

University Senate

January 24, 2023 | 1:30 P.M. | Zoom

- Meeting Minutes: S. Sangregorio

Senate Membership Attendance

Voting Members in Attendance:

Alvares, Baglieri, Baldwin LeClair, Bellum, Beringer, Brater, Broderick, Carr, Chica, Collins, Curnutt, Ellis Gavin, Field, Gharehgozli, Gorman, Heller, Higgins, Jacobson, Kamenetskiy, Korotkin, LaFountain, Madson, Mamonov, McCarthy, McDermid, McKinley, Misra, Nauta, Peterka-Benton, Rodriguez, Sangregorio, Schmidt, Sullivan, Trubatch

Voting Members Missing:

Kurze, Panorkou (sabbatical), Steiner-Otoo, Temoney

Meeting Documents:

https://docs.google.com/document/d/1Z-KaVkfmiUUH3DGCRoa_9XkE1gxXZi8eRDKaS4StrlQ/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:** Land Acknowledgement Statement was read. Due to having college students in his family, he notices other land acknowledgment statements at other colleges
- As Elspeth Martini is on sabbatical, a note on behalf of the Land Acknowledgement Committee: We do want to make sure it's not just a token gesture.
 - o The [Montclarion article in December](#) highlighted the MSU Native and Indigenous Studies Club, a student-led organization founded by senior anthropology major Farrah Fornarotto.

- o The club champions indigenous voices on issues such as food insecurity, environmental justice, and legislative challenges, providing an inclusive space for all students to learn and engage with the vital narratives of indigenous communities.
- o The Native and Indigenous Studies Club holds its meetings every other Wednesday from 5:30 to 6:30 p.m. at The Coder House located at 10 Normal Ave.

2. Approval of the Minutes

- **Erik Jacobson:** Move to approve the meeting minutes. Approved by acclamation.

3. Report from the Administration (Provost Gonzales)

- Academic Affairs Update - Provost Junius Gonzales
 - The Provost opened with a quote from Miguel Cardona.

Talking: junius gonzales

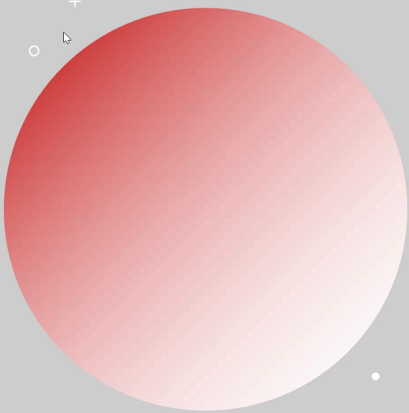
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Academic Affairs Updates

Junius J. Gonzales, M.D., M.B.A.
January 24, 2024
University Senate Meeting

Talking: junius gonzales

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- *'Yet some of the most important innovations in higher education today are being driven by institutions that get little glory but that are narrowing gaps in access to college opportunity and accelerating their graduates' economic mobility. Historically Black colleges and universities, Hispanic-, Asian American-, Native American-, Pacific Islander-, and other minority-serving institutions, community colleges, and state and tribal colleges and universities enroll more than three-quarters of undergraduates nationwide, despite chronic underfunding. Many are making real strides on college-completion rates and inclusive student success.'*
- *'We can realize a new vision for college excellence — one defined not by privilege, legacy, and selectivity, but by equity, inclusivity, and real upward mobility for students of color, immigrants, working parents, adult learners, and rural and first-generation college students.'*

Secretary of Education Dr. Miguel Cardona

- The Provost opened stating that our institution is good on so many so many levels, particularly around excellence. Everyone is committed to our students.
- The provost also stated that there are many headlines that are relevant, including continued challenges to DEI initiatives and the LGBTQ community, as well as issues and errors with the FAFSA formula. “We are not immune here in New Jersey and certainly when budgets get tighter and all of that and the rhetoric - the public and political rhetoric - continue around that, it's a big, big challenge.”
- Additionally, the Provost is having meetings with other institutions around AI. “We really need an organized plan to hit multiple areas, not just academic affairs.” The Provost highlighted Arizona State’s

partnership with OpenAI, noting there will probably be more partnerships to come.

Talking: junius gonzales

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Education Department to Fix FAFSA Formula Error

Arizona State and OpenAI Are Now Partners. What Does That Mean?

DEI Legislation Tracker
Explore where college diversity, equity, and inclusion efforts are under attack.

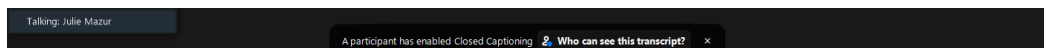
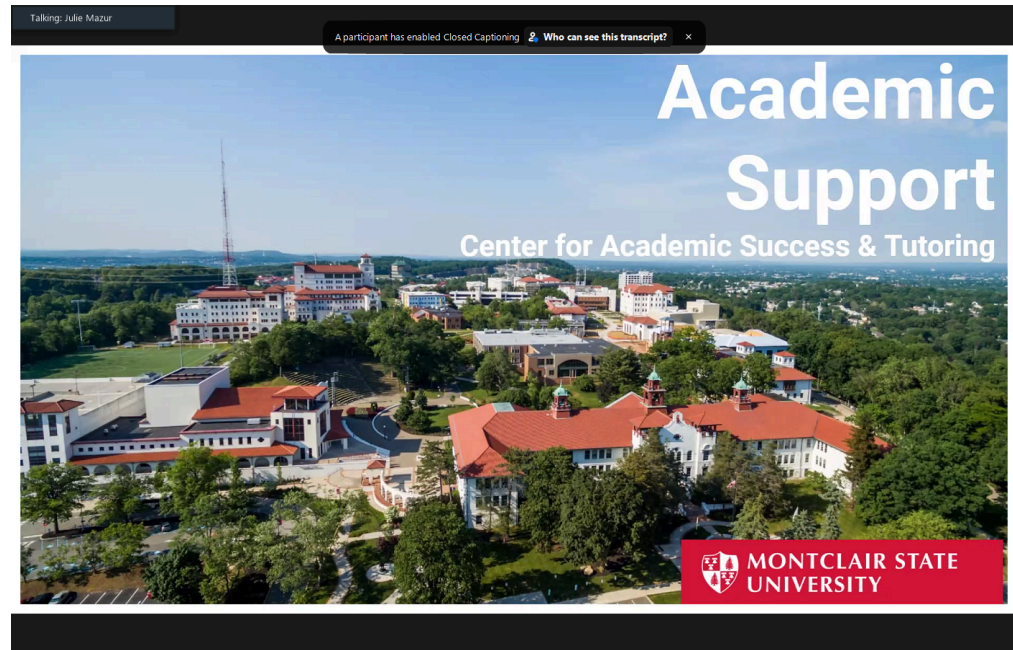
Learning and Earning by Degrees
Gains in College Degree Attainment Have Enriched the Nation and Every State, but Racial and Gender Inequality Persists

HIGHER ED'S RUINOUS RESISTANCE TO CHANGE
THE ACADEMY EXCELS AT PRESERVING THE STATUS QUO. IT'S TIME TO EVOLVE.

