

# University Senate

May 8th, 2024 | 1:30 P.M. | Zoom

- Meeting Minutes: S. Sangregorio

## Senate Membership Attendance

### Voting Members in Attendance:

S. Baglieri, J. Baldwin LeClair, S. Bellum, A. Beringer, A. Broderick, L. Carr, S. Collins H. Curnutt, L. Field, L. Gavin, T. Gorman, M. Heller, E. Jacobson, M. Kamenetskiy, A. Korotkin, P. Lafountain, R. Madson, C. McKinley, R. Misra, V. Nauta, S. Greenstein, S. Sangregorio, M. Schmidt, W. Sullivan, K. Temoney, D. Trubatch

### Voting Members Missing:

J. Alvares, J. Brater, D. Chica, O. Gharehgozli, A. Kurze, S. Mamonov, S. McCarthy, K. McDermid, D. Peterka-Benton, R. Rodriguez, R. Steiner-Otoo

### Meeting Documents:

[https://docs.google.com/document/d/1VoLSUc-z0H\\_n6QhwMyAeSleIMr\\_gKtMS-Wa5SmROje-k/edit?usp=sharing](https://docs.google.com/document/d/1VoLSUc-z0H_n6QhwMyAeSleIMr_gKtMS-Wa5SmROje-k/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:** Welcome to the last University Senate meeting of the year. After this meeting, we will hold the organizational meeting. The SGA president is not available to join us. President Koppell is going to make comments. I asked him to speak on the FAFSA situation. Because we do not have a quorum, we will begin with the report from the administration.

### 2. Report from the SGA President

- None.

### 3. Report from the Administration

- **Report from the President - President Koppell**

- The US Department of Education implemented a reform to the FAFSA, a form that determines the amount of federal financial aid available to college students.
- The changes were both mechanical and substantive, affecting the way students fill out their forms and how data is collected and tabulated.
- Some significant changes include the lack of credit for families with two children attending college simultaneously, a change that may affect more people than expected.
- The federal government's failure to address these issues has led to a significant downturn in the number of people who have filled out the FAFSA and applied for financial aid, resulting in a 20% decline.
- Most universities in New Jersey pushed the deadline for decision-making back to June 1 from May 1, causing deposits to lag substantially behind where they were last year.
- The good news is that students are expected to receive more aid from Pell and the Biden administration pushed through an increase in Pell.
- The demographic transition is leading to a more competitive environment to enroll students, with universities discounting at a rate not seen before, typically through scholarships.
- This strategy is becoming more common among public universities, creating added complexity as the marginal revenue to the university for the same number of students is less.
- The enterprise aspect of running a university is getting more complicated.
- Pause for Questions:
  - **Erik Jacobson:** The seemingly bureaucratic stuff has an immediate impact on your job.

- Comment from Chat: **Pascale LaFountain:** 44%. As an HSI institution, Montclair State University is majority-minority serving. More than 33% of undergraduate students are the first in their family to pursue higher education and nearly 44% are Pell eligible. Just a fun fact!
- **President Koppell** continues:
  - An estimated 700,000 people may not start college due to the impact of FAFSA.
  - This could result in permanent college dropouts, with a low enrollment rate.
  - The impact will be significant on a large chunk of the population.
  - Negative implications for institutions with less resilience. The impact will be particularly severe for some institutions.
  - Pause for Questions:
    - **Erik Jacobson:** Once the system is course-corrected, if a member of your family experienced this and didn't choose to go to college, it's going to have a negative impact on siblings and other people in the family in the future, potentially whether they're gonna go to college or not as well.
      - **President Koppell:** That's a reasonable inference.
    - **Mary Wallace:** I don't know if it correlates with FAFSA, but I do know that some of the adjuncts have told me they have not yet been assigned classes. Could that be because of questionable enrollment?
      - **President Koppell:** Without the issues with the FAFSA, we would have a lot more data about what the Fall Enrollment would be. Normally we would be starting to fill in the blanks about what our Fall Enrollment would be after the deposit deadline, which is not perfect. You never get 100% of your deposits enrolled, but you have a pretty good idea. Everything's gonna be shifted back to June 1. It's going to push everything back timetable-wise. It wouldn't surprise me if that is part of the explanation for any delay in scheduling.
    - **David Trubatch:** I'm struck by the interchange here. I would actually be interested to know if that really is the case. One event is this national issue with the FAFSA and all of its many consequences. Then, we have a very local Montclair issue, which is that Mary reports that fewer adjuncts have

gotten assignments. Is there actually a connection between those two? Has that kind of information actually gone to the frontline people who were making the number of courses and schedules? I wouldn't assume that that's the case. I'd be interested to know if that's actually the case.

- **President Koppell:** There are still questions about enrollment.
- **Erik Jacobson:** I'm thinking about the onboarding process, particularly of adjuncts, to make sure that the onboarding process is efficient and as quick as possible. Turnaround time is going to be shorter. That's going to be even more essential now for adjunct onboarding.
- **Shannon Bellum:** Are continuing students also being affected?
  - **President Koppell:** I'm referring these questions to Wendy Lin-Cook.
  - **Wendy Lin-Cook:**
    - Current cores are placeholders - addition and subtraction of classes is dependent on the registration process.
    - The registration process for freshmen is delayed by a month.
    - This delay will impact activities like orientation and scheduling for incoming students, leading to increased busier times in July and August.
    - Returning students' financial packages are not yet sent due to the need for SAP (satisfactory academic progress) and grade calculation before sending out the package.
    - Older data points may not impact the process as they are already available.
    - The delay is due to difficulties in applying for FAFSA renewal, data inequities, and other issues.
- **President Koppell:**
  - Increased pressure on undergraduate enrollment was expected.
  - International and graduate enrollment are crucial for the university.

- Fall graduate enrollment increased by 11%, largely due to an increase in international enrollment (up over 250%).
- Expected increase in international enrollments in the coming fall.
- Concerns include visa processing and students being able to come to the United States.
  - Question from the Chat: **Pascale LaFountain:** What is the international enrollment (more or less)?
  - **Wendy Lin-Cook:** Registration just started. International students tend to register later. We have about 200 international graduate students already registered. That number is probably going to be doubled, but I am trying to be conservative in my projections.
- **President Koppell:**
  - The University is
    - expanding its global strategy, including partnerships with entities in India and other parts of the world.
    - leveraging faculty relationships from various countries, including Indonesia, Ghana, and other countries, to build pathways for students.
    - addressing the misconception that lower-income countries don't offer students who might want to study at Montclair State University.
    - focusing on reaching out to tier two and three cities in India, where millions of people are eager to get an education.
    - also focusing on improving the transfer process to make it less onerous for transfer students to navigate the challenges of obtaining their credits.
    - also focusing on improving retention and graduation rates to equally affect enrollment.
    - expanding efforts like Summer Bridge and EOF and focusing on measuring the return on investment. (400 total students are participating, doubling last year.)
      - Initial experiments showed a five percentage point increase in fall-to-spring retention for students who participated in Summer Bridge.

