

# KEAN

## FULL SENATE MEETING MINUTES

January 24, 2023  
3:15 p.m.-4:15 p.m.  
Zoom Webinar

### Senators in attendance:

•Ahlawat, •Anderson, ab-Boateng, •Boyd-Jackson, •Brandwein, •Bonillas, •DiVirgilio, •Donovan, •Dowdell, •Evans, •Farrokh, •Gover, •Gubi, •Halper, •Mack, •Marks, •Martinez, •Mayhall, •Pena, •Pintado-Casas, •Rodriguez, Roebuck, •Rosa, Rosen, •Sanchez, •Sargent, •Verdi, •Webber, ab-Wetzel, Yucetepe

### Student Representative:

Glynnis Tan

**Guests:** Daly, Hayes, Knis-Matthews, Moskowitz, Salvatore

[•=present ex=Excused absent=ab]

The meeting was called to order by Chairperson Ahlawat at 3:20 p.m.

<b>I. Minutes –November 15, 2023</b>
A. <b>Motion:</b> Sargent
B. <b>Second:</b> Sanchez
C. <b>Approved</b>
<b>II. Curriculum Items for Notification-None</b>
<b>III. Old Business- None</b>
<b>IV. New Business- None</b>
A. Chair: The Ad-hoc Senate Committee on Adjunct Faculty is formed. The committee's Co-chairs are Adam Ecker from the College of Health and Human Performance and Patricia Traynor, an adjunct faculty member. The remaining members are George Avirappattu, Counsello Bonillas, Joseph Capasso, Aaron Gubi, and Andrea Rosa. The committee has started its work and hopes to finish by the end of April.
B. Chair: Next item on our agenda is the department and chair's implementation task force. Joy Moscowwitz is accompanied by Fran Daly, Marshall Hayes and Laurie Knis-Matthews to update the Senate. They will discuss the task force's work and where it is headed. The task force information will also help us with the Senate elections. Craig Anderson started the work so announcements seeking nominations can be sent on time.
C. Joy Moscowwitz: Thank you very much. Good afternoon. Everyone. I'm the Associate Vice President for Academic Affairs. And I also serve as one of the co-chairs for the department and chair implementation task force. I'm joined today with co-chairs Frances Stavola-Daly and Marshall Hayes. Lori Knis-Matthews is also joining us today. She is one of the co-chairs of the initial task force on departments and chairs, and she serves as one of the working

group leaders. Also joining us are several task force members in the audience today. I want to point out that our membership includes one representative per College, a representative from the KFT, and a representative from the Senate. We also have resource members from the Office of Accreditation and Assessment, Institutional Research, Human Resources, the Provost Office, and Financial Planning and Analysis.

On behalf of the Provost, I want to thank each member for their time and excellent work. We are glad to provide an overview of our work today. We are preparing a request for formal support from the University Senate to transition from executive directors and schools to departments and chairs.

We'd like to review our work and then welcome questions and comments at the end to make the most efficient use of time. And I'll just begin with a quick overview of a recap of the work we've done over the last year. As the Senate community might recall, the Provost charged our initial task force on departments and chairs in November of 2021. The task force is divided into working groups. A virtual community meeting was conducted where over 120 members participated and provided critical feedback. The task force submitted its initial recommendations to the Provost in March 2022. The recommendations were distributed in April 2022 and posted on the website, and additional comments and feedback from the community were sought.

The DCI task force was established in May 2022 to continue this work. Each College hosted an all-college meeting, and the DCI task force was pleased with the excellent levels of participation and engagement in those meetings. During those meetings, each College's faculty and staff met to discuss the questions related to the transition to departments and chairs. The Provost portion of the college meetings was to inform the breakout discussions. During the breakout discussions, guided questions were created to gather feedback from the faculty related to their recommendations on their current program, school, or department regarding a transition to departments and chairs. As a result of these discussions, many faculty volunteers continued to participate and are listed as volunteers under DCI task force representation. These discussions also confirmed several academic units were interested and prepared to pilot as departments and chairs as early as Fall 2022. During the summer and the Fall of 22, the task force and volunteers continued the vital work. I'd like to invite my colleagues and working leaders to talk about their work during this time. We'll begin with Dr. Frances Daly, a co-chair and a member of the full professors' group, to discuss the accreditation and certification working group. Thanks, Dr. Daly.