- The Chronicle of Higher Education is tracking DEI “under attack.” “There is a very special listserv on how to do this, believe it or not, and so I'm not on it, and you all probably aren't on it, but it's very chilling in my opinion.”
- Discussing credentialing, Georgetown University's Center for the Workforce and Education, led by Tony Carnevale, is exploring credentials beyond degrees. The Provost has researched college degree attainment rates in different states and areas, but finds averages aren't very comprehensive. The Provost is eager to explore the findings, as New Jersey's college degree attainment rate was relatively high in the past. The Provost believes this information, especially on "who is being left behind" can inform future actions and help identify those who are being left behind.
- The Provost's final comment on the headlines highlighted examining spending in higher education in NJ.
- The two task forces from last year have completed their work on student success. A draft of the report on student success was received last week, which is expected to be released after revisions. The report is thoughtful and practical, addressing various aspects of student success within a reasonable timeframe.
- The Global Reach Task Force is also preparing their final report. The report covers various aspects, not just enrollments, and the

President is excited about the outcome. The leads are hoping to present the report to the Senate when the time is right.

- Julie Mazur will present on academic support for undergraduates and the changes we are seeing based on this support. She will provide an overview of these supports, including tutoring, and the need for help from faculty and the entire university. The Provost acknowledges that some grants are running out, but also mentions there are interesting trends in these areas they wanted to share.
- The first three HEAL fellows will present updates on their work this spring. Milton will be joining us shortly.
- **Feedback from the chat: Danné Davis:** Light colored font against white background is hard to see.
 - **Seconded by Elaine Gerber:** Thanks, Danné
 - **Erik Jacobson:** I can pass that note along to the Provost later.
 - **Alicia Broderick:** Fortuitously, I'll be sharing links to our own internal tutorials on creating accessible documents in my Caucus report....Just to put it at people's fingertips!
 - Seconded by **Siobhan McCarthy** and **Stephanie Spitz**
- Julie Mazur - Center for Academic Success and Tutoring
 - Julie says thank you to the Senate for the opportunity to talk about academic support and thanks the CAST team for helping to pull together all of the data so quickly.
 - "We're seeing some really great and exciting trends with academic support and things that we know internally - that academic support is helpful and makes a difference. To see the numbers support that has been really wonderful for us." This highlights the importance of establishing strong partnerships with campus partners such as colleges, departments, and special programs.



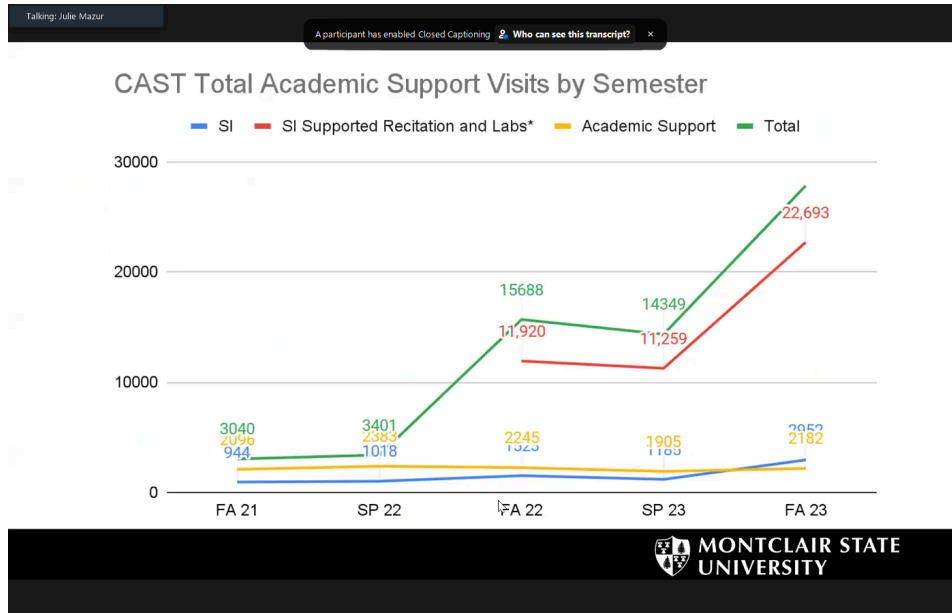
Support Type	FA 21	SP 22	FA 22	SP 23	FA 23
SI	944	1018	1523	1185	2952
SI Supported Recitation and Labs	N/A	N/A	11,920*	11,259*	22,693*
Academic Support	2096	2383	2245	1905	2182
Total**	3040**	3401**	3768**	3090**	5134**
Total with supported Recitation & Labs	3040	3401	15688	14349	27827
Unique Students***	664	790	967***	917***	2532
Gender breakdown	M= 31% F= 69%	M= 32% F= 68%	M= 36% F= 64%	M= 34% F= 65%	M= 35% F= 65%

FALL 23 Race & Ethnicity Data									
Two or More	Two or More Adjusted	Black/African American	White	Hispanic/Latino	Hispanic/Latino Adjusted +	Declined to Identify	Asian	Alaskan Native/American Indian	Native Hawaiian/Pacific Islander
26.7%	2.0%	16.8%	26.2%	14.5%	39.2%	5.8%	9.8%	0.1%	0.0%

CAST Academic Support Visits by Semester & Demographics



- The data we are looking at looks at trends for the past three Fall semesters and the past two Spring semesters. Typically, academic support centers see a dip of usage of services in Spring semester. This trend is following past precedents, with grant funding allowing for intentional support and faculty collaboration.



- The center has been implementing a support program since Fall 2022 and has seen a consistent upward trend in usage of its services since Fall of 2021. They hope to shift funds to continue the program in the Spring 2024 semester.
- “You'll see unique students listed on there. That's when an individual student, Julie Mazur, comes to our center and maybe avails herself of six different kinds of supports, but we're only counting them one time and the unique student, but when you look at the total numbers, we're getting a lot of repeat customers. We're getting a lot of students using our services more often and significantly, such that we're seeing really great impacts and really great trends. The male female breakdown has kind of been consistent since my time here at Montclair, so if we went back all the way to 2015, we would pretty much see that somewhere in the 60/40 70/30 split range... the race/ethnicity data pretty much follows the trends of the university.”
- The grant money has enabled a partnership with faculty and staff to increase the number of SI supported recitation and labs. The faculty have been heavily involved in developing what the supplemental instructors are doing with the students and making the support part of the class in different ways, including offering credit for attendance, dropping the lowest quiz or test grade, or rewarding students for their participation.
- It is attracting a significant number of students. However, support from the campus community is needed to build a comfortable environment for rewarding students or "dangling a carrot".