- also recognizing the importance of student retention as a source of resilience in the face of a turbulent enrollment period.
- Montclair is set to graduate 5,000 students this year, with 3,600 graduates expected to cross the stage at the Prudential Center.
  - The participation rate of 98% for commencement is remarkable, indicating strong endorsement and connection to the university.
- The overall enrollment picture is promising.
- The university is addressing the challenges of the FAFSA situation, including increased student numbers and increased attendance at admitted students' day.
- The university is promoting the quality of programs and interaction with faculty and staff to keep the pressure on students.
  - Several recent emails have been received from parents who were impressed by the university.
- Questions:
  - **Erik Jacobson:** Do you have any early click-through numbers on that call to contact Trenton?
    - **President Koppell:** We have a little bit. We haven't made the big push just yet. We've already generated somewhere around 100 messages.
    - **Joseph Brennan:** We're also planning a push. So I want to say to everybody on this call: if you haven't done so already, and you're willing to do it, please go to <https://www.fundmontclairandbloomfield.com/>. That's a platform that you can use to send a message of your choosing to your legislators expressing support.
    - **Erik Jacobson:** The default message is from a student perspective. If you're not a student, you want to go in and change the language so it feels like it's representing you.
    - **President Koppell:** We want to emphasize the importance of changing messages and subject lines to be more personal to better impact the

offices. We encourage positive interactions with political figures, especially Assembly and Senate members. We want to highlight Montclair's success and the need for state investment in the university. A positive attitude can help get the resources Montclair students need to succeed in New Jersey.

- Comment from Chat: **Joseph Brennan:**  
It's easy to customize your message. If you change the subject line, please make sure it specifically mentions Montclair State University and funding. The staffers who compile email reports sometimes just look at subject lines (I have been told).
- Question from Chat: **Alison Beringer:** Re: students not returning: do we have statistics on whether they cannot continue for financial (or other) reasons or whether they go elsewhere?
  - **President Koppell:**
    - Students often struggle with managing finances and balancing debt, leading to a significant number of transfers to other institutions.
    - The number of transfers to other institutions has not increased, but there is a net positive trend.
    - The main issue is the burdensome nature of being in school and dealing with life.
    - There is a need for better data to address this issue.
    - The university is making an explicit pitch for participation by faculty, staff, students, and alumni for the Fund Montclair State and Bloomfield College initiative.
  - Comment from Chat: **Joseph Brennan:**  
Also, everyone - both the Assembly and

Senate budget committees meet tomorrow (Thurs. May 9). It would help if lawmakers heard from you today.

- **President Koppell:**
  - Montclair University has extended its telehealth mental health service, [UWill](#), to over 1200 students through the Secretary of Higher Education and the State of New Jersey.
  - UWill provides 24/7 counseling and assistance, reducing stigma and barriers to counseling services.
  - The university has faced numerous challenges, including tragic loss of life and emergency medical emergencies.
  - The increase in mental distress is a national issue, affecting student success and causing students to delay degree completion.
  - The university emphasizes the importance of mental health in the conversation about student success in 2024.
  - The state has recognized Montclair's collective efforts to address this issue.
  - Mental health resources are also available for staff and faculty.
  - Comment from Chat: **Joseph Brennan:** President Koppell's mental health message:  
<https://www.montclair.edu/president/2024/05/01/addressing-mental-health-and-well-being/>
  - Comment from Chat: **Marshall Chaifetz:** Direct link to faculty and staff to sign up for Mental Health First Aid:  
<https://forms.gle/mAyWyhomptwUweEH9>
    - **Alicia Broderick:**
      - Students struggling with coursework due to heavy workloads.
      - Many students are employed and have family responsibilities.
      - One suggestion is to adjust 120 credits spaced over five years as a more humane approach than four years because of the health implications of maintaining a 120-credit expectation due to constraints, mental health, and economic pressures.
    - Comment from Chat: **David Axelrod:** There are many students taking 6 courses a semester
    - Comment from Chat: **David Trubatch:** The six-year graduation rate is where Montclair State University stands out based on student demographics



- **President Koppell:**
  - A 12-month schedule can achieve the same result as a five-year academic year.
  - The summer can be integrated into the normal academic year, adding a fifth year.
  - To avoid increased stress and pressure, a pricing model must be developed that doesn't just add two semesters to enrollment.
  - The four-year graduation rate is not really relevant to students.
  - Cultural totems like Animal House are used to represent college attendance.
- **Alicia Broderick:**
  - Students should not have to feel that they have failed by extending beyond the four years
  - We keep adding five-year programs that expect people to complete a bachelor's in four years and then add on a graduate degree. That only compounds the issue.
- **President Koppell:**
  - The issue of balancing credits: spacing things out, accelerated programs, etc. is complex.
  - The structure of a four-plus-one model may work for some students.
  - The larger issue is the need to challenge the model that states 120 credits are taken in four years. The model is flawed as it assumes a fixed 120 credits.
  - There's a lot of experimenting with the 90-credit degree model.
- **Alicia Broderick:** I want to really link the pace problem with the mental health issue
- **President Koppell:** Seven-week courses allow people to not necessarily juggle four or five classes simultaneously. What has been shown is that many people do better with two at a time in a concentrated way than five at a time spread across a whole semester. That model is partially a response to empirical evidence about how people manage load better. It's a great topic, and it has lots of facets.
- Comment from Chat: **Arnold Korotkin:** Historical Fact - at one point MSU required the completion of 128 credits to obtain a BA.

- **David Trubatch:**

- There was a change in state law/regulation recently. Montclair State went back to look at their programs.
- All the programs that were over 120 credits were brought back down unless they had a very special reason to be more than 120 credits. That was a statewide thing - 120 was deemed to be not only the floor, but also the cap. There was a big push a couple of years ago on that.
- Similarly, master's degrees went from 33 credits to 30 credits. 30 was also seen to be the floor and the cap. Those changes happened over time.

- **President Koppell:**

- The mechanics of the university are super important. Enrollment is critical to student success and important to our financial health.
- I don't want to lose sight of the terrific work done this year in so many different ways - in the classroom, in the community, in labs, in other research settings, on the stage - that is starting to get more appreciation in the broader world. I want to congratulate everybody on this call because it's quite remarkable.
- We're graduating more students than we've ever graduated, with a higher graduation rate than we've ever had in the history of the university. There is a lot to feel really good about even as we navigate choppy waters.

- **Erik Jacobson:**

- I want to thank you for the nature of the dialogue when you come to the Senate.
- I work in education and a lot of my students are teachers already and they complain that in their schools, what are supposed to be professional learning communities actually just become staff meetings.
- I feel like it doesn't feel like a staff meeting when you're here. It feels more like a professional learning community where we get to hear things beyond just logistics or updates and policy. We are able to get into some more substantive issues and start to have those conversations.
- I want to introduce David Chun, the new Chief Information Officer, to introduce himself and talk about his vision and what is in the pipeline.