- D. Frances Daly: I am part of the DCI and we formed working groups and divided the tasks. My group was Accreditation and Certification. The work done by the initial task force formed the foundation for this group. The initial task force put together a spreadsheet about accreditation programs and the impact of accreditation requirements on restructuring and vice versa. The initial groups were the health-related groups in the Nathan Weiss College changed to certification because licensure is a state structure. Certification is usually nationwide and more critical, and some programs have a lot of rules associated with certification eligibility for students. Ray is on my committee and is our resource person. And we've been looking through over 150 different versions of accreditation or certification or endorsement that the programs have throughout the university, trying to identify if there are things that we need to be aware of that could affect the accreditation process for many of these programs. We have been reading through them ourselves and working with Mukul Acharya to identify if there are any red flags. My group will continue meeting with Mukul Acharya to look at what happens to programs currently undergoing self-study for reaccreditation and restructuring simultaneously. Perhaps some language can be developed to help the different programs through the self-study process to identify how the restructuring may or may not impact their accreditation. We are trying to work on the

timetable to figure out how to help these programs. But I want to point out that the previous committee did a fantastic job pulling that initial information together. We were in a good position when we started. I just want to say the initial task force provided an excellent rationale for returning to the Chair structure and how it made sense to pursue R2 status. The other committee that I am not in charge of but is essential addresses governance efficiency. A lot of that is an outgrowth of some of the problems of limited promotions in the past and things like that. Do the proposed departments have enough people? We also talked about terms and conditions. A series of questions associated with the Chair position, such as the relationship between the union and the administration on some of the structures, need to be addressed. We can only go so far in making recommendations. Marianne Gass is the committee's resource person, and we often channel questions about that to her. They are also working independently on some other things that must be resolved. For example, what does it mean to be a department chair and what are the terms and conditions in the agreements with the union? They take on the task of trying to see what agreements need to be settled between the university and the union. We are very interactive with each other and keep each other updated on what's going on. That's the two committees I'm most involved. Again, hold your questions till later if you have any.

- E. Joy Moskovitz: Thank you, and at this point, I would like to welcome Laurie Knis-Matthews to talk with her working group, which is the chairperson mentoring and support group.
- F. Laurie Knis-Matthews: Hi, everyone. My name is Laurie Knis-Matthews. Just in case you don't know me. I've been at Kean for about 25 years, primarily in the occupational therapy department. I just want to provide a little bit of background quickly. Kristie Reilly, Fran Daly, Gilda Delrisco and I created an organizing meeting for the full professors to discuss current issues. President Repollet had just come in, and it was an exciting time at the university. We decided that one of the group's first initiatives was to write a letter to the Provost and the President outlining why we should return to chairs. That letter was spearheaded by Kristie Reilly, Susan Polirstok, and Gilbert Kahn again. And the rest of us shared a lot of opinions. The letter was well received. That was the start of this process that we're talking about today. Susan, Joy, and I then spearheaded the first phase of the return to chairs initiative, and we started talking and writing those recommendations Fran was talking about. Everything is set up for this new group to take over, which is the second phase now. I was asked to stay on as a group leader or working group leader, and being a sucker for work, I couldn't say no. I'm pleased to be part of the mentoring of the Chair for persons moving into the position. I'm working with Brid Nicholson, Susan Polirstok, Holly Logue, Laura Lorentzen, and Joy Moskovitz. We are looking at chair training and how to support those new to the role. We are creating a chairs handbook to present initial information about becoming a chair to the greater Kean Community. Our work is slowed a little bit as we're just waiting for everyone else to catch up and for some decisions to be made so we can keep moving forward. And just a plug for the full professors' group, we are meeting again next week and will also take on some aspects of mentorship. So hopefully, that will become front and center as we move forward to be collaborative and part of the solution. Thank you.
- G. Joy Moskovitz: Thank you. The work that I'm doing is for executive director transition and staffing. We are all very well aware of the importance of staffing and supporting these new departments. This working group focuses on helping our current executive directors transition into new roles in the Fall of 2023. The group also works with human resources as a result of the academic affairs staffing assessment that's currently underway to identify the administrative and staffing needs to support the new academic departments once they come together. I want to reiterate, as has the Provost, that our executive directors and staff

are highly valued, and these colleagues remain an asset to the university. Our discussion also noted that managing assistant directors and lecturers felt slightly uneasy about potential changes. We're also working closely with them to help them feel more comfortable through the transition. Our work will gear up once we identify these new units to help build the support systems to support them. We will continue to report back on that work. We also recognize that there are other staffing needs, so I invite Marshall to discuss his working group, which covers associate chairs and coordinators.