Partnering with the community can help ensure the program's success.

Talking: Julie Mazur
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Service	Number of Visits	Number of Grades	Mean Grade	Median Grade
Academic Support	1-4	676	2.41	2.70
	5-9	62	2.40	2.70
	10+	16	2.68	2.85
SI	1-4	518	2.39	2.70
	5-9	125	2.62	3.00
	10+	79	2.98	3.00
Recitation	1-4	344	0.80	0.00
	5-9	630	1.75	2.00
	10+	1355	2.63	3.00

Fall 2023 Service Grade Data



- The office can only pull general population numbers from Fall 2023 on short notice, but trends are similar to institutional data on the undergraduate student body.
- The goal is to increase faculty support and help with recitation labs, where students are rewarded for attending.
- As grant funds dry up, the focus is on maintaining this "huge upward trend" in attendance and potentially shifting some of this support to academic support and regular SI.
- "Any faculty who's looking to partner to help build these kinds of programs, consider what's going on in your classroom and how we can partner together to build those programs. We are all ears - what I wanted to show you to hopefully entice those partnerships is the student results from utilizing these services."
- The numbers reveal that the more visits a student makes to their courses, the better they perform. For academic support (traditional tutoring - 1:1 session), you can see the mean and median grades increase as the number of visits for a particular class increases. "We can see the same trend for SI." The 10 plus visit is the best route for improvement, with students coming for support once a week.
- "For the recitation supported folks, the differences are also pretty big where the students go from students who are only attending one to four having a below 1.0 grade earned GPA for that particular

class. The students with 10+ visits are not only passing, but they're doing well. It's important to mention that these are really difficult courses, like chemistry and math. Some of our nursing courses are the folks that we've been able to partner with for this style of academic support. We've identified the need and we hope to be able to keep it going. The trend is such that if we can get students to attend and take that help, that they are going to do much better than if they don't."

- "Everybody knows when you offer something out to students, even though you say 'this is really good', 'it's really going to help you', and 'we really strongly encourage you to attend', they don't often take advantage of it. When there's some tie-in to the course - whether it's required by the faculty member, whether they receive some kind of grade boost for it, whether that's dropping the lowest quiz grade or something along those lines - they'll be there and then they see those positive results."
- Any way that they can partner with folks, CAST is looking to do that by creating meaningful partnerships creates results.

Talking: Julie Mazur

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Creating Meaningful Partnerships Creates Results

SI & Recitation Models	Summer Bridge Programs	EOF Summer Academy
Keys to Success <ul style="list-style-type: none"> • College support • Department support • Faculty Support Consider rewards for support	Included SI in Summer Bridge <ul style="list-style-type: none"> • Students who attend 5-9 Sessions 3.28 mean GPA • Students who attend 0 sessions 2.62 mean GPA 	Included MANDATORY SI in Summer Bridge Academy <ul style="list-style-type: none"> • Without SI student mean GPA 2.56 • With SI student mean GPA 3.42



- The success of SI recitation models relies on the support of the department and faculty. Faculty should communicate openly and frequently with the SI, ensuring they are a partner in helping students make it part of the course. This commitment is crucial for rewarding students and ensuring that SI is integrated into the course.

- The success of including this support in the summer bridge program has been significant. The inclusion of summer SI in Summer Bridge courses has been shown to improve students' average GPAs. Students who attended the five to nine session gap had an average GPA of 3.28, while those who attended no sessions had an average GPA of 2.62.
- “Including it in the summer bridge program allows us to catch those first year students having them have that experience, connecting them with the resource. We're hopeful that that's going to continue through their academic career. That's a trend that we're going to be looking at a little deeper.”
- “What started us all off in kind of building SI into courses is our work with the EOF Summer Academy. EOF also makes the SI a mandatory portion of the scholars day in their EOF Summer Academy. Prior to us including SI, the average GPA was a 2.5 for EOF scholars. Once we included SI and made SI mandatory, the students jumped up almost a full grade point. We know it works.”
- CAST is pleased with the results and is actively seeking ways to maintain momentum and support faculty in implementing this concept in their classrooms. The university is seeking to establish new partnerships. The College of Science and Mathematics and the School of Nursing have been instrumental in this endeavor. CAST is seeing positive results and appreciates the support. CAST is open to partnering with other colleges, departments, and faculty to create a supportive environment for students with the goal to create an effective learning experience for all students.

Talking: Julie Mazur

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Contact us:

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- **Q: Erik Jacobson:** Will the presentation be made available to download?

- **Question from the chat: Stephanie Spitz:** Will this presentation be shared?
 - **A: Julie Mazur:** Yes, I will happily share it out.
- **Q: Alicia Broderick:** “Thank you, Julie. I will preface this question by saying I am not a quant person. I am a qual person so forgive me if it's an ill informed question, but it's the first thing that popped into my mind. It sounds like faculty are encouraged to “make it worth their while” with rewards, as you framed them. You gave a number of ranges. They were variable and up to the discretion of the individual faculty member. Many of those things would have an impact on their GPA. If you drop you know the lowest grade and the lowest grade is worth 30% of your grade as opposed to somebody dropping the lowest grade which is worth 5% of their grade, how is that variability in the impact upon the rewards on GPA accounted for when it will really be different for every every instance?”
 - **A: Julie Mazur:** “For the most part - any faculty member who is using SI please feel free to jump in and correct me if I'm wrong - an example is when they have 10 quizzes during the semester, dropping the lowest quiz grade or giving participation points for attendance. It's not something that's going to have that dramatic of an impact on the overall class grade.”
 - **A: Alicia Broderick:** “There are some parameters like within say 5% or something?”
 - **A: Julie Mazur:** “I would say yes, that most faculty use that good judgment. I see Evin [Deschamps] shaking her head. Yes, thus far it has been a very small carrot, bite-size little carrots that we're feeding folks as opposed to the big giant Bugs Bunny carrot.”
 - **A: Alicia Broderick:** “Some unknown small proportion of gains can and should be attributed to the reward structure, but we don't know what that is across the board - but it's small.”
 - **A: Julie Mazur:** “It's minuscule at this point. I would be so happy to have it be a bigger problem where we're saying, ‘Oh, it's like we've got to pull back the reins. You know, that's too big of a reward at this point.’ We're just trying to get things up and running and moving along. We found the incentivization. For the EOF cohort, there's no reward. It's just a mandatory part of their day. There's a lot of different