- **Report from the CIO - David Chun**

- I am David Michael Chun. I have had e-mails confused with one of our adjuncts David Chun, so please make sure you are contacting the correct e-mail address.
- I started in the tech industry in the financial services sector.
- I transitioned to teaching at the University of Miami, focusing on curriculum development and working in the advancement department.
- I worked in a small liberal arts school in Minnesota for 12 years.
- I served as a faculty member at Cal State for many years, primarily working on enrollment.
- I have had a long academic career, focusing on research, computing, and collaboration. I am open to collaboration with faculty, students, and other professors and grant writing and other opportunities.
- Overall, the value of education has been questioned, with a focus on outcomes and industry-specific skills. The decline in California's population has led to a commoditized education system.
- I am excited about the potential of AI and machine learning in education.
  - AI and machine learning are being used in education, with MIT even employing computers to teach courses.
  - I want to emphasize the need to keep classroom learning experiences updated.
- We want to work on more partnerships with technology companies.
- I aim to reduce bureaucratic red tape to allow for more research and enjoyment in teaching in the classroom in the next few years.
- **Erik Jacobson:** Thank you. We asked Esperanza and Kate to talk about the SEEDS election.
- **SEEDS Election - Esperanza Brizuela-Garcia and Katherine McCaffrey**
  - **Esperanza Brizuela-Garcia:**
    - Elections:
      - The elections resulted in three members at large, one from the nursing school, and one appointed for the library.
      - The structure was decided by the existing board, with one representative from each unit.

- The basic level would give 10 members, with two additional members at large.
- To maintain continuity, some members who served during the year stayed.
- Elections were held for members left vacant by the leaving members.
- Staggered elections will be held every three years, replacing these members.
- Members will be elected when the spaces become vacant.
- Appointed members will be elected when no candidate has been elected for a particular position. For example, CSAM did not nominate, so there will be an appointed member.
- Current Work:
  - About 260 courses have been certified in the first year of certification.
  - Most of these courses have been sent to the registrar for use in creating the pilot DegreeWorks form to run the pilot among undergraduate students starting in September.
  - The University College has been working with the board to train advisors on how to advise.
  - In two or three months, advisors will start rolling out advising seminars to other colleges.
  - The summer will focus on standardizing and fixing current rubrics.
  - Assessment exercises will be launched in September.
  - Seminars will be organized to focus on each SEEDS value.
  - Faculty will be involved in the definition and assessment process of each SEEDS value.
  - The main focus will be on ensuring all courses are recognized in the transfer process.

### 3. Voices of the Community

#### A. Reports from Caucuses

##### A. African American Caucus

- No report.

#### B. Asian and Pacific Islanders Caucus

- No report.

#### C. Disability Caucus (Alicia Broderick)

- We would like to invite everyone to the Fourth Annual Montclair Disability Pride Parade.
  - The parade will honor recently passed disability activist Betsy Smith.
  - It is a joint event between the town of Montclair, the Montclair Friday group, the Montclair State University Disability Caucus, and the Montclair People With Disabilities Advisory Committee.
  - Date: Saturday, May 18, from 1 to 4 pm, rain date: 19th.
  - Special guest speaker: Montclair alum Steve Way from Hulu show Ramy.
  - There is an email address on the [flyer](#) for you to contact if you have any questions.

#### D. Montclair Votes (Arnold Korotkin)

- On April 18, the Montclair Coalition sponsored a voter registration campaign on campus.
  - Local 6025 Executive Board members (Mary Wallace, Lori LeFevre, Jim Kennedy, and Arnold Korotkin) reached out to students in the Student Center.
  - The Montclair League of Women Voters reached out to students in the campus library.
  - A total of 40 students were registered.
  - We encountered a large, significant number of international students who unfortunately couldn't be registered to vote but they spoke with us
  - A student voter campaign will be held in the fall semester before the general election on November 5.

#### B. Open Floor

- **Mary Wallace, Adjunct Local 6025:**
  - Between the Bloomfield campus and the Montclair campus, MSU has nearly 1400 adjuncts - many like working at Montclair best.
  - The Local aims to boost the morale of these adjuncts and make them feel like part of the university.
  - I am hoping to encourage the Senate to increase the number of voting Senate members from one to three, boosting the morale of the adjunct population.

- The university has signed off on several benefits for adjuncts, including increased credit amounts, attached titles, and priority consideration over new hires.
- The Professional Development Fund has provided \$10,000 annually for adjuncts attending conferences.
- Union information can be posted on bulletin boards and video screens.
- New hire orientations are available to new adjuncts.
- Adjunct faculty who may be called to military service or emergency relief work during a national crisis will not have their pay reduced for the remainder of the academic term.
- The union is negotiating more proposals to further enhance the morale of adjuncts.

#### 4. NAL Report (Hugh Curnutt)

- Negotiations for a continuity agreement to cover pay for faculty who are working in various roles like they always do over the summer are underway. We hope to get that wrapped up soon.
- The Local would like to thank the exiting Senate Executive Board for all of their work over the past two years.
- The Local wishes everyone a happy and healthy summer.

#### 7. Standing Committees and Senate Liaisons

##### A. Elections (Laura Field)

- At the last meeting, we announced the results of the constituent elections in our organizational meeting.
- Today, we will hold the elections for the new executive board. The statements for the current candidates were circulated. They're also linked in the meeting documents that I have added to the chat. We'll also be accepting additional nominations for the executive board during that meeting.
- **Erik Jacobson:** We'll open up the organizational meeting after this meeting. The new senators will be seated and then we'll have the executive board elections.

##### B. Constitution (Erik Jacobson)

- We've got the third vote on the constitution of the Senate itself coming up in the new business section. I don't think there's any other constitutional report.

### C. Just and Sustainable Practices (Tim Gorman)

- The committee for Just and Sustainable Practices hosted an open discussion on service across the University on April 24th.
  - Key topics discussed included the distribution of service responsibilities, cross-tenure track faculty, and the 40-40-20 model.
  - The most pressing issue was the definition, recognition, and compensation of service responsibilities performed by non-tenure track faculty and staff, librarians, and those who don't follow the 40-40-20 rule.
  - The committee emphasized the importance of ensuring staff and non-tenure track faculty are adequately compensated for their service responsibilities.
  - Concerns were raised about the ability of staff and non-tenure track faculty to perform these roles, ad-hoc negotiations with supervisors to perform service, and potentially uncompensated service.
  - A possible proposal involves the creation of a Senate-level committee to further explore these issues.
- The Committee also addressed campus sustainability, with queries and questions sent to the administration regarding the current state of campus sustainability efforts.
  - Initial discussions with Ben Kalscheur, the new director of sustainability, were held, but a detailed response is pending.
  - The committee encourages interested individuals to join the work and join the committee, especially new senators.
- **Laura Field:** There's a line between what's a labor issue and a union issue as well as what's a service and a governance issue. As you're engaging in these conversations, I think it's important to have some sort of collaboration or representatives from both bodies on the committee so we can make sure we're addressing things that are governance as governance and labor as labor.
- **Erik Jacobson:** Let's really rethink what these sorts of concepts are. The idea of the conversation is taking a real critical eye to it and thinking about what it can be and what it shouldn't be. If you're interested in that, please join that standing committee.

