**Full Senate Meeting**

**Minutes**

# March 22, 2022

**2:15 p.m.-4:15 p.m.**

**Zoom Webinar**

**Senators in attendance:**

•Ahlawat, •Anderson, •Boateng, •Brandwein, ab-Connors, ab-DiVirgilio, •Donovan, •Dowdell, •Evans, •Farrokh, •Filardo, •Gover, •Gubi, •Halper, •Logue, •Mack, •Marks, •Martinez, •Mayhall, •Moran, •Mulry, •Pintado-Casas, •Roebuck, •Rosen, •Sanchez, ab-Sargent, •Webber, ab-Wetzel, •White, •Yucetepe

**Student Representative:**

Vacant

**Guests: Marinello, Birdsell**

[•=present ex=Excused absent=ab]

Meeting called to order by Chairperson Donovan at 2:15 p.m.

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| 1. **Minutes** – March 1, 2022 |
| * 1. **Motion:** Ahlawat |
| * 1. **Second:**  Martinez |
| * 1. **Approved** |
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| Curriculum Items for Notification-None |
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| 1. **Old Business-** Elections |
| * 1. Co-chair has compiled list of self nominations, sent to elections committee for checking and feedback; will send list in email to campus by Friday   2. The process will be started with bios and photos, UR may help with uploading   3. Elections start 3rd week in April with ballots mailed out; due the Friday of the last week of the semester, then the reorganization meeting is the Wednesday before the last day of the semester   4. Schedule has been sent out in a separate email |
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| New Business- presentations |
| Provost – new initiatives for next year, wants input and involvement. Lots change at Kean, with #s of new faculty – by 1 September will have 55 new faculty, 21 new offers accepted, 9 offers and considered, 14+ lines that need to go to the offer stage. More than 50 new faculty; in a 366 day period, over 100, so that new faculty will be 40% of tenure stream on campus – unprecedented in the country. Thanks HR, finance, search committees. It’s new for Kean to be on top of the market and on time. All hires are research active, and hires for fall 2021 have release time (3/3). Many are well published with significant teaching experience. 97 new hires at WKU.Opportunities and challenges – to welcome new faculty, but also to negotiate new changes with union.First initiative - Release time expansion needs work – reassignments to research will not reduce teaching load but will be annual, renewable process with progress; 1/3 to ½ faculty will get it, 25% of teaching commitment will be gone for those faculty. Also possibility of buying out more teaching with grants from NSF, NIH, also NEH, could get 2/2 bought out with rate from university. This is a big expenditure, 600 hours of teaching gone, so we have to be careful. |
| Second initiative – experimental program with jumbo courses, intro classes in social sciences, humanities (mentions psychology, sociology, art history, accounting). Effective and transformative courses are offered like this, they are looking for faculty who can deliver effectively. They will need curricular and other support services. Says most popular courses like Sandel’s Political Philosophy course at Harvard, ECON 101 (place), with 500 students. Idea is to have 3 sessions a week, 2 of them ‘core lecture,’ with 50 students in a 50 minute recitation on Friday by graduate teaching assistants in the same discipline. This is a benefit. Do it for the 8 most heavily enrolled courses, will get 22.5 faculty FTE, which will cover 80% of release time. Can do investments in teaching. He’s excited, union is negotiating compensation. Change is 300 person section will have to coordinate graduate student teaching assistants. He is proposing up to a certain # of credits will get 3 credits, then up to 6 credits, max is 300 students for 9 credits. Not going over 300 students for the pilot. Changes faculty work life, will have more time for other work. 3 big advantages – 1) financial, can save $ for release time 2) opportunity to improve quality of instruction. He has looked at SIR IIs, people are getting good evaluations, some not, average response is 3.8, 3.9, with standard deviation of 1.3 to 1.6. How much better to do “star lecturer” for students to keep talking about, mentions his professors. Dynamism in curriculum affects retention. 3) recruit a different kind of doctoral student. Those recruited before were not interested in being academics, these will be future academics, interested in going into academia. Wonderful thing, won’t cost much more than adjuncts, gives them experiences that they won’t get at an R1 where they discourage grad student teaching, can make a difference for scholars from Kean, but will take time. Provides a lot of value. 