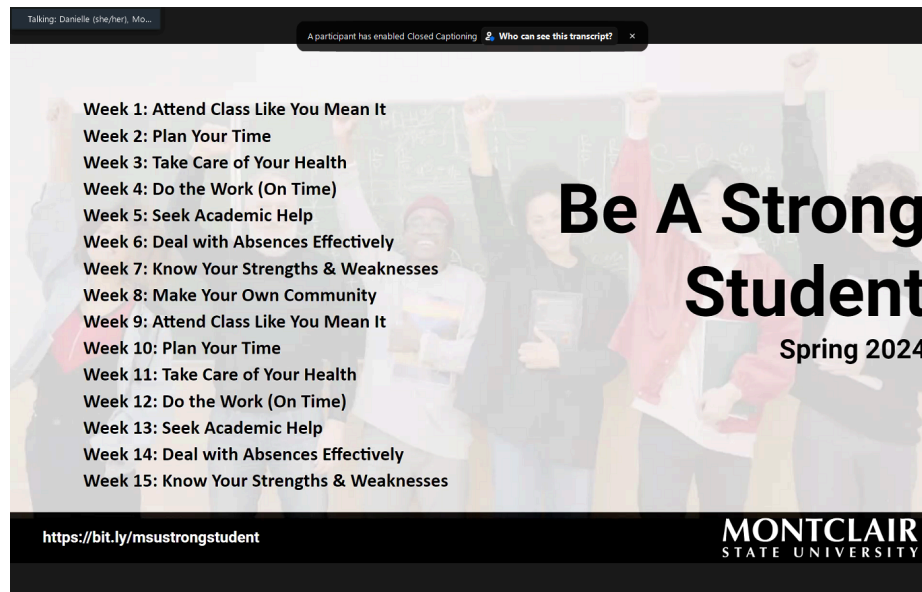
ways that we can tackle it - a lot of different ways that we can build it in - but either making it become mandatory or enticing students in some small way has been very successful."

- **Q: David Trubatch:** David is a large user of the SI for recitations and drop-in tutoring, and has been an enormous fan of it. They have been working with Evin Deschamps to implement this initiative, which has been very valuable. In their sections, they give students 10% of the course grade for attending recitations. That may be on the high side, but it certainly gets the students to come.
 - "In terms of the data, I do think there is a little bit of correlation and causation issue, which is the students who are respond and are organized and get themselves through recitations, maybe those are the students who would have done okay without the recitations anyway because they're responding versus the students who don't come to recitations or don't participate. I don't know."
 - The success rates of the program have significantly increased since the introduction of recitations.
 - One of the big concerns is how it would be set up. Some come from institutions with the "state university model" where lectures are large and recitations are needed. "I would never advocate for us to adopt the 'State U' model. It's not something we do at Montclair, due to our small classes, but I do hope that we find a way to make this sustainable because as has been pointed out, it's been extremely helpful."
 - This requires no additional coordination. In a multi-section course, many of the instructors are adjuncts , so there's work here in coordination. The CAST staff are extremely helpful, but a certain part of it falls on the instructors who are mostly faculty members to do it. Not only is there a cost in actually paying the students to show up and do the hours, which is important, but at this point, there's also a need to understand the value of coordination, not only for the recitations and the SI, but also for other all the other initiatives that we can and will take to improve success. That also needs to be built into our system too, as an extra challenge. "It's been a great, extremely welcome initiative, and I hope to see more of it and I'm happy to do whatever I can to help make it be successful for my courses and at the University."

- **Comment from the chat: Evin Deschamps:** Thanks David! We appreciate your support.
- **A: Julie Mazur:** You touched on a really great point. One of the issues and one of the coordination “snafus” that we're always struggling with is finding space. Finding space is certainly an issue on campus that we are all well aware of. CAST is trying to find a large space that we can have scheduled on a weekly basis. We've been very fortunate to partner with the folks in the library and we've been able to use some space in there, but certainly that is definitely an issue that adds to the coordination difficulties at times.
- **Q: Pascale LaFountain:** This is probably related to the fact that you had many grants related to this, but it sounds very STEM oriented. I'm wondering if you are also looking for partners in the humanities.
 - **A: Julie Mazur:** Everybody is invited to the table. That's part of the reason Junius asked me to be here today. We are able to “spread the love around” and ask the other colleges and departments and faculty to partner with us and figure out how we can build the initiative. I had a meeting with some folks from CART today to talk about how we might be able to build some SI in there. For anybody for whom this has piqued some interest and thoughts of “maybe this would work great with our program”, we are certainly looking to work with them. We are looking to continue our amazing partnerships with the School of Nursing and CSAM and also branch out to other courses at the institution.
- **Q: Danianne Mizzy:** We're so happy to have the CAST and academic support services co-located so people can easily move back and forth. I'll just give a shout out to instructors and faculty to please refer your students to librarians if they need help with doing information research. I will also give a shout out to our new student success librarian [Perri Moreno](#). Her contact information will be in the chat. We are looking to learn more about student success, in addition to CAST, and to be full and active partners in student success.
 - **From the chat:**
 - Perri Moreno, morenop@montclair.edu

- Liaison Librarians:
<https://www.montclair.edu/library/about-the-library/liaison-librarians/>
- **Q: Erik Jacobson:** Is the gender breakdown an issue in terms of their percentages? How does it compare to the broader college breakdown? Coming from a literacy background, this is a sensitive area. For decades, when boys were scoring better than girls on literacy tests, it was not a literacy crisis for girls. As soon as girls started scoring better than boys, it became a literacy crisis for boys, so I'm wary of that. I'm still interested to know if that gender breakdown is something that people are concerned about and taking initiatives to deal with.
 - **A: Julie Mazur:** Institutional concerns about male graduation are a priority, with [programs like MEGA](#) aiming to increase male graduation rates. We would be looking for ways to kind of up those numbers and have them be more proportional with the university's gender breakdown. We are always looking for ways to improve outcomes for males and I certainly think that you know, attending academic support would be beneficial. We're all ears to close that gender gap with support.
 - **Chat Comment from Alicia Broderick:** And is nonbinary an option for identification?
 - **A: Julie Mazur:** Other genders like non-binary are an option. We did not have very many folks select that option or choose not to identify so we were able to pretty much break it down by typical gender breakdown with male and female.
 - **A: Alicia Broderick:** Thank you for clarifying.
- Danielle Insalaco-Egan - Strong Student Campaign
 - The [Strong Student Campaign](#) is an initiative initiated by the Office of Faculty Excellence (OFE) to address the struggles faced by students during the start of the academic year. The campaign was initiated in response to feedback from instructors and other campus stakeholders about the struggles students were experiencing. The campaign is a collaborative effort, involving experts from SDCL, enrollment management, and university communications. We're all working together to ensure that we can reach students wherever we can find them, and it starts in earnest in the classroom.