### D. Open Scholarship and Resources

- No report.

## 8. Council Reports

### A. Student Affairs (Sarah Sangregorio for Jessica Brater)

- The council met with SGA representatives and VP Soufleris to discuss the SGA's resolution on instituting mental health days. The SGA proposal suggests that students get one absence without penalty for a once-a-week class.
- One suggestion that emerged from this meeting is to work with OFE, who recently shared some resources around this issue, and to potentially craft language around best practices for the syllabus template and just share more broadly with faculty.
- The Senate Executive Board then spoke with President Koppell at the recent Senate Executive Board meeting. There was consensus around the Senate pursuing a resolution recommending best practices around mental health days and/or a grace absence. This is business for the newly constituted Student Affairs Committee to take up in Fall 2024.
- **Erik Jacobson:** We want to make sure that this is not stigmatized and that people get the help that they need.

### B. Administrative Affairs (Shannon Bellum)

- Admin Affairs was lucky enough to tie up our loose business ends a little bit earlier this year, so we don't have any active business. In my report, you can also see the latest University safety committee minutes reporting in there.

### C. Academic Affairs (Marshall Schmidt)

- I don't have anything to report in terms of ongoing active business, but I do have a report from a council liaison: David Trubatch.
- **David Trubatch:** I just wanted to note that I had a brief meeting with David Chun. The main outcome of that - he is interested in continuing to meet with the academic liaison for IT. I think we're going to be in a new era, hopefully, in terms of IT support for research and what I would call non-standard computing for research and education. If you have concerns or interests, reach out to me. I hope we're gonna have a very active channel with David Chun.

## 10. New Business

- **Erik Jacobson:** We don't have any first reads but we have two second reads both about the academic calendar. The first one is the proposed recommendations regarding the changes to the academic calendar.
- Comment from Chat: **Laura Field:** Meeting document with voting items: [https://docs.google.com/document/d/1VoLSUc-z0H\\_n6QhwMyAeSlelMrgKtMS-Wa5SmROje-k/edit?usp=sharing](https://docs.google.com/document/d/1VoLSUc-z0H_n6QhwMyAeSlelMrgKtMS-Wa5SmROje-k/edit?usp=sharing)



## **Rec 24:5 A | Recommendation regarding consideration of changes to the academic calendar and/or course grid**

- **David Trubatch** reads the following recommendation:

### **University Senate**

### **Recommendation regarding Consideration of Changes to the Academic Calendar and/or Course Grid**

As Approved, 8 May 2024

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The University Senate recommends that, prior to a final decision to implement significant changes to the academic calendar and/or the weekly course grid (AKA course block or matrix), the following steps be taken as part of the deliberation and analysis:

1. determination of whether, and how, the totality of course sections offered in recent terms would fit into the proposed scheme;
2. comprehensive survey of the time and scheduling needs for laboratory, studio, performance and other class meetings that require non-standard time periods;
3. determination of the number and type of sections that would be 'off-grid' due to the specific needs of the related courses, as well as the likely effects of such courses on the ability of students to register for other courses in the same term;
4. development and dissemination of any significant changes to policies and procedures related to implementation of a new scheme (e.g., assignment of courses that meet three times per week).
5. systematic estimation of the times and quantity of maximum entrance/exit, traffic and the capacity of the relevant campus to accommodate such;
6. the maximum expected demand for parking, for students and employees, in relation to parking capacity on the relevant campus;
7. identification of additional impacts on adjunct-faculty instructors (e.g., irregularities in the schedule and/or schedule alignment with other local institutions), especially those that might affect the ability of the University to recruit and retain adjunct faculty, as well as possibilities for mitigation of such impacts;
8. effects on other operations of the University that depend on periods of reduced occupancy or operational intensity, including facilities maintenance and administrative work, as well as inter-term support, advising, and orientation for students.

In the event that the University Administration does not have the capacity to address any of the above considerations, the Senate recommends that outside expert consultation be retained.

Moreover, the Senate recommends that study results regarding the above considerations, as well as other related matters considered as part of the preparation and deliberation process be shared to the fullest extent possible with the broader University Community.

## Rationale

The conduct of courses according to the academic calendar and weekly scheduling grid are essential to the core education mission of the University. Therefore, the impact of any significant change on these merits due diligence regarding both the intended and unintended consequences of any proposed changes.

Because Montclair State University is an institution of considerable size and complexity, not least in regard to the array of course offerings and the diverse needs of students in successful completion of their academic programs, such due diligence requires systematic study of the consequences of substantive changes, as well as consideration of possible means to mitigate undesirable spillover effects.

- **David Trubatch** comments:
  - This is not a theory or potential. The administration is forging full speed ahead. I think we haven't found that these things have all been done in a way that constitutes due diligence.
  - The Senate is the core shared governance body
  - The Senate Executive Board has brought these concerns to the President University.
    - He said he was willing to listen and asked for the Senate to speak and asked for a larger portion of the community to respond.
    - I think it's very important for the Senate at this point, to speak unequivocally. This is one of the last chances we'll have to speak up before things get rolling. If you have concerns, say them and speak for the record, because it'll go in the meeting minutes to make this recommendation as strong as possible.
- **Erik Jacobson** comments:
  - I just want to underline a point that David just made. This is something the Executive Board has been talking to the administration about, including
    - issues around adjuncts and what the change in the grid would mean in terms of being able to recruit folks. Examples include if adjuncts have a daytime job that wouldn't work with a new grid or if they're asked to teach a Monday, Wednesday, and Friday class, and they've got another job at another institution and that would get in the way of doing that.
      - Comment from Chat: **Arnold Korotkin:** Thank you for highlighting the issues and concerns of adjuncts.
    - Traffic and parking is no small thing.
    - We've asked for these and other items that aren't listed in the eight.
    - Especially important is the last paragraph about the administration communicating the rationale. Some of the changes to the proposed

grid have been made, but I'm still fielding questions from folks about them. Those changes have not been communicated in a fashion that people across the university know that they've been made. There's still some anxiety around that. More communication and transparency around those changes would be essential.