H. Marshall Hayes: Good afternoon, everyone. I'm Marshall Hayes, associated with Henning College and the School for Integrative Science and Technology. I'm the director of clinical lab sciences and the Pandemic Research Center that houses our COVID tests. I've also been serving as a co-chair on this task force and benefited from the exchanges that we've had. My task force working group has explicitly focused on the roles and responsibilities associated with Associate Chair functions and Coordinator functions within the new organizational units. That means aspects of our conversations touch upon many of the other working groups' discussions but also extend from decisions being made at the Chair's level and then cascading down. One of the first things my working group did was to dip back into the very rich body of material that the first task force compiled back in November of 2021. And one of the items that came out of those initial discussions was what we're informally calling a consideration document linked within our report to the first task force report and available to everyone on our website. This consideration document essentially looks at each academic unit. It categorizes various aspects of those programs, including the number of full-time faculty (tenured and tenure track), adjuncts and lectures, the number of students in the programs and the number of coordinators. We're using that database to make decisions about the complexity of programs and the need for various levels of management and administration to cascade off the Chair's responsibilities. One of the things my working group (Tom Lateano, Benito Sanchez and Laura Lorentzen, and I) quickly realized was the minimal information about the roles and responsibilities of Assistant Chair or Associate Chair. In any case, we have a handful of Assistant chairs that have been active on campus, so we're drawing from at least a limited body of information to inform how we can move forward as we define the Associate Chair role. Our task force has also gathered information from other campuses across the country, if not the world, on how Associate and Assistant chairs are integrated into the governance process. We've compiled all that information and are using it as a framework for decision-making, informing the policies we want to establish moving forward. And that's essentially where our activities might end because discussions about terms and conditions need to play out between the administration and the union. We're clear that our job as a working group is to forward the recommendations so that discussions between the administration and the union proceed productively. One of the beautiful aspects of our group conversations is an active exchange, not only between my working groups and other working groups but also involving our union representatives; sitting on the task force Brid Nicholson from KFT has been very involved in this process. That's the summary of the Associate Chair and Coordinators' working group. I make a specific point just to wrap up my discussion that we had to reorient ourselves to our approach to coordinators early in the process. I want to dispel the myth that we will do away with the operating principles for the need evaluation on a program-by-program basis. We go back to the considerations document, the complexity of the program, and our understanding of historical roles and responsibilities. Then, on a case-by-case basis, we address the coordinator issue. Thanks very much.

I. Joy Moskovitz: Thank you very much. So again, we very much appreciate all of the excellent engagement throughout this process. The DCI task force website contains our work, and I will drop that link in the chat. And with that, we welcome any questions or comments.