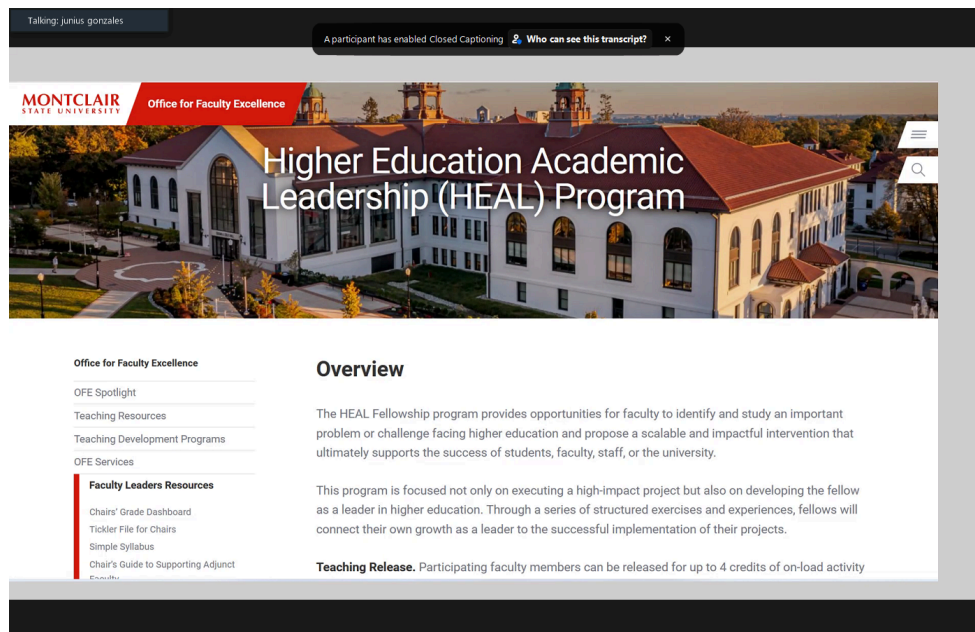
- The OFE website provides a [slide deck for faculty](#) to use at the beginning of each week in class or on campus, with tips based on the topic of the week. These tips are also shared on social media across the campus. Analytics are being tracked to determine the reach of the campaign at the end of the semester. Instructors and non-instructors are encouraged to promote and utilize the campaign in their classrooms.
- The Early Warning program, which begins on February 5, will be sent out to support students in understanding their performance in classes and where they can get additional help if needed. Reminders will be sent to support students in their efforts to help them understand their performance and find additional help if needed.
- **From the chat: Catherine Keohane:** Instructors can find other ways to support the campaign here:
<https://www.montclair.edu/faculty-excellence/strong-student-campaign/>
 - Campaign partners are happy for feedback along the way, especially as the themes will repeat.
 - **A: Danielle Insalaco-Egan:** Thank you Catherine!



- Provost Junius Gonzales - HEAL Fellowship
 - I want to remind people about this particular faculty fellowship. There is very exciting work coming from faculty.



- This is a short review of the different parts of this fellowship.



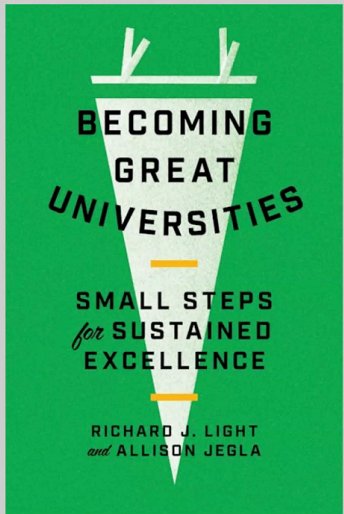
- Kudos to Emily and Ken and others for setting up the fellowship in Canvas utilizing a course structure, including the requirement of reflections when they meet with different people. Other items include reading a minimum of four books in the year and articles. We keep a bibliography.

Talking: junius gonzales

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THE HEAL PROGRAM CONSISTS OF


- The fellow's projects
- Quarterly half day group meetings
- Readings: books and articles selected by fellows and others
- Briefings with the President, VPs and leads of various functional units
- Attendance at curated selection conferences, webinars etc.
- Possible visits to other institutions
- Mentors (ideally internal and external)
- Professional development goal setting and individualized plan



- Milton has graciously agreed to speak on his experiences. He's a professor of psychology and I asked him to talk about his project. Hopefully over the next two months, we'll have two other folks joining us to do similarly.

Talking: junius gonzales

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Dr. Milton Fuentes, Professor of Psychology

This project focuses on two primary areas: exploring the heterogeneity of the Latine student population at MSU (1) and assessing the readiness of MSU for the Seal of Excelencia (2). In the first area, I will survey undergraduate students to understand how other identity variables such as country of origin, racial-ethnic identification, skin color, and intersectionality inform their academic lived experiences.

In area two, I will key review components from the Excelencia framework, such as data, practices, and leadership at Montclair to see how well we are serving our Latine students.

- Milton Fuentes - HEAL Fellowship
 - As one of the inaugural fellows for this program, I am excited to present two projects and want to encourage people to consider applying with a proposal.