- **Bill Sullivan** asks for clarification on what the vote is specifically about.
- **Erik Jacobson:** We're voting on the recommendation to the administration for the proposed changes to the academic calendar. David laid out about eight or so stipulations within two follow-up ideas for the administration to address.
- **David Trubatch:** The resolution calls for some specifics for proper due diligence before a final decision and implementation is made. I move that it be voted on.
- **Bill Sullivan** seconds the vote.
- **Laura Field** opens the link for Senators to vote. 25 voting Senators are present.
- **Results:** Yes: 20; No: 2; Abstentions: 3.

- **Erik Jacobson:** The second proposal is a proposal for a different calendar than the one that the administration has put forward conceived by David Trubatch.

### **Rec 24:5 B | Recommendation on a Year-Round Academic Calendar**

- **David Trubatch** reads the following recommendation:

## **University Senate**

### **Recommendation on a Year-Round Academic Calendar**

As Recommended, 8 May 2024

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The University Senate recommends that the University adopt an academic calendar with Fall and Spring terms of sixteen (16) calendar weeks and two overlapping summer terms, each of eight (8) weeks.

Moreover, the Fall and Spring Terms should each comprise two, non-overlapping, eight-week (8-week) terms, while the summer should include three (3) non-overlapping four-week (4-week) terms.

One version of the scheme is illustrated below. Variations are possible, including a later or earlier start of the spring term, with concomitant shifts in the other terms.<sup>1</sup>

This recommendation is contingent on a due diligence review as delineated in the Recommendation regarding Consideration of Changes to the Academic Calendar and/or Course Grid

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<sup>1</sup> cf. [Academic Calendar Alternatives](#) (URL)

## **Rationale**

The scheme included in this Recommendation realizes the goal of the President of the University to provide robust academic opportunities for students on a 'year-round' basis.

The recent standardization of eight-week "partial term" courses makes it possible to offer summer-term courses with a format equivalent to courses offered during the fall and spring terms.

The proposed scheme would allow the completion of a typical bachelor's degree program (120 semester-credit-hours) in three academic years, including two intervening summer terms.

In contrast to other schemes (including the separately proposed three, fourteen-week terms, each comprising two, seven-week partial terms), the scheme included in this Recommendation minimizes the need to reorganize and redevelop existing courses to match an adjusted academic calendar and weekly class-meeting grid (AKA course block or matrix). Among other considerations, the scheme in this recommendation would therefore avoid adverse impact on the ability of the University to recruit and retain adjunct faculty.

Adoption of the scheme proposed in this Recommendation neither prevents nor precludes adjustment and improvement of the class-meeting grid. Indeed, because the eight and sixteen week terms are both (i) consistent with the requirements of the NJ State Administrative Code regarding the course meetings that constitute a Semester Credit Hour<sup>2</sup>, as well as (ii) evenly divisible (as powers of two), these terms increase the flexibility and possibility of improvements in the weekly class-meeting grid.

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<sup>2</sup> NJ Administrative Code § 9A:1-1.2 - Definitions

Scheme Diagram

1			
2			
3			
4			
5			
6			
7	Spring 16 W	Spring 8W 1	
8			
9			
10			
11			
12	Spring Break		
13			
14			
15			
16		Spring 8W 2	
17	Spring 16 W		
18			
19			
20			
21			
22			
23			
24			Summer 4W 1
25	Summer 8W 1		
26			
27			
28			Summer 4W 1
29			
30		Summer 8W 2	
31			Summer 4W 3
32			
33			
34			
35			
36			
37			
38			
39		Fall 8W 1	
40			
41			
42			
43	Fall 16 W		
44			
45			
46		Fall 8W 2	
47			
48			
49			
50			
51			
52	Winter Closure		

- **David Trubatch** comments:
  - The President has proposed a proposal to move to 3 14-week terms a year, which requires a complete rejiggering of the weekly course grid. This proposal aims to achieve these goals incrementally, minimizing negative spillover effects and disruption. It builds on existing eight-week terms, particularly in the School of Business, to make a full term of 3 16-week terms a year possible. The administration is committed to changing things in a way that minimizes disruption while maximizing goals.
  - The President has expressed his belief that shared governance should not be a veto, but rather a rallying cry for shared governance. The intent of the recommendation is to offer a positive, constructive way forward, achieving important goals without negative spillover consequences. I encourage people to voice their concerns and ensure the Senate's voice is strong in both the record and vote.
- **Erik Jacobson** comments: With your 12-week summer proposal, the big difference between this and the administration's structure is that the two eight-week courses could not both be taken.
  - **David Trubatch:** The intention is for no individual to participate in both eight-week summer sections. This allows for more vacation time and doesn't affect individuals who choose one or the other. The core of the proposal is that we're going to leave the 16-week terms with their eight-week partial terms. It keeps that advance that we've recently made and then moves us to offer a more robust summer leveraging that. Other variations are possible and might change over time.
- **Christopher McKinley:** Why couldn't a student take two summer courses that potentially overlap if they're not at like the same time? If they don't overlap time-wise, why wouldn't it work?
  - **David Trubatch:** No, it's not that it's not allowed. It's more that that's not what the intention is. Speaking on the instructor side, the idea is that a person would teach one or the other so that you have some time to get a vacation. When we're thinking of someone who's teaching the full fall and spring terms, then they would teach one of the two eight-week terms. That would still leave them some period of time when they're not actively in the classroom on a regular basis.
  - **Christopher McKinley:** In general, for those shorter sessions - whether we go to the seventh or, in your proposal, the eighth week, we will still have those shorter sessions.
  - **David Trubatch:** They have existed for some time and they've been aligned. The advancement has been made recently. There were some sevens and some eights because of different colleges. It was standardized

on eight and it was aligned properly with the semester. The proposal keeps that accomplishment; it actually leverages that instead of throwing it away.

- **Erik Jacobson:** A faculty member brought up an issue with summer program scheduling. That's one of the things that the previously passed resolution would address - to find out just how many courses have to be off that fixed grid. Some of the summer programs in education and other programs that are certification programs just don't align with that. The administration knows that. How many programs have to go off-grid in that way?
- **Alicia Broderick:** The language at the outset says that the semester terms should also comprise the eight-weeks, and that the summer should also comprise three four-weeks. The three four-weeks should be graphically and visually represented at the bottom, just to make sure they're parallel.
  - **David Trubatch:** We certainly can do that.
- **Wendy Lin-Cook:** The current teaching schedule is 8 weeks and 16 weeks, which does not fit in the calendar in actuality, which is problematic for financial reasons and compliance with federal regulations. Holidays like Thanksgiving affect the actual week's length. This creates overlapping weeks, such as in MBA programs, which require six to eight weeks. This is physically impossible, making it difficult for faculty to teach both sections simultaneously. To address this issue, the schedule requires flexibility in session, allowing faculty to teach both sessions in the summer. This approach ensures maximum efficiency and usage of space and faculty.
  - Comment from Chat: **Christopher McKinley:** If we do away with that mid-semester fall break to maintain the 16-week calendar, is there a way to give that full Thanksgiving week off? I know students find some sort of larger break appealing.
- **Lauren Carr:** If there's like a fall-spring-summer, does that mean that adjuncts can still only teach two and two? Can they teach two-two-two?
- **David Trubatch:** When adjuncts teach more than a certain amount, they get benefits. The university doesn't want to offer adjuncts too many courses, because then it costs them more. It's important just to remember what the source of that is. When does that count start and end? That's in the adjuncts' contract. If we move to this year-round system, it may not be possible. It's not clear. The current adjunct contract may be predicated on the fall and spring. It might be unclear; it might have to be renegotiated. It's not that they can't. When they work more than a certain amount, it means extra costs for the university so the university has a policy of avoiding that.
- **Arnold Korotkin:** The way it stands now, adjuncts during an academic year (fall and spring) can teach in general a maximum of 12 credits for three-credit

courses. If this goes through, there may have to be some negotiations and discussions about changing that and, if it increases, it means that I can get certain benefits, which will be costly to the university.

