

KEAN

FULL SENATE MEETING
MINUTES

1 November 2022
3:15 p.m.-4:15 p.m.
Zoom Webinar

Senators in attendance:

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

Student Representative: •Tan

Guests: Mike Salvatore, Joy Moskovitz, Barbara Ridener, David Birdsell

[•=present ex=Excused absent=ab]

Meeting called to order by Chairperson Ahlawat at 3:16 p.m.

I. Minutes – 18 October 2022
A. Motion: Sargent
B. Second: Webber
C. Approved
II. Curriculum Items for Notification- Teacher Certification Program Title Corrections
III. Old Business-None
IV. New Business-
<p>A. Provost Birdsell to describe new initiatives on campus. 4 items: Undergraduate learning, modalities of teaching, the Center for Teaching and Learning, and the role of the Senate</p> <p>Mentions the initiatives underway: hiring ½ of the full time faculty in 1 year, reorganization of the university, pursuing R2 status and community engaged campus. UG experience focus (graduate enrollment is down, part of a 4 year trend). UG: most students will be UG, important to get mission and succession down. 4 characteristics: 1) engaged and inquiry based, numbers of students engaged in research need to go up and should be embedded in the curriculum; interdisciplinary to engage with learning. We lose >50% of students before the 6 year mark, and exciting curriculum will keep them coming back. He will talk with people on campus.</p> <p>2) UG experience in the curriculum should be rigorous and not exclusionary, supported with tools, support services, writing assignments, peer learning. We need</p>

to identify problems and help them prepare for them – less demanding degrees don't help. Collegiate education is the cornerstone of the democratic process.

3) UG experience that is community facing – off campus in Union, Elizabeth, Union, the tri-state area. But also communities of practice – professional, ethnicity, religious, race, national origins, where we don't leave the world behind. An UG education that frames their experience of the world, gives them agency – will help with retention.

4) give people an interdisciplinary experience – majors, but minors, too. Introduce people to different ways to frame problems and find solutions. Public policy problems (his area of focus) – always interdisciplinary, insights in different disciplinary languages help shape students. Broadminded, differences between disciplinary framing.

These four things are important to every freshman throughout their degree.

Resonates: UG experience –

1) core curriculum (we've heard about it already) has all four of these qualities. Provides the basis for going into each major. The problem is that when a student changes a major now they have to take more credits in their new major, which erases the idea of a core curriculum. Too many pipes. Example: math requirements and quant reasoning – college algebra, stats for science, economics, business, etc. Why not every UG student with descriptive and correlative stats for everyone? Gives examples of how it would work on different levels; basic stats would open up the curriculum for faculty to take into a major. Will also revitalize majors. He looks forward to talking with departments and schools to polish up majors to appeal to students. He's on the statewide curriculum committee and we're not doing enough new programs – TCNJ, MSU, etc., have more, examples: data analytics, finance and taxation. Market ready for students. A core curriculum, the same for everyone, will free up space so there are more possibilities in the majors.

2) interdisciplinary minors. Foresees 30 credits in the first year experience (typically), with history, sociology, etc., 15 credits in the 2nd year where students go deeper into a topic – bio, chemistry, etc., or business, education courses for education majors. 46-60 credits for major requirements right now. With a major of 30-36 credits, would give room for 1 or 2 interdisciplinary minors – gives the example of the internship with the NY Jets (27 students currently), to market US style football to Latinos ages 14-21. New program with faculty in the Michael Graves School of Design. Will do the same with marketing US football in England.

Minor sequence would be no more than 12 credits, intellectually diverse activities, like sports marketing, gives them skills with experiential learning in NJ/NY – data analytics, urban systems – they'll get a great job. Makes students highly marketable with tools, skills, well-rounded UG experience. Inclusion and success.

3) Modalities – want to meet students where they need to be. More online courses for students who might not be able to go to campus (caregiver students)? Or master's in a professional field. Online is growing. Adult learners use it. Might be low residence – 2 to 3x face to face/semester. Younger students in their 1st or 2nd year don't do as well online. They need to see professors and classmates, while junior and senior and other professional programs can be more online. They are running a hybrid education pilot right now, with faculty from each college supported by the CTL. Goal is not to avoid a commute; focus on what we do f2f uniquely, not lecture. Educational design staff can help with course management online. He wants not just a strong and online

program in NJ, but also the best experience using flexible modalities.

3) CTL – in Room 116 of the library; place for discovery, conversations, research, and how to learn about our own practices. He's impressed with the uniqueness of Kean's student population, mentions Columbian migrants as the largest population; what are the challenges there? SoTL (scholarship of teaching and learning) – perhaps can be used as a template for recent immigrants. Rosen is the founding CTL director. Faculty teaching faculty for student success. Rosen has been proactive in using the CTL as a platform for learning adjacent stuff, like IRB – she's helping publicize and develop protocols to make them easier.

4) Role of Senate: it is a deliberative body, a forum for creative partnership between the administration and faculty, important for sharing ideas and harmonizing approaches. Senate is the place to think about differences in time scales and urgencies. Less than a 6 year graduation rate bothered him – he knows students have problems, life, less preparation. We can do better. What that means for individuals, families, economy, etc., 75% graduation rate is the goal. Supportive rigor.