- The first project focuses on Latine students, addressing the tendency to compare them to non-Latine students and their academic well-being. We will examine factors such as race, ethnicity, gender, ability, generation status, and immigration status. That's one of my areas of research: looking to see "in what ways does skin color facilitate or impede academic wellness at Montclair?"
- Other variables that we're looking at our include racial-ethnic socialization - there's good research out there that has found that when people identify positively with their racial ethnic background, they're more likely to do well in social spheres and academic spheres, so we're looking at identification, and we're also looking at trauma. Do certain students experience higher levels of trauma than other students? We're looking at defining academic well-being in a crude way.
- We're looking at GPA and DFW rates and looking for all these variables into a model to see what ways these various variables inform GPA and DFW rates. One of my students in the lab has made this her thesis project and just got approved by the IRB. We'll be launching this study this coming Friday and more as we learn.
- Montclair, a Hispanic Serving Institution, is assessing its readiness to secure the seal of excellence, a designation offered by Excelencia. This designation signifies that the institution has gone beyond enrolling 25% or more Latine students and is intentionally serving them. The project involves assessing the readiness of Montclair's programs, evaluating their success rates, faculty representation, and initiatives that intentionally serve Latine students.
- Some programs that are evaluating efforts include Katia's high school Latine program, Daniel Jean's program, and other academic programs that focus on Latine students, such as offering coursework in Spanish. The goal is to evaluate the value and effectiveness of these initiatives.
- The project also involves meeting with high-level senior administrators and evaluating the initiatives that are primarily serving Latine students. The goal is to evaluate the value and effectiveness of these initiatives and gather data to inform future decisions.
- I really encourage folks to take advantage of this opportunity of the HEAL fellowship.
- **Comment from the chat: Elizabeth Emery:** Thanks, Milton! So interesting!

5. Voices of the Community

A. Reports from Caucuses

A. African American Caucus (Erik for the Caucus)

- Together with the African American studies program, the Black Alumni Advisory Council, and a coalition of campus partners, the African American Caucus invites you to celebrate Black History Month with us by attending the following events.
 - On February 1, there's the Black History Month opening program.
 - February 6 is the Black History Museum and Film Festival.
 - February 19: the Black Alumni success panel discussion
 - February 21: A discussion with Jennifer Jones the first black Rockette
- This is just a small selection of the programs being offered in February. Please look for announcements that are going to be sent out to the campus about those events and other upcoming events.
 - **Q: Pascale Lafountain:** How will those events be shared with the campus? Will every event be promoted individually to [all-users]?
 - **A: Erik Jacobson:** I will follow up with them and see whether it's going to be [all-users], In The Know, or the various formats.
 - **Comment from the chat: Elaine Gerber:** I don't believe caucuses can post to <all users>
 - **Pascale Lafountain:** I think you're right.
 - **David Trubatch:** Very few people can post directly to all-users. The Senate Executive goes through the Office of the Provost to post to the all-users list.
 - **Elaine Gerber:** And the disability caucus meetings (and zoom info) are also posted to our website
 - **Pascale Lafountain:** In case the caucuses will be promoting these great events on the campus listserv, here's how to sign up and make sure you know about the events!
<https://www.montclair.edu/information-technology/how-to-subscribe-and-unsubscribe-from-an-optional-employee-listserv-at-montclair-state-university/>
 - Joe Brennan: To submit items for In the Know, use this link:
<https://www.montclair.edu/university-communications/in-the-know-request/>

B. Asian and Pacific Islanders Caucus (Erik for the Caucus)

- The Caucus was deciding on a date for their next meeting.
- Comment from **Minsun Shin**: February 9, Friday, at 1pm via Zoom.
- **Erik Jacobson**: As soon as their website is updated, we'll drop that information in the chat so that people will be able to find it a little bit easier.

C. Disability Caucus (Alicia Broderick)

- The Disability Caucus' general membership meetings will be held on the fourth Friday of each month from 10:30 to noon via Zoom, including interpretation services and live zoom transcription.
- The meetings will be circulated on the Caucus listserv and the [campus] listserv, but members who haven't re-subscribed to [campus] may not receive the announcements. The Caucus is working to reach out to the wider campus and provide more information on their webpage. The link to the meeting and other information is available on the [Caucus website](#).
- On Friday, January 26, the general membership meeting will take place from 10:30 am to noon. The session will feature a presentation by Alicia Broderick and Drew Wallace on developing neuro-inclusive practices and a community discussion. The meeting is open to all, including neurodivergent individuals, those who are curious about neuro-diversity, and those who want to enhance their professional practice or become a better ally to our neurodivergent colleagues and students. The caucus membership meeting will explore the neurodiversity paradigm and its potential to foster a more inclusive campus culture at Montclair.
- The Executive Board of the Disability Caucus has been working on a flyer for the event, but it was discovered that the flyer was not fully digitally accessible. We want to model accessibility for the broader community and the full Senate.
- Alicia gives a shout out to Joe Brennan for the accessible communications and media coming out of University Communications and emphasizes the importance of universal accessibility in university communications and media. However, it is crucial for individual faculty, administrators, and staff members to consider the accessibility of digital communications and documents to all members of the community. A key piece of belonging is ensuring that information sent out is equally and equitably

accessible by everyone. The Disability Caucus Executive Board, and the rest of the Disability Caucus are still in a learning curve to ensure all documents are digitally accessible.

- To remind everyone of the existence and existence of digital accessibility resources, I will provide a link to the Digital Accessibility Initiative. This initiative is a useful set of resources created by IT colleagues to ensure that all types of documents, including PDFs, Word documents, slides, and videos, are fully accessible. This includes complying with Section 508 of the Rehabilitation Act and ensuring that information is accessible to all colleagues. By ensuring that all information is available for the benefit of all colleagues, universities can promote a sense of belonging and equality.
- Stephanie Spitz, our first appointed at-large member of the disability caucus, has created a beautiful flyer to showcase her art skills and is available for questions about the Caucus. Eileen Forrestal, the second at-large member, is also available for any questions about the Caucus. Both members' contact information will be provided in the chat. If interested in joining the Caucus or collaborating, members can contact any member on the executive board. The two at-large members are available to facilitate communication and are eager to help.
- **Comment from chat: Elaine Gerber:** The disability caucus invites you to join our general meeting on Friday, January 26th, 10:30 am-12:00 pm. This meeting will include a discussion of the neurodiversity paradigm and neuroinclusive practices. Zoom link for meeting.
- **Comment from chat: Joe Brennan:** Tips on how to make your email/digital flyers accessible:
<https://www.montclair.edu/information-technology/2021/03/15/making-emails-more-accessible/>
- **Comment from chat: Alicia Broderick:** A few resources for making our documents fully accessible:
https://www.montclair.edu/digital-accessibility-initiative/accessibility-documentation_tutorials/

D. Latinx Caucus (Johnny Lorenz)

- No report.

E. Montclair Votes (Pascale LaFountain)

- No report.

B. Open Floor

A. Electronic Signatures

- **Erik Jacobson:** A person voiced concerns about electronic signatures. This person was concerned that there seems to be no steadied policy and it's sort of like an ad hoc situation. Anybody have thoughts on electronic signatures? Any problems that you're having things that you would like to see done better with electronic signatures? Is this an issue that concerns you or any of your colleagues?
- **Rich Wolfson:** Does anybody have an instance where an electronic signature presented a significant issue? We sign our agreements now, many times electronically. We consider it the full force of law when that happens.
- **Erik Jacobson:** That's what I'm trying to see - if there is an issue or if it's just one person's anecdotal experience. I know that person was concerned about the two-step identification. I just want to know if there were any other issues with electronic signatures that the Senate would need to follow up on. It doesn't sound like it.