- **Erik Jacobson:** The first proposal that we passed was asking the administration for more information for rationale and to do some study. This proposal is very specifically about the term length. Adjunct issues don't really come under this proposal. This proposal is about the structure.
- **David Trubatch:** The question is: should the administration move forward? They're planning to move for the 3 14-week and seven-week terms.
  - Does this Senate want to urge the administration to consider an alternative and include some of the specifics here?
  - It's important to understand that what we're not facing is this idea that we're just going to do things the same because the administration has made it very clear that that's not how they're going to go forward.
- **Erik Jacobson:** The reasons or the rationale that someone might have for supporting this isn't in the language of the recommendation itself.
- **Alicia Broderick:** Is there an implicit suggestion in this second recommendation that this proposed 16-week/eight-week grid be weighed according to those eight questions that were asked in the first one in a direct comparison with the proposal that's already on the table?
  - **David Trubatch:** If you want to offer a friendly amendment to make it more clear, I would accept it.
  - **Alicia Broderick:** I'd like it to be more explicit to say we'd like this proposal to be subjected to the same set of these eight questions as the first resolution.
  - **Erik Jacobson:** That's a really important point because that means that has to be considered.
- **Erik Jacobson** opens the vote with the friendly amendment about making sure that this is considered in light of the previous recommendation with the eight rubrics or metrics.
- **Bill Sullivan** moves to vote.
- **Lauren Carr** seconds the vote.
- **Laura Field** opens the link for Senators to vote. 24 voting Senators are present.
- **Results:** Yes: 16; No: 2; Abstentions: 6.
  
- **Erik Jacobson:** It passes. We will forward both of those to the President and administration ASAP.



## Third Reading: Constitutional Change in Membership

- **Erik Jacobson:** We have a third reading of the constitutional change in terms of membership. The context here is that this section is just about the numbers and not the process for what to do when a school splits or joins. We had existing constitutional changes that were proposed about a year ago, and we're going to have to revisit those changes with the newly seated Senate. That will be one of the first things that the new constitution committee has to do. This is just clearly about the numbers.
- **Erik Jacobson** reads the third reading:

## Third Read

### SECTION B. Composition of the University Senate

University Senate members shall be elected or appointed representatives in accordance with the following constituencies and apportionments and as defined in Article III.A.

#### Voting Membership

##### 1. *Schools and Colleges*

a. Each college/school will receive a representative seat for every 25 faculty members that are based in the college/school. For totals that are not equally divisible by 25, the number of voting seats will be rounded up when there are 13 additional faculty. Each college/school will have **a minimum of one** faculty representative. Each college/school will have **a maximum of six** faculty representatives.

b. Each college/school will receive a representative seat for every 25 professional staff members working in the college/school. For totals that are not equally divisible by 25, the number of voting seats will be rounded up when there are 13 additional professional staff members. Each college/school will have **a minimum of one** professional staff representative. Each college/school will have **a maximum of six** professional staff representatives.

c. A census will be conducted in years ending in 5 or 0 to determine the number of necessary seats and their distribution. The Constitution Committee will be responsible for contacting the Administration for census numbers and determining the number of seats in each college/school. Proposed changes will be introduced to the full Senate for

a ratification vote.

## 2. Adjuncts

Three adjuncts will be elected in an at-large capacity. Adjuncts in each of the schools/colleges will be eligible to run and to vote.

## 3. *Additional Positions*

a. One undergraduate student, who shall be appointed by the Executive Board/President of the SGA.

b. One librarian

c. Instructional specialists

There will be at-large voting representative seats for every 25 instructional specialists working across the university. For totals that are not equally divisible by 25, the number of voting seats will be rounded up when there are 13 additional faculty. There will be **a minimum of one** instructional specialist representative, and **a maximum of six** of instructional specialist representatives.

d. At-large Seats

i. 3 At-large seats that faculty/librarians/specialists are eligible for

ii. 3 At-large seats for professional staff members from the administrative units represented on campus **not** assigned to an academic unit (school or college).

- **Erik Jacobson:** Item C of Section 1 is a change from last time when we've previously said - every five years - we want to say when it starts and so we'll do it in fives and zeros.
  - Also, three adjuncts will be elected in an at-large capacity. adjuncts in each of the schools/colleges will be eligible to run and to vote.
  - Section 3, Item C. This is a change. In the last version, we had a fixed number. We've moved to the 1:25 ratio at-large seats. There are three at-large seats that faculty/librarians/specialists are eligible for. There are three at-large seats for professional staff members from the administrative units represented on campus not assigned to an academic unit, school, or college.

- These revisions fixed when the census was going to be taken.
- **David Trubatch:** The Constitution requires a two-thirds vote, is that correct?
  - **Erik Jacobson:** Yes, confirmed by Sandra.
  - Comment from the Chat: **Pascale LaFountain:** Ratification of a proposed amendment by the University Senate shall require an affirmative vote of two-thirds of the eligible voting members who are present at the meeting; the total used to compute the quorum shall not include vacant seats. Just confirming what Sandra knew by heart!
- **Bill Sullivan:** I think this is an incomplete document at this point. We have a School of Business that has been a standalone school by itself. We have a School of Music that is part of a College. None of this is teased out here of who gets what. From my perspective, until that gets teased out, I'm not ready to vote on it - but that's me.
- **Alicia Broderick:** I think it should perhaps say in all years ending in a five – the “or” makes it look like a choice potentially – years ending in five OR years ending in zero. I would just want clarification. The term faculty is a little “squishy” - whether that is restricted to full-time. It is presumably not restricted to tenure-track but what is meant more specifically by “faculty members” in the first apportionment?
  - Comment from Chat: **Susan Baglieri:** It could say: “In years ending in 5 and in years ending in 0”
    - Comment from Chat: **Alicia Broderick:** Yes, Sue. That would work.
    - Comment from Chat: **Susan Baglieri:** (I was squinting at that same phrasing)
  - Comment from Chat: **Shannon Bellum:** As per constitution: Faculty: Anyone holding full-time, faculty status with the rank of Distinguished Professor, Professor, Associate Professor, Assistant Professor, or Instructor.
  - Comment from Chat: **David Axelrod:** Are IS/CS officially considered faculty?
- **Ram Misra:** I think we're talking about an independent standalone entity. So the School of Business is one entity. The School of Music is an entity, the College of Sciences is an entity. That's what we had in mind - entities in terms of how they operate within the university.
  - **Erik Jacobson:** In another part of the Constitution, we see what is defined as a school and what is defined as a standing entity. I think that's also true for faculty. I don't know that to date that we've said if you're tenure-track or not tenure-track, to be able to run for the Senate. In which case, there's

another part of the Senate constitution or bylaws, which would define what a faculty member is.