Reorganization is part of the urgency, a formative evaluation for RTR. 40% of the faculty on the way, that's amazing, but we need formative assessment for success, with guidance, which was stripped in the former administration.

Other points: change from a 3 year course review to 5 year is good, to make it programmatic; external review as comparison, especially if a program is not accredited – 50% or programs are. We need to keep up with best practices, new approaches. Engagement with the field is opportunity especially for faculty with no research agenda. A faculty handbook is a good idea, will come with the fall 2023 reorganization, will be online. Ends with: it is no joke that there is lots of changes, ambitions, all of it meaningful.

Repeats: no one has done ½ tenure stream faculty, complete reorganization on the academic side, and a new core curriculum. He's doing this because it will make students and faculty successful, will help fulfill the promise of the state's urban research institute and R2. We have more responsibilities because of students who have less. We matter more to the people we serve. That's what gets him up in the morning. He thanks the Senate for the opportunity.

Question: How can the connection with the Union and Ocean campuses be strengthened?

Answer: Ocean is a neglected resource; is a satellite campus on a community college campus, 1000 students; other universities don't have this. He wants to get new faculty to do research on oceans. Wants to rebuilt relationships, community college will save students money and then they can finish a four year degree. More faculty are moving between the 2 campuses, wants to jointly sponsor events for students with buses.

Question: a bus for faculty would help, also perhaps for students.

Answer: can think about it, buses are expensive, you'd need lots of people. Maybe for events – Kean Ocean has lots of good speakers, so maybe do it for events first.

Question: also blended learning?

Answer: yes, students want f2f but blended could help (hybrid) – low residency for faculty. Could be intensive for faculty in person (different from students doing low residency). It's the people who make it work – a freshman at OCC talking to a psychologist at Kean Ocean, for example.

Question: what future relationship will we have with China? Refers to faculty at Union being asked to evaluate faculty at China campus, because they don't have enough associates to evaluate people there, they lack senior faculty.

Answer: if there aren't enough now there will be in the future, and KU people won't have to do it. CLA, MGC, and Ed need more presence there. Maybe 2 or 3 more years and people will be promoted and it won't be a problem, except for CLA, MCG, Ed for the next 2 or 3 years. He reads the cvs of every faculty, China faculty succeeding brilliantly (not the case at Kean USA). They are publishing in Q1 journals, hard sciences, high level of academic productivity there. Wants to see more intellectual exchange. Eric Yang and he are having conversations with comparative studies in gerontology – senior citizen communities, health needs, first born sons caring for families. How do you platform successful (?) Mohny and urban planning and sustainability, was a challenge with the quarantine.

Question: a senator asks about math and statistics; the School of General Studies has development math, and the math department has algebra. These are foundation experiences for GE, the question is about foundational math for course management.

Answer: looks forward to talking about it, can't talk about logistics. Action team in the task form is not thinking about specifics right now. The process for the rest of the semester is to get a list of everything we want in the curriculum for the first year, and then we figure out how to deliver it. Idea of 'conductor' model, etc. For example: ENG 1030 – instead of it, the course would be guided by the instructor; students could write about the experience of collecting a soil sample or living in a food desert, or deal with issues of inclusion and equity. So that the person who leads can be the person who integrates everything for that student, makes sure they can write, do math. Will have more to say when they have more information.

Question: will there be opportunities for people to go up for early tenure decisions?

Answer: yes and no, depends on whether it's written into the faculty member's contract at point of hire. He thinks it's unfortunate that the KFT master contract is set up this way. So not unless it's in the hire letter.

Question: so possible external peer review for fall 2023 – include people on retention committee?

Answer: it is an assessment of scholarship. This is the first time he's negotiated with a union, the external peer review will be for fall 2023. There will need to be 15 nominees to get at least 2 for the review (5 names from candidate, 5 from chair, 5 from the ARTP committee or department). It's laborious, takes time, takes a lot of reading, but used for evaluation of scholarship.

Chair: teacher certification issue. Asked Moskovitz and Ridener to talk about it here.

Ridener: Crux is that because the programs are listed as P-12 they need to be revised to be K-12 because that is the nomenclature the state uses. Using a batch process to take care of all the programs and courses, and the only changes are title changes. One transmittal for the entire process, used a spreadsheet so that each area can be double

checked. They are here for our notification and we have to review and send it as a Senate. Then Moskowitz will notify the state, and Ridener will notify the NJDOE. Moskowitz: Genetic Counseling will have a new prefix, will be handled the same way, in a batch process. The program codes will change along with the titles and prefixes.

Senate adjourned at 4:25 p.m.

V. Next Meetings

- A. Executive Committee Meeting —22 November 2022 - Zoom at 3:15 p.m.
 - B. Full Senate Meeting – 15 November 2022 – In person at 3:15 p.m.
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For assistance in logging in, etc.:

Co-Hosts:

Robyn Roebuck <rroebuck@kean.edu> 908-337-0877