4) Along with Acting Dean Mercantini, is looking at the GE curriculum. He sees problems with students not well advised, have to spend an extra year to graduate, etc. The GE curriculum is complex, minor areas are 175% of industry average (usually 9-12 credits), how to align with student success and make it more rigorous. Branded education experience. Mentions Great Books program at St. Johns, Core Curriculum at Barnard, U Chicago – make them who they are before their major. Needs to be broadly based, using Salvatore data, will also need significant ramping up of CAPS and advisement for retention. Right now we have 50% 6 year retention rate, we need to keep students here to graduate, for tuition $. Aiming at 70% 6 year graduate rate, which will get us $35 million/year. Equal to $890 million in endowment. Also – new search for VP for Research to be under provost’s office, VP for curricular and faculty development. ORSP is being reorganizing, no staff at the moment, so looking for 3 people – director + two more, to make sure we can get and spend grant $. Necessary for R2, R2 status will help us get more. Lots happening at the same time – release time and course schedules, large lectures, hybrid courses, have to do it all at once, to better accommodate everyone, achieve all goals.Questions. Chair – hybrid courses?Answer – pandemic residue, online teaching. Won’t work for everyone but people want to come in 7x/semester, with online teaching less commuting, but still seeing people for professional networks. Could be f2f odd weeks, online others; could be synchronous online – how do we develop these courses? Pilot program, with 1 faculty member from each college to develop a hybrid course – Youngblood and \_\_\_\_\_\_\_ to direct it. Technology and pedagogy from other places for hybrid teaching (not HyFlex, which includes f2f, zoom, and asynchronous, doesn’t want to go there, very difficult for faculty - still 2 preps, lots work, not a good idea for students). So with hybrid they can get combined benefit, faculty can talk about how to people about disciplinary concerns. For graduate programs, especially professional graduate programs, students want online. Market driven. Could also be mostly remote, with an intense f2f period, such as for a global MBA (Secretary note: term is low-residency). Has been done for years (provost cites NE University). Plus hybrid asks us to think about the benefit from being f2f – conversations? Discussion? See people’s reactions? Why do we value f2f? We have to think about it to turn it hybrid.Chair question – concerns from new faculty about orientation. Senate wants to help make improvements and provide instructional support for new faculty – with 100 new people, we need teaching and learning center. What can we do now?Answer – new faculty orientation under Felice Vasquez in the past, will now be out of the provost’s office, asking new faculty how it’s going, we can help. We need a CTL + staff development center, will launch at same time. Also wants to use facilities here, like the Viser facility in the library, looking at #s, need new talent for the CTL.Question – GE reform and advising (from chat) – how do they relate? Answer – advising helps steer students through curriculum, but if GE has no rationale it’s hard to navigate. Need to decouple from disciplines and programs – what do they need to know? What counts as evidence, how to analyze with quantitative and qualitative evidence, take analysis into writing and speaking (creative, etc.). Especially with DEI. Philosophical commitments. Experiences they have – that’s the link. Lean, demanding curriculum.Question – rationale for jumbo classes?Answer – pilot for 1 semester, 1000s of pages of research on it. Only some offered. Decades long success in doing these. Students love them. We know it works, what do we need to know to make it effective?Question - #s and how it will affect across university – not every section will be large? Taught by faculty who can do exciting lectures?Answer – maybe. Some have 100, 300, 1000 students/term. Not lots of facilities to do this – NAAB, LHAC (not usable for classroom), V109, J100 and J200 – fewer students there. But if students love it and achievement improves, why do we keep smaller classes? In transition, use as control group, do research? Quality and consistent experience for students.Question – at CLA meeting, you said 100 available research release time, roughly 100 new faculty, already getting published. Was this a way to recruit? Will these new RTRs go to new faculty? Who will get them? How many RTR for current faculty?Answer – can’t give #s, hopes to support lots. None of September 2021 new faculty cohort got RTR, could apply for UFRI, but not