- J. Chair: How has the transition worked for Hennings College and the College of Health and Human Performance so far? I am sure you plan to use that experience to guide future decisions.
- K. Joy Moskovitz: So yes, I could start and invite Marshall to jump in since he is part of that process. The group is grateful for that test drive. Members of the New Jersey Center for Science, Technology and Mathematics and the Hennings College were open and eager to transition to departments as soon as possible. There are a lot of administrative aspects that need to be improved upon if we're able to do this as planned for Fall 2023. As you can imagine, it's challenging to turn things around within a month. Set-ups such as access in Workday need extra time. I am grateful to my colleagues who piloted the transition and pushed down the walls. These colleagues have been flexible and patient as different things are addressed. Some work still is ahead of us to prepare everyone for the transition.
- L. Marshall Hayes: Yeah, following up on Joy's comments, in many circumstances, there is a real challenge and a difficult situation from Laura Lorentzen, the representative of Hennings College. She might have some additional comments to make. There were some growing pains over the past six to eight months. By April or May of 2022, we had begun to think of a very short-term transition and merge the former STEM with Hennings College. As Joy pointed out, the test cases have spotlighted many issues that other programs may encounter in the future, particularly concerning clarity, staffing needs, and realignment of faculty groups and how to consider these issues within the context of larger departmental affiliations. These issues will play out slightly differently in different units based on the different personalities and sizes. In a very short time, meaning September to the present, Henning College made a lot of progress. Not to say that we've resolved all of our issues, but we have highlighted some things that will likely be resolved over time to make for a smoother process for programs transitioning to departments.
- M. Frances Daly: Can I just jump in on the new College of Health Professions and Human Performance? We are in that kind of position, but we haven't. Faculty are involved in the overall discussion about the new College. Everybody in the College has been affected by the creation of the College, but we are still intact as schools. Every day we find something new that we should have paid attention to or even just things about your name or who you contact for different things. It's been an interesting experience. But what's been great is to be a part of this whole group that has to think about what it means to go into departments with chairs. And while we primarily represent undergraduate programs, our Acting Dean, Keith Bostian, has ensured that we're actively involved in all discussions. As I said, each day, we say okay, there's a problem that we didn't think of, so what else do we have to do? We can be helpful to others because we learn all those little bitty things that you would never think would be problems.

- N. Marshall Hayes: Some are very minute, but they're critical in ensuring that we can put one foot in front of another. Laura went through this in the biological sciences department. It is related to things like access to the Workday and ensuring that the appropriate individuals have the authorization to do their tasks at the managerial level. Without that being addressed, first and foremost, there are delays and additional hurdles if set-ups are done in the future. We can't overlook even the most minute details or assume that they are in place, and quite often, they're not, and it does take a bit of time not only to recognize the problem but then to go back to correct it.
- O. Dr. Frances Daly: We had to change all program codes, which we didn't expect. We are in a new college structure, so we've learned a lot and I think anticipating an impact on other programs to move things around and stuff like that offers some insight to ensure things are

taken care of as soon as possible.

- P. Chair: Any questions from the senators? A question I'll ask on behalf of the Senate is, what is the timeline for finalizing this? The Senate is also interested as we have started work on the senate elections and we need to know where each person belongs and then decide what committees they are eligible for etc.
- Q. Joy Moskovitz: We would like to move forward with the Senate's support to transition from schools and departments, schools and executive directors to the department and chair model. With the Senate's support, we'll go back to the Provost with our latest work, move forward with the President's and BOT's approval and prepare everyone for the elections to take place by the timeline you have for elections processes. So we desire to move forward with this in mind so that it doesn't hold up any other processes.
- R. Chair: Joy, are you asking the Senate to vote to support the university's move to return to traditional academic structure, but the Senate will not know what the tentative department structuring looks like now?
- S. Joy Moskovitz: Right now, we hope the Senate will vote to support the movement from the structure of executive directors and schools to that of departments and chairs. It gets a bit more sticky once we get into personnel actions and things of that nature, and I'm not sure what's appropriate to send forward. Regarding the Senate reviewing and providing feedback, I think the general work we've done is available on the website; it will continue to be linked. Dr. Benito Sanchez serves as the representative from the Senate on the task force. The task force meets monthly, as can be seen on the website. We can touch base to discuss the next steps so that the task force can acknowledge the processes that the Senate has in place to move forward with this. We want to move forward with the Senate's support of the work of our colleagues and this task force and meet our goal of implementation for fall 2023. Our intention today was to give an overview and then talk about the next steps for the Senate.
- T. Chair: I don't want to offer a verbal motion on something so important so that the Senate will vote on it at the next meeting. I will circulate the resolution because that was a conversation last Fall that the Senate shouldn't just keep voting without Senator's having a chance to review it. Subsequently, the Senate can act on another resolution once detailed information on the departments and other logistical issues that the task force referenced in today's discussions. The Senate can then review and provide input. That is what transparency and shared governance are.
- U. Joy Moskovitz: Okay, I can circle back to that later. I believe everyone within their College knows what's being proposed. I know a few Deans had a couple of options and were encouraged to narrow them down to what would be best. So, we can work on that and provide a mini resolution for you to consider as a starting point linked with information and go from there. Our intentions again are to continue to be transparent and collaborative in our work.
- V. Chair: Any questions? Thank you, Joy, Dr. Daly, Dr. Knis-Mathews, and Dr. Hayes, for coming and sharing your work for the past 6-9 months or a year. I would like to make a motion that we have received a request from the DCI task force. The Senate will vote on it next time, so everyone has time to review it. I am also inclined to move towards the resolution format to make it easier to track what the Senate voted. If that feels good to all Senators, we will do it that way.
- W. Senator: Is that it is a directive to the group? You can't act on a directive.