- **David Trubatch:** There are questions about full-time and tenure-track and it'd be good to have those things properly specified in the language. A constitution amendment needs to be carefully written. This amendment doesn't have any hint of the transition. One of the things we learned the hard way in the last round, was that we changed things for the better in terms of the apportionment. We didn't have any kind of transition plan and we were out of compliance. Then, we had to, after the fact, come up with a plan. It makes me nervous to pass an amendment without this transition work. It's also at the very least resulting in an extremely large amount of work for the Corresponding Secretary as Elections Committee Chair.
- **Laura Field:** I'm just also thinking about the potential size of the extent of the Senate if it can be up to six faculty members and six professional staff for every College. I'm just thinking about trying to move things forward and be productive as far as the Senate being that large. I do think some of the issues that we tabled in terms of creating new colleges might need to be considered alongside this. I just think it's hard to separate out the different pieces that are all interconnected and just do one part now and one part later, so I do have a few concerns.
- **Erik Jacobson:** There are currently some colleges or schools that have six members. It would not require taking seats away from schools that currently have six. It would allow other schools to grow, but those are the numbers. For that 1:25, if you go lower than six, it's gonna start to be 1:40 and 1:50. Six was chosen because that's sort of where we're at in some schools.
  - I hear David's point about passing something that we're not in compliance with. It's going to have to follow the new numbers, so there's always going to have to be a time period when we have these new numbers, and then we pass the constitutional change that allows us to get to those numbers.
- **David Trubatch:** My recommendation would be that the transition plan would not come after, but come at the same time so that everyone knows what to do so there's no scrambling after the fact.
- **Erik Jacobson:** It seems that in making sure that the rest of the Constitution defines faculty and the rest of the Constitution defines school and college, this should be tabled until those are taken care of. In which case, I apologize to our colleagues on the Bloomfield campus, this is an attempt to get you seats. It's an attempt to get adjunct seats and other constituencies.
- **Ram Misra:** I think both of these objections are very superficial. They're not serious issues and can be taken care of easily. I'd rather see Bloomfield College representatives in place rather than delaying that step. We all know what faculty is and we all know what independent entities within the universities are.

- **Bill Sullivan:** This is confusing. We don't all agree. We have to wait until it's specified and more clear.
- **Erik Jacobson:** It seems like these questions go beyond friendly amendments because it's not just adding a word or two, it's adding these definitions. We will work with the Constitution committee to try to not only clean this language up, but also to have the other plans in place so that we can vote on them and we can do first reads in September.

## 11. Old Business

- None

## 12. Report of the Senate President

- One Day for Montclair came together in a big way, raising \$308,688 from 1740 gifts, which is the most raised through one day
  - It's about participation; current students, athletic teams, parents, alumni, faculty, staff, and friends all get involved and support the university.
  - The development team thanks everyone who served as ambassadors who provided challenge gifts and who participated to make the initiative successful.
- Alumna [Arlene Crescenzi Allen '64](#) left a transformational gift to the University that will assist generations of students in gaining their teaching education. The Montclair State University Foundation will provide scholarship support for students in the teaching education program at the College of Education and Engaged Learning through the Arlene Allen Student Teacher Scholarship and the Craig and Arlene Crescenzi Allen Endowed Scholarship.
- Reunion announcements include:
  - The class of 1974 is celebrating its 50th reunion.
  - As part of next week's Commencement Ceremony, reunion attendees will lead the midday processions of candidates for baccalaureate degree conferment on Tuesday. They'll enjoy a campus tour luncheon and other activities.
  - For Bloomfield College of Montclair State University, the reunion celebration will take place on Friday, May 17 with members of the classes of 2013, 2014, 1998, 1999, 1973, and 1974, marking their 12th, 25th, and 50th milestone anniversaries. There will be a tour of the Bloomfield campus along with a reunion pinning ceremony and reception as part of the activities.
- As we close this year, I just wanted to give thanks to senators who are leaving the Senate
  - Marshall Schmidt, Academic Affairs Council chair

- Jessica Brater, Student Affairs Council chair
- Arnaud Kurze, Academic Affairs Council chair for several years
- Hugh Curnutt, NAAL representative
- Jennifer Higgins has resigned because she was recently elected AFT New Jersey President. We congratulate her on that.
- Rich Wolfson is stepping down due to retirement.
- Laura Field is stepping down as Specialist senator. She will return as the non-voting AFT President.
- Rebecca Madsen, CHSS Professional Staff Senator
- Rosita Rodriguez, School of Nursing Senator
- Ram Misra, School of Business Faculty Senator for many years
- Daniella Chica, Administrative Professional Staff Senator.
- I want to thank all of those folks for the time and effort and energy that you put into the Senate. The Senate only works because people care about the Senate. I want to thank you all for caring and being committed to the Senate and its work.
- A number of folks have been re-elected.
  - Arnold Korotkin, Adjunct Senator
  - Daniela Peterka-Benton, CHSS Faculty Senator
  - Sarah Sangregorio, SBUS Professional Staff Senator
  - Lauren Carr, CART Faculty Senator
  - Siobhan McCarthy, Librarian Senator
- We welcome new senators.
  - Isabel Yi Ren, SBUS Faculty Senator
  - Courtney Reinisch, Nursing Faculty Senator
  - Ruth Kunstadter, Administrative Unit Professional Staff Senator
  - Christina Rodriguez-Unalt, CART Faculty Senator
  - Eugenia Providence, CSAM Professional Staff Senator.
  - David Axelrod, Clinical Instructional Specialist Senator
- Welcome to all of you that are new, and thanks for sticking around, for all of you that have been re-elected.

### 13. Approval of the Minutes

- **Erik Jacobson:** Move to approve the meeting minutes.
  - Moved by **Bill Sullivan**.
  - Seconded by **Ram Misra**.
  - Approved by unanimous consent.

**David Trubatch:** We need a mechanism to run the election. We need to reconvene and run the election. We need to have someone whose job it is to do that. My suggestion is

we name Laura Field as a kind of a president pro-tem to run the officer elections. As soon as that's done, the new president will then take over the organizational meeting.