B. Ram Misra - Access to Courseware

- Three years ago, we adopted this policy for accessing courseware purchased through the Bookstore using a system called Brightwave.
 - They keep changing the process. Students find it very confusing because the code comes from Brightwave to their e-mail, not directly from the bookstore.
 - A lot of these students don't even know about Brightwave. They delete the emails and have a lot of issues.
 - I was wondering if other folks are having similar troubles. I've talked to Pearson, and the process can be very simplified. It doesn't have to be all that complicated. Why hasn't the bookstore fixed it?
 - **Q: David Trubatch:** Open access resources are essential for saving students money, encouraging freedom, customization, and sharing across the academic world. While not always available, they can solve many problems and provide a possible solution. It is an opportunity to re-examine switching to open access. Open

access is a no/low-cost-effective solution that can be supported and invested in at the administrative level.

- **A: Ram Misra:** That's a different issue. We have looked into open access textbooks, but because of the lack of support, we have not changed. We adopted this "ready access". What used to happen before is that two or three weeks will pass and students will not have the textbooks. I don't mind going and talking to all these people I've done in the past, but the whole process can be simplified. It doesn't have to be this complicated and I hope the bookstore can take action.
- **Comment from chat: Siobhan McCarthy:** If Open Access is not available, please contact the library to discuss putting course materials on reserve to also make them accessible to students. We're consistently asked by students for their textbooks.
- **Erik Jacobson:** Do the people in the meeting have issues with students accessing materials through paywalls? If you do, send us an email, and then we'll collate it, and then we can go to the administration or go to the bookstore, and try to come up with a more systemic solution.
- **Q: Danianne Mizzy:** I do want to let people know if they're not already aware that there is an RFP going to be going out for the bookstore, which is definitely going to include how we acquire and make available textbooks. There's language that's being incorporated in and around open access.
 - There are people who are working on this now. It'd be great to have Melissa Ginotti come and tell us more about that. It's front and center in the RFP. And we, at the library, get requests from students all the time for textbooks. We're all aware of how important it is to try and solve this affordability problem.
- **A: Erik Jacobson:** It'd be great to hear both from the library and the bookstore.

6. NAL Report (Hugh Curnutt)

- Librarians, faculty, and professional staff in our unit should have gotten a three and a half percent raise added to their salary, starting with last week's pay period. (Specialists' raises are being handled differently.)
- For those people minus the specialists, next week's pay period will include the retro payments, so look forward to that. The Local hasn't seen any issues with

the payments, so Payroll seems to be doing a very good job with this. We're working hard to come to an agreement for professional staff and holidays - we hope to have that done ASAP.

- The officers group is up for election, along with delegates. If you're interested in running, you can check the Local's website for a description of the positions. It's also in our bylaws, which are also [on the Local's website](#). Non members cannot run for an officer position, nor can they vote. Newly elected officers will begin their term May 1st.
- **Rich Wolfson:** "I want to make it public that, after 42 years here at Montclair, and at 72 years old, I'm going to retire at the end of this spring semester. There are lots of smiles and I appreciate it. Thank you very much. The officers have been involved in discussions. I'm absolutely confident that the health of the Local and continued leadership will be stellar - it might be even better. I just wanted to make it official here today and say that the nomination petitions are out. I will not be running for president again. I look forward to a transition, for all sorts of reasons, that I think will be terrific for the longevity of the Local and the health of all that we do."
 - **Comment from the chat: Jessica Brater:** Thank you 1904! Rich Wolfson & Hugh Curnutt
 - **Comment from the chat: Pascale Lafountain:** Congratulations, Rich! Legendary.
 - Seconded by **Elizabeth Emery, Sarah Sangregorio, Laura Field, Elaine Gerber**
 - **Comment from the chat: Jessica Brater:** Thank you so much Rich Wolfson for all of the work you have done on our behalf!
 - Seconded by **Laura Field, Sarah Sangregorio, Alicia Broderick, Elizabeth Emery**
 - **Comment from the chat: Rich Wolfson:** Thank you everyone and although I do have some things to do, I am not going to disappear!
 - Seconded by **Elizabeth Emery**
- **Erik Jacobson:** Emeriti faculty are welcome to the Senate meetings.
- **Rich Wolfson:** He brings up *emeriti*. I've made a case over the last few years that the name of *emeritus* or *emeriti* faculty, which are gender based, should be changed to *emerit* which is not gender based. I don't think it diminishes the position at all - the trustees have not really responded to that. I will continue to push that. There are a few things that I want to do before I retire.
 - **Comment from the chat: Alicia Broderick:** Agree, Rich.
 - Seconded by **Stephanie Spitz**
- **Erik Jacobson:** I thought emeriti was gender neutral.

- **Comment from the chat: Alicia Broderick:** Emeriti is masculine plural
- **Pascale Lafountain:** Emeritae?
- **Michael Heller:** Rich, at the last BOT, the BOT Chair did say “emerit” several times!
- **Alicia Broderick:** Emeritae is feminine plural.

7. Standing Committees and Senate Liaisons

A. Elections (Laura Field)

- In February, I'll have a report of all the seats that are open and give everyone the timeline. The Executive Board of the Senate will also be up for election.

B. Constitution (Erik Jacobson & Pascale LaFountain)

- We are meeting to talk about the representation numbers. We have the data and need to look at it. The update will be dependent on the readjustment we are looking at.

C. Just and Sustainable Practices (Tim Gorman)

- I wanted to encourage people to consider joining our committee. If you want to get involved in the committee for just and sustainable practices, please reach out and email me.
- Otherwise, no big updates.
- **Erik Jacobson:** We should talk about that bookstore RFP to see what the terms are, who's involved (if there's local), and look into the sustainability aspect. That might be something that we want to put on our radar.

D. Task Force on Global Outreach (Daniel Mengara)

- No report.

E. Task Force on Student Success (Evin Deschamp)

- No report.

8. Council Reports

A. Student Affairs (Jessica Brater)

- I am providing an update on the issue that we brought up last time about the lack of bus shelters on campus. Sean Connolly has sent an update

that Facilities met with New Jersey Transit about the lack of bus shelters. There's a proposal to replace what we have currently with four new units.

