduating. He drives a sophisticated wheelchair, which is not autonomous. One time, Steve and Jonathan Koppell visited new CART facilities and noticed that some were ADA compliant but Steve couldn't navigate them. Compliance was a minimum, but Steve wanted to work with a team of consultants to inventory places on campus that may or may not be ADA compliant. The issue is that compliance is the minimum, but not where we need to be.
        - *Message from Chat:* **Alicia Broderick:** And still inaccessible.
            - Seconded by **Stephanie Spitz.**
C. Academic Affairs (Marshall Schmidt)
- The last Council meeting focused on the certification and implementation of SEEDS, with the initial certification process starting in the fall and now closed. The process only applies to freshmen starting in fall 2024. A backlog due to personnel changes in the registrar's office has been resolved, and they are working through it. There have been no rejections

of classes so far, but they work with faculty members and staff to improve fit and course alignment with SEEDS. Once certified, courses receive an initial two-year provisional certification, followed by a five-year certification, giving faculty time to realign and reapply after the initial certification.

- Certification criteria will continue to change as issues are identified, and some rubrics have been updated. An advisory board election for SEEDS is scheduled in April, coordinated with the Senate, with representatives from each academic unit representative from the library and University College. More information on this will be shared in the near future.

- In our next Council meeting, we are meeting about Navigate so I'll share an update on that next time.

- **David Trubatch:** The search for the new Vice President for IT/Chief Information Officer is coming to an end. The week before last, two of the finalists came to campus.The other two of the four finalists are going to each have open public sessions. Mary Colon has been sending out announcements about those public sessions. I encourage people to go to those public sessions. The four candidates are all excellent. It would be great for people to come talk to them and let them know about what your concerns and issues are, especially academic IT issues, The President will make the final decision. Please come to those meetings. Look out for the announcements of them on Thursday and Friday. I'm looking forward to us having a new permanent VP/CIO.

- **Bianca Perez-Cancino:** I just have a follow up question about the SEEDS curriculum. As of the last Council meeting, we are going forward with the SEEDS curriculum for the incoming 2024 freshmen class. The advisors were kind of on standby to hear a little more. Are we confirmed that we're moving forward with the SEEDS curriculum for Fall 2024 for incoming students, freshmen and transfers?
  - **Marshall Schmidt:** As far as I know, that was what we were told in the report. You can contact the Provost's Office for more specific information.
  - *Message from Chat:* **Aylin Solu-Brandon**: FYI: This is not happening in registrar's office-- it's approval goes through provost office.
    - Acknowledged by **Shannon Bellum**.

10. New Business

- None.

A. First Reads
  ● None.

B. Second Reads/ Voting
  ● None.

11. Old Business

● None

12. Report of the Senate President

● Last year, an in-person gathering was held at the end of the spring semester to wrap up the year and share food and drinks. The meeting was held in an open space with no shade, so alternate locations are suggested.
● The call for executive board membership is reiterated. The Senate is an evolving entity. Two past presidents are here.
  ● *Message from Chat:* **Rich Wolfson:** 3 Past Presidents!
● Each of the two past presidents and the current Senate president had a vision of what they wanted the Senate to be. Being the Senate president doesn't just involve continuing the status quo, but also shaping the culture and process. I encourage people to consider running not only for the board but also for the Senate Executive Board if they have a vision for what the Senate could be and how they could shape it.
  ● **Ram Misra:** I have been involved with Senate for a long time and the only reason I'm still in the Senate, because I'm hoping that Senate charter will really change like many universities have. Our charter is very weak and we're not part of the decision making process. Many Senates in many universities have their role. I'd really like to see that change and happen so I don't know how it's gonna happen. I just want to put into the table that we are the least effective and least effective Senate almost anywhere in any universities. I want you to think about it. As a member of the Constitution committee, I've been saying this and we're going to look into that, but this is for the all the people. Okay, think about how to make the Senate more effective, and, maybe more if it is effective, to make it part of the university decision making process not as an afterthought.
  ● **Stephanie Spitz:** Yeah, I just want to disagree vehemently. Sorry, Ram. I think your opinion's your opinion, but I actually think this Aenate has created a lot of change. Iif you look at the recommendations listed over the last - I don't know how many years you can see - that they they are listening and they do create some policies based on this. Participation in the Senate is super, super important. I would reiterate Eric's call to be a

part of that decision making process. We're working within a limitation that the Senate isn't set up to be a decision making body in that way. It feels a little unfair to say what you are saying.

- **Ram Misra:** I did not mean to imply that the Senate is totally ineffective. I was in the executive committee many years ago. I'd like to see some changes in the Senate charter.
- *Message from Chat:* **Alicia Broderick:** Soft power is still a thing, and does make a difference....
  - Seconded by **Shannon Bellum**, **Minsun Shin**, and **Pascale LaFountain**

Meeting Adjournment

- **Call to Adjourn:** 3:40 PM
- **Stephanie Spitz,** Call to Adjourn
- **Rich Wolfson**, Seconded
- **Erik Jacobson:** Adjourned by Acclamation