**Erik Jacobson:** Seconded. By acclamation, Laura is going to be president pro tem during our organizational meeting until the officers are elected.

## Meeting Adjournment

- **Call to Adjourn to organizational meeting: 3:41 PM**

# University Senate Organizational Meeting

May 8th, 2024 | 3:41 P.M. | Zoom

- Meeting Minutes: S. Sangregorio

## Voting Members in Attendance:

A. Beringer, A. Broderick, A. Korotkin, C. McKinley, C. Rodriguez-Unalt, D. Axelrod, D. Trubatch, E. Jacobson, E. Providence, I. Ren, K. Temoney, L. Carr, L. Gavin, M. Heller, M. Kamenetskiy, P. La Fountain, R. Kunstadter, S. Baglieri, S. Bellum, S. Collins, S. Sangregorio, T. Gorman, V. Nauta, W. Sullivan

## Voting Members Missing:

J. Alvares, S. Greenstein, J. Baldwin LeClair, K. McDermid, D. Peterka-Benton, S. McCarthy, C. Reinisch, O. Gharehgozli, S. Mamonov

## Meeting Minutes

### 1. Call to Order

- Call to Order: 3:41 PM
- **Laura Field:** I'll call this organizational meeting to order. We've already set the new Senators. Our first order of business will be the election for the executive board. I have elections set up for all of the seats with the new senators. [I'm going to share the statements](#). This was previously shared with the Senate on May 2nd.
  - We will do each election in order. We will start with President. I welcome any adjustments to how I proceed here if there's something I missed.

### 2. Election of the Executive Board

- University Senate President
  - One nomination: Shannon Bellum.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
- **David Trubatch** moved that when there is only one candidate that the candidate be declared elected.
  - Seconded by **Lauren Carr**.



- **Laura Field:** By acclamation, Shannon Bellum is the President.
- University Senate Vice President
  - No nominations.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
  - No election to the Vice President seat.
- University Senate Corresponding Secretary
  - One Nomination: Tim Gorman.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
  - **Laura Field:** By acclamation, Tim Gorman is the Corresponding Secretary.
- University Senate Recording Secretary
  - One Nomination: Sarah Sangregorio.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
  - **Laura Field:** By acclamation, Sarah Sangregorio is the Recording Secretary.
- University Senate Academic Affairs Council Chairperson
  - One Nomination: David Trubatch.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
  - **Laura Field:** By acclamation, David Trubatch is the Academic Affairs Council Chairperson.
- University Senate Administrative Affairs Council Chairperson
  - One Nomination: Lauren Carr.
  - Laura Field opened nominations. No additional nominations.
  - Nominations were closed.
  - **Laura Field:** By acclamation, Lauren Carr is the Administrative Affairs Council Chairperson.
- University Senate Student Affairs Council Chairperson
  - One Nomination: Pascale LaFountain.
  - Laura Field opened nominations. No additional nominations.

- Nominations were closed.
  - **Laura Field:** By acclamation, Pascale LaFountain is the Student Affairs Council Chairperson.
- **Laura Field:** Thank you everyone for running and for putting your names forward.

### 3. New Senate President Presides

- **Shannon Bellum:** Thanks, Laura.
  - I am so honored and humbled to accept the role of president for the University Senate. I hope this is a testament to the trust and confidence placed in me by each of you. I'm acutely aware of the responsibilities. As you know, I've been doing Executive Board work for eight years and I am excited to start working together with everyone as we navigate the challenges, celebrate victories, and continue to strive for excellence within the university community.
  - Thanks and congratulations to all new e-board and returning e-board. I think we'll have a good and productive year.

#### A. Resolution for Liaisons and Committee Membership

- I do have one order of business. I am going to begin by presenting a resolution for liaisons and committee membership for the upcoming academic year. We can vote on that quickly by acclamation.



### University Senate

### Resolution for Liaisons and Committee membership for September, 2024-May 2025

May 8th, 2024

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The University Senate appoints the following liaisons and committee memberships.

#### Liaisons:

1. Academic IT Liaison- David Trubatch

2. Administrative IT Liaison- Pascale Lafountain
3. University Safety Committee Liaison- Arnold Korotkin
4. Calendar Committee Liaison- Pascale Lafountain

### **Committees:**

1. Constitution Committee
  - a. Erik Jacobson, Chairperson, pro tem
  - b. Arnold Korotkin
  - c. David Trubatch
2. Committee for Just and Sustainable Practices
  - a. Erik Jacobson, Chairperson
  - b. Shannon Bellum
  - c. Evin Deschamps
  - d. Tim Gorman
  - e. Johnny Lorenz
  - f. Siobhan McCarthy
3. Administrative Performance Feedback Committee
  - a. Sarah Sangregorio, Chairperson
  - b. Arnold Korotkin
  - c. Denise Rodak

- **Shannon Bellum:** Other senators are welcome to join the Constitution Committee. If you are interested in joining, just let me know. All campus community members are welcome to join the Just and Sustainable Practices committee, so if you're interested in doing the work of the committee, let us know and we can add you to the committee membership. All campus community members are eligible to join the Administrative Performance Feedback Committee. You don't have to be a senator, so if you're interested in that work, you can just let us know and join the committee. Can we pass by acclamation?
- **Pascale LaFountain:** It says in the Constitution that the Vice President is the chair of the Constitution committee. So I just wanted us to be clear about that.
  - **David Trubatch:** Chair Pro-Tem, if you're not a vice president. My friendly suggestion would be a Chair Pro-Tem,

recognizing that there has to be someone responsible until we find the vice president.

- **Shannon Bellum:** Thank you, Eric, for stepping up. I really appreciate it.
  - There's one other committee, the Land Acknowledgement Committee, that asked for time to reform and consider their leadership moving forward. We'll hear from them in the fall.
  - For the election committee, Tim Gorman, the newly elected Corresponding Secretary, will lead that committee. We do need members for the election committee from the Senate.
  - Appointments approved by acclamation.
  - We will convene again in September. I will be sending out a survey shortly in the next few days to try to begin to constitute Council membership. Every year, we allow Senators to choose the council they want to serve on. Councils won't be settled until September, but we can get the ball rolling and I can get an idea of where everyone wants to be and then figure that out.
- **Erik Jacobson:** I'm sorry that we canceled the get-together. The cost-benefit didn't make sense. However, I am on campus and, if you're on campus, I've got like a dozen pastries from Gencarelli's. If you want to come by my office - first come, first serve - for a pastry from Gencarelli's. Otherwise, have a good summer. 3233 in University Hall.

## Meeting Adjournment

- **Call to Adjourn:** 3:55 PM
- **Alicia Broderick,** Call to Adjourn
- **Lauren Carr,** Seconded
- **Shannon Bellum:** Adjourned by Acclamation