- X. Chair: Motion from Joy?
- Y. Chair: The motion is to create a resolution and vote on it at the next full Senate meeting.
- Z. Chair: All in favor. Thank you, everyone. Joy, are you fine with that?
- AA. Joy Moskovitz: Yes, thank you very much. I will work with you on details and the executive committee.
- BB. Chair: Great, thank you so much for taking the time to come and explain all that's been happening behind the scenes.
- CC. Joy Moskovitz: Thank you for the clarification. Our task force has been in full effect since November 2021, so we're over a year into this process.
- DD. Q&A Is there a consideration of the school status for some programs because of limited faculty in certain units?
- EE. Joy Moskovitz: That's going to come down to the final recommendations of the Deans. I don't recall receiving that as an option, although maybe that might be considered as the Deans revisit the issue. Our goal is to transition away from EDs as much as possible into a chair model. There have been discussions about grouping some disciplines/areas until those areas can be governmentally sufficient. However, I don't recall that being a recommendation directly from the faculty from the college meetings. Still, we'll discuss these with the Deans.
- FF. Chair: Thank you, Joy. We now move to the second item on the agenda. The Senate has received multiple inquiries/emails asking about the course cap changes. What appears to have happened is that last Friday, right before the start of the semester, many course caps were increased slightly, maybe so that we don't get so aggravated. Many caps were increased by 2. I met with Dr. Birdsell yesterday to get the administration's perspective. He indicated course caps for the online courses were increased by 2. He also said that course caps for several courses were increased to match Spring 2022 caps if the department had just lowered them for Spring 2023. However, I know many departments, including mine, where course caps for face-to-face courses were increased by 2. Dr. Birdsell said he was unaware of that and would look into it. I open it up to the senators for their feedback.
- GG. Senator: Is there a particular department that the course caps were increased? I don't recall any in my department.
- HH. Chair: I received several emails from different departments informing me of this unilateral change.
- II. Senator: In Public Health courses, caps for all our online courses were increased by two without our knowledge.
- JJ. Chair: History and English also indicated their caps were raised. Accounting already has been working with 40 students in each section, and even their caps were increased to 42. Departments with high demand are penalized even more. Accounting course caps were raised to 40 a few years back and were further to 42 now. I see Dr. Salvatore is here and understand he was part of this discussion. I invite him now to share and address this issue.
- KK. Michael Salvatore: Thank you, Sucheta. Hi everyone, Happy New Year. Yes, the course caps discussion has been going back and forth with the Provost and a couple of our senior VPs. To be clear, the course cap changes are not permanent. We had over 1000 students waiting to be advised and put into classes when many of you were not accessible. As a result, we waited till the 11<sup>th</sup> hour to begin this process. The decision of 2 was to allow X number of seats to open up. In terms of face-to-face classes, there were six courses with a slight

increase that was the result of taking a look at the 2021 cap, and as a result, we were able to place over 100 students in classes. These are nowhere permanent; it was we faced in the final hour with a problem that our students, particularly those who were looking to graduate in the upcoming semester and needed courses or to be within their cohort. This executive decision was solely based on our students' needs. I don't expect the entire course cap process to be negated. Occasionally administratively, we have to make a decision that's in the best interest of the students. We realize additional students in those classes require extra effort. We certainly appreciate your patience with this as we hope to continue reviewing course fill rates and course demands so that we can be more efficient and get to the students promptly.

LL. Senator: Good to know. I just want to add that for psychology, a large department, some of our course caps were increased by ten, and some increased by three.

MM. Chair: I didn't know some course caps were raised by 10.