as part of job offer. Then how many good proposals from current faculty? Ideally everyone with solid proposal and demonstrable ability. Everyone gets an opportunity. Many colleagues are already productive scholars, need to get more on that ladder.Question – ideas are intriguing, can you talk about recitations with teaching fellows:Answer – around the country, you do your writing, discussion, process and do contributions to intellectual work. Lead faculty would work with GTAs to be most effective. At Midwest big communication departments, such as UW Madison, Steve Lucas in public speaking, wrote popular textbook, uses doctoral students to judge student speeches. COMM 1400? Will we do this? Political theory course at Harvard, Michael Sandel (Secretary note – political philosophy, popular course is on Justice) – where you talk about ideas, write good papers.Question – students work during the day – will there be evening schedules?Answer – #s of how many day and evening students need to be looked at, enrollment management will do this. New registrar, Scott Snowden from Student Services. How much does it actually describe our students?(chat question about how many classes) Answer – only 12-15 classes will be jumbo, most classes will have 15 students minimumQuestion – our department doesn’t have graduate students, how will we do this?Answer – would use adjuncts, non-tenured lecturers; provost wants grad students buy for now will be adjuncts and lecturersKFT question in chat – first gen brand? Small classes?Answer – Karen Smith is looking into this. “Students don’t come for small. Exciting, best lecturer” – everybody can see it. “Selling proposition.” Evidence – done effectively everywhere for 100 years, we know it works when done well. Question of quality, Karen Smith in UR thinks it would be great. Student/faculty ratio wouldn’t change, but impacts along value impact good.LMS updateMarinello – shows timeline, with summer 2022 full functioning Canvas tenant, early adopters fall 2022. Spring 2023 larger group, 50-75% of all online courses. Fall 2023 full conversion, everyone on canvas. President and provost will be using LMS task force on team for design and others. 3-4 months for technical implementation, in the fall early adopters will be testing a few courses. Summer 2022 – professional development structures ‘stood up’ + also – during the process K16 Solutions will be doing the conversion from Blackboard to Canvas and archiving courses and learning objects. Not every faculty member will want the same format so will be able to build from scratch as well. The university has contracted with Instructure for help desk support 12/365 and will help with remote campus locationsQuestion – Senate will meet to discuss faculty participation – do we have access to Canvas instructional materials now? Do we have access for faculty to learn on their own?Answer – not yet. Will be at the time of implementation, mid-April.Comment - lots of concern about Blackboard and issues, ease, function, support; task forces from Senate, they decided on Canvas between D2L and others. Market has shown that people are moving to Canvas. Used at county colleges, transfer students know it, will be superior platform. Will replace Blackboard, so even f2f will use it, not just for online courses.Question – transition and K16?Answer – generally no one size fits all, will work with K16 to migrate shells but up to you, can also redesign courses.Chair – K16 has platform to migrate, faculty can tweakMarinello – depends; but with professional development offered, may want course converted, but you may reorganize the course. K16 is the best platform for conversion, but every LMS is different so won’t operate the same for every course.Chair – education and training? Do we have it?Answer – multi pronged approach, will have professional development from Canvas and Provost office for faculty development. In general – not fully developed or determined. Youngblood and O’Callahan for Kean Online.Chair – during task force work, we spoke to schools who converted, glowing recommendations for Canvas resources, so good move, resources available. Thanks institution for going with the Cadillac package. High level tiers of support, etc.Marinello – timeline is slower, but need time for professional development. Will take time to implement.