- Facilities is waiting for New Jersey Transit to provide drawings for review. Once these have been received, Facilities will review those and, once they've approved them, New Jersey Transit will order and install the new units. Facilities will need to remove power and cameras from the older units and reinstall them on the new units.
- I won't be able to answer any questions about this, but if anybody has any questions, I can send those to Sean and report back at our next meeting.

B. Administrative Affairs (Shannon Bellum)

- We have a new item that we're going to be looking at this semester: Transfer Admission Cycle and its impact on academic departments and advisement of those students.
- We also want to see if we can gather some data on the impact on students too, because the sense of it is that it's very chaotic for them to be accepted late to the university.
- We're going to be doing some outreach and gathering information.
- If this is something you're passionate about, please reach out to me and share your story. I'm interested in hearing anecdotes for now until we can nail down some data.
 - **Comment from the chat: Stephanie Spitz:** This is so needed Shannon!!
 - Seconded by **Shannon Bellum**
- My report includes the latest safety committee report. There's some good news in there. The drop off zone has been handed over to Capital Planning. They're in the process of designing a plan that will hopefully clean up the messy entrances to campus where drop-offs and pickups are happening in an ad hoc manner. We'll keep our eye on that.
- **Pascal LaFountain:** To add to the Administrative Affairs report, I wanted to ask again that people complete the survey that I created about the university calendar.
 - I've been serving as Vice President of the Senate on the University Calendar Committee and that's why I created the survey. I have 132 responses.
 - If you're somebody who hasn't responded yet and you have some views on the calendar, or if you would just like to look at some draft calendars going five years into the future (including a new draft grid), those materials are out there and we want to hear from you. I'll post the link in a minute.
 - **Comment from chat: David Trubatch:**
<https://forms.gle/MiyvVJx1iw33JL9u6>

- **Comment from chat: Pascale LaFountain:** Here is the Calendar survey I mentioned:
<https://forms.gle/nYNUi5rS5gQeuSnT9>
- Shannon asked me to talk about my IT liaison position. We're entering the final phases of the search for a new long term. We've had an interim VP of IT/CIO. I've been on that search committee representing the Senate.
 - I know that finalists will be invited to campus. I think the next Dean finalists round have gotten through their presentations on campus. Everyone can participate in the public aspects of hearing from potential candidates.
 - Our new VP of IT/CIO is likely to join us before the end of the next semester if everything goes smoothly.
- The IT integration with Bloomfield is continuing with our MSU IT project management taking over most aspects of the Bloomfield integration. The Bloomfield campus will soon have Montclair NetIDs as well as montclair.edu emails so keep an eye out for those.
- There are also some changes around digital signage on campus. I know in some of the buildings where I spend time, I've seen kind of chaotic signage on some of the screens or no signage on some of the screens.
 - They're making a new system so that some of the screens can be controlled centrally. It won't just be building specific postings that are related to a particular department or program, for instance. You might see university-wide signage on those as well.
- It's possible that we'll be moved to a verified push on our Duo Security starting very soon. So right now, if you're like me, you're clicking on your green checkmark on your phone.
 - It could start soon that we're going to see a code. I'm sure that IT will share this information, but keep an eye out for it. We will have a code that we have to enter as part of our verification to increase the security. Keep an eye out for these changes.
- Joe Brennan has been actively inviting people to post things on the In The Know newsletter that comes out Friday mornings. It's definitely a place to look for these changes as well.
- **Erik Jacobson:** I want to echo Pascal and encourage you to take that survey. Please encourage your colleagues to take that survey as well, because the more feedback that we get, the better.
 - I also want to thank George Grover - he's going to be our rep on a subcommittee that's looking at the Daily Grid. There's two parts of the calendar change - the annual changes in terms of when things begin and end and run, but also the daily grid, which is going to be very, very complex. Thanks, George, for serving on that subcommittee.

- Hopefully we'll be able to have a really, really good conversation with them about what it's going to look like.
- **Pascale LaFountain:** This is why we have the timeline that we have on that survey for the calendar committee. They want things to be completed by February 2nd (or so). I'll share the information with them right away. They plan to have a presentation at the Senate in February.

C. Academic Affairs (Marshall Schmidt)

- No new items of business from the Academic Affairs Council.
- We do have some ongoing issues that we're going to discuss when we meet next week. We will have an update for the full Senate next time.
- **David Trubatch:** Regarding the search for the new VP for IT/Chief Information Officer, both Pascale and I have served on that committee as academic and administrative affairs liaisons from the Senate. Pascale gave the key news and developments. I think that having a Senate presence made a big difference on that committee, an added perspective. We were able to bring up voices from the "front lines", faculty and staff, to the search and all for the best. I have a pretty good confidence that we'll get some good candidates. Hopefully, they'll be coming to campus soon. I would encourage people, when they come to campus, to come and talk to them, participate, and give input.

9. New Business

- None.

A. First Reads

- None.

B. Second Reads/ Voting

- None.

10. Old Business

- None

11. Report of the Senate President

- The MSU Foundation is preparing for the annual Day of Giving for Montclair, which will take place on April 25. The campus community can participate by planning challenge gifts and becoming champions to raise awareness and funds

for the desired area. A one-day information session will be held on February 2 at 10am on Zoom, and an email invitation will be distributed to all campus users.

- The Office of Alumni Engagement will participate in the Black History Month activities with an alumni career panel hosted by the Black Alumni Advisory Council on February 19.
- Additionally, together with the SGA, an event will be held on February 29 to bring together SGA alumni and current students.
- Faculty and staff interested in connecting with the growing number of alumni affinity groups are encouraged to reach out to the alumni engagement office.
- An email was received from a concerned member of the university community about access to coffee for evening classes, and the Venture Cafe being replaced. It's gonna take a while for Venture Cafe to be replaced with something else.
 - **Comment from the chat: Susan Baglieri:** On Tuesday the University Hall coffee stand was closed before 5! So no services for grad students with class at 5:30.
 - **Erik Jacobson:** Sue says University halls kiosk was closed before five. That's something that we asked about as well, trying to get that kiosk to stay open later.
- If you're on campus at night, and there's a particular issue that you feel needs to be addressed, whether it's safety, accessing coffee, IT support -- whatever it might be -- we want to make sure that if you're here later at night, you feel supported, particularly because the schedule might change and some of you might be here later than you have been in the past.
- We'll see what the next Senate meeting holds. There's going to be a lot going on between the calendar and a lot of other things.
- Have a good beginning to your semester. We'll see you at the next Senate meeting and in your various councils.

Meeting Adjournment

- **Call to Adjourn:** 2:48 PM
- **Stephanie Spitz,** Call to Adjourn
- **Bill Sullivan,** Seconded
- **Erik Jacobson:** Adjourned by Acclamation