NN. Michael Salvatore: Yes, I wasn't aware of that, but I will say this the review of the cap was based on what the 2021 cap was. As you know, there has been a slight undercurrent of conversation that must be more expansive. It was around the intensity of class pedagogy to determine what a course cap should be. I think this issue was raised in terms of equity, in terms of colleagues across departments; where's the equity when certain classes have 40 and others 20? That could be determined through an audit of pedagogy intensiveness where you would identify classes with more intense projects associated with it, whether a writing class or lab class necessitating limits on class sizes. This was only an effort to address student needs and not to erase or wipe out the course caps. We realize that the process is pretty extensive. If we're going to have a bigger conversation based around pedagogy, we can, but that should be process work where you're all engaged. This was an 11th-hour need that our students had to be able to get into some classes; it is not meant to wipe away or erase any existing caps that you have.

OO. Senator: is that going to be ongoing, or was this a response to student needs, as you indicated?

PP. Michael Salvatore: We're trying to evaluate the entire student experience as a team, looking at things that need to happen much quicker and getting that last wave of transfer students in earlier/. I don't know if you know our data, but we registered almost 400 students in the past week. Collectively, we need to continue to work on getting our students to register earlier and register them into the classes they need. It is not something we plan to keep revisiting. We're talking about this right now on how to address this and the wave of transfers each Fall and then in between sessions. We're not just going to sit back and have this happen again. We're proactively looking at ways to enhance the student experience so that they can find classes that fit. Transfer students come in later. They all have different transcript reviews and different colleges that they are coming from. We would have liked to do this much earlier. That's why we waited until the 11<sup>th</sup> hour to make this happen and identified the programs with the highest demand.

QQ. Senator: Would it have been too much to reach out to the department Chairs and EDs and ask them to add a section or two instead of just doing it? It happened Friday night in the cloak of darkness. Maybe reach out to Chairs and Executive Directors and ask them if they can add a section. We're all willing to do that instead of raising the cap on a course, particularly an online one. Our speech classes went up to 27; that's a lot for an instructor when we have to give 2 to 3 speeches each semester.

RR. Michael Salvatore: Obviously, adding sections seems straightforward; just call somebody up. These numbers were run right before the weekend to look at our numbers and the fact that



classes were starting relatively soon. So, adding sections may appear effortless, but it does require a lot more work in finding and engaging instructors, initiating contracts or release time, and requesting that they come in. Although it may appear easy and we did evaluate it, it did not seem feasible. We did what was possible and best to meet students' needs; it is not a practice we want to continue. We are undoubtedly attentive to what it means to a class of 40 students. Jack, I understand that's a great example; I know how taxing that could be.

- SS. Senator: Are these new caps going to stay in the Fall to what they were?
- TT. Michael Salvatore: There's been no formal change to the cap. I know we refer to it as a cap, but the truth is there were additional students placed in a class. However, there's no plan to wipe away the existing caps.
- UU. Chair: Students were not just overloaded in classes; course caps were changed. My other question is about the additional students added. Were these new transfer students or are we supporting this bad behavior where students don't register on time and wait till the last minute?
- VV. Michael Salvatore: No, it was not just the new transfer students. For the first time in many years, we've enacted a penalty for late registrants. It is not that we're trying to monetize off of this; we're trying to discourage those waiting until the last minute to get in. It is not something I can do by having an additional fee, but we did the late penalty this year. Many of you probably saw the correspondence from the Registrar to the students as a red flag and a warning that you better register or pay this fee. We're all open to suggestions on how to get our students to register sooner. It certainly is not just the transfer students. With the transfers coming in late, it adds to the burden. If you're talking about why students are registering late, some students don't want to begin that payment process, so they have some legitimacy around waiting. You're probably right that if we continue to open up seats, we could be encouraging this behavior that we don't want to endorse. The 11<sup>th</sup> hour seemed like a good decision, and I appreciate your patience. It is unlikely that this will be routine practice; we are proactively working on conversations to avoid this in the future.
- WW. Senator: Could this be avoided by not deleting courses? In the past, I had courses deleted, canceled early and not allowing the students to register for these courses later. However, when classes are low with 8-10 students, maybe holding onto them a little longer is worthwhile.
- XX. Michael Salvatore: Yes, and we're trying to address these moving parts and making an effort to increase the fill rates in the 3000 and 4000 classes, which are at 80%, with some of the courses at 60% right now. Sharon talked about psychology and many other programs such as Accounting, Marketing, and English have this issue. So it's something we have considered moving forward.
- YY. Senator: In the past also, we have talked about students registering late for classes but you have to realize it's a financial obligation on their part. A lot of students pay for themselves to get through College. So they are looking at what they can afford until the last minute.
- ZZ. Senator: Once upon a time, we had a system it allowed students to register early with a nonrefundable deposit. In other words, students would register for classes and then pay later, allowing them to commit to classes early for the next semester. That got us away from this issue of having money driving everything. It seems that with some tweaking, there could be a way to encourage students without the financial burden of paying for this immediately. It might be a win-win if the institution can get students to register early on with the idea you're putting a deposit down. If you don't continue or pay, you lose the

deposit. We don't think of how much more tuition is nowadays than the tuition in our time. Perhaps there are other models to look at that will encourage students to register earlier without full payment immediately.

- AAA. Student Rep: What I've seen with registration, a lot of students will act if there is an incentive. Previously, you could get \$250 cougar bucks if you registered on time. During that time, my friends and I would rush to register by the due date. Another thing about the course caps. I'm currently a supplemental instructor for an Accounting course. We have 40 students and not enough seats for another student and me, the SI leaders, standing in the back corner.
- BBB. Michael Salvatore: Where is the classroom you are mentioning? I wasn't aware of the cap for Accounting. You shouldn't have anyone without a seat in the classroom. What building and what class is this
- CCC. Student Rep: Hynes Hall, ACCT 2200 section 02.
- DDD. Senator: I had to move my class because I had an East campus classroom that fits maybe 18 and I have 25 students.
- EEE. Senator: Students can go into the student planning feature now and enter the classes they are planning even without registering. I wonder if students use this feature and if the data can be utilized data to help plan how many sections are needed.
- FFF. Michael Salvatore: As you know, advisement is a campus-wide conversation right now. Many faculty and advisors use the curriculum sheets on the Registrar's page. Students graduating in 4 years may only represent 30% of our population. The 5-year plans might be more relevant, so that requires some substitution. Those four-year plans listed are also not dynamic in the student planning system.
- GGG. Senator: I'm referring to when students input the classes they plan to register for in the student planning feature after meeting with the advisors. It would be great if we could grab information from student planning and utilize it; it's not going to be 100%. Still, we can use this to understand the number of classes needed.
- HHH. Michael Salvatore: The other piece Senate needs to consider is that 2020 was our highest enrollment year. The number of sections offered weren't necessarily fully adjusted when the enrollment dropped by over 1000. We're all trying to adjust post-pandemic, and there are all these moving parts right now. I don't anticipate this happening every semester.
- III. Chair: There was a waitlist for almost every section of several courses in December or earlier. More sections should have been opened with so many people on the waitlist. The university must use analytics to forecast and plan how many sections are required early on. There needs to be a more systematic way to schedule classes. We want to come back and talk about this and the i-section issue in the next meeting.
- JJJ. Michael Salvatore: Not everyone is aware of the waitlist; the waitlist feature was used for some sections in demand. The Waitlist feature will be activated for all courses in the Fall 2023 semester. This helps students know their number in the line to get into a course. We found more than 70 students benefited from using the feature. We will use this feature for all sections to know what class times students want. Some students may need the class but not when it is being offered. The waitlist feature allows us to evaluate it using the data at hand. I appreciate the input and the patience; we will get this right and it will take all of us working together.
- KKK. Senator: It would be appropriate for the administration to acknowledge that last-minute increases in a faculty member's class should be paid. The Deans should be authorized to do

something to compensate them. I'm not sure if it is a labor issue. I feel it would be the right parallel issue to acknowledge that.

LLL. The meeting adjourned at 4:35 p.m.

**V. Next Meetings**

- A. Full Senate Meeting – February 21, 2023 – Zoom at 3:15 p.m.
- B. Executive Committee Meeting –February 14, 2023 – Zoom Webinar at 3:15 p.m.

**For assistance in logging in, etc.:**

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