(link in chat from library for Linkedin Learning course on Canvas)Student comment – Canvas the best thing ever.Discussion of clinical faculty issueChair – need for additional category of faculty – hands-on instructors, called clinical or professional faculty (business, government) – people with professional experience but no pathway to teach. Claire Mulry with update on clinical faculty issue. Slideshow attached.Clinical professor or professor of practice. Task force members, lots of graduate college faculty on it. Both a current problem and an issue for the future.Slide – task force charge(not a lecturer by another name. We already have people doing this – 6 to 8 people now, but not in union nor lecturers).Slide – key points – professor of practice, clinical assistant professor; same as and equitable with traditional academic faculty lines. Not a mechanism around tenure.Slide – stakeholders survey with 31 responses. 12 month appointment, 48% had done it elsewhere, for 10-12 month appointment. 53% on multiple year contracts, 33% had tenure there. 77% said it would benefit them, average length of contract desired 4.2 years. |
| Slide – concerns; clear expectations; distinct with tenure. If tenured, what are the scholarship expectations? Boyer model for these. Benefits – not a second class position, real world experience, increased expertise of clinical teaching, increase in evidence based practice. Speaker’s field needs more people to teach, can’t get clinicians to teach. Direct quote – ‘training clinicians.’Data collected – job descriptions, contracts – 29 universities, most disciplines, has Google folder with contracts and job postings, promotion structures.Summary with sister institutions – Rutgers, Monmouth, NYU, Adelphi (good model), NYIT, CUNY, Vanderbilt (tenure track example), Eastern Michigan. Need to consider what it would look like.Current concerns – 6 people with 12 months, 33-45 credits teaching load. Same scholarship and reappointment expectations as 10 month faculty. Right now they have not vacation time, but they have 20 vacations days to take by the end of the year. Clinicians have to be in the field 1x/week, so they’re doing a second job as well, for maintaining accreditation as a professional, they’re not covered by the union.Slide – Resolution and LOA to be negotiated in contract, with a position to be created in the future. Asks for each discipline/department creates criteria with their contextual understand of the field.Architecture, OT, Public Administration, Nursing, etc. – these are the departmentsSlide – Resolution for Senate, wants to vote today, before Summer 2, because year is almost over, need to prepare for reappointment packages and don’t know about vacation time.Questions, chair – issue across colleges, departments, schools, professional faculty is important role(in chat – no tenure? Reappointment through ARTP?)(KFT in chat – negotiated vacation time for 12 TT faculty, link)Mulry – no answer for vacation time for next year, union says no info from administration (time parity with 12 month faculty)Resolution on the floor : Be it resolved, the University Senate strongly encourages the administration and the KFT to address the uncertain role and status of existing Clinical Assistant Professors currently on staff at Kean University. We are committed to restoring fair and equitable recognition of the Tenure Track and other  Clinical Assistant Professors with an understanding of best practices in higher education. We urge all campus decision makers to prioritize negotiating a Letter of Agreement for the existing 12 month tenure track Clinical Assistant Professors that will include teaching load, vacation time and the creation of discipline specific criteria for reappointment prior to the start of Summer II.Senator – take action for colleagues now but also for future, speaks in support of resoluteSenator – revised for Senate role? Why important for professional work and our students; not about terms and conditions, but why Senate should endorse this. Senator – yes.Senator – creating committee? Each department ARTP committee should do that, not by deans and chairs – we don’t need a special committee.Senator – good point, rationale is whatever the name, the expectations should be related to the profession, not the academic discipline; their peers, not researchers.Senator – professor of practice in marketing as example, people in other fields can’t evaluate, so ARTP can use the job description.Senator – disciplinary participation is better, not EDs or dean. If not doing research not getting tenure, as long as ARTP understands the different criteria.Senator mentions Rutgers clinical profession with teaching awards and promotion.Chair – 2 points here 1) need for structure across campus for professional faculty – what they look like, expectations, etc. and 2) provide support for people now here. Two separate things. Could look at resolution, get it tweaked, then we can look at it in 2 weeks at the next full Senate meeting with a small working group –the KFT, Senate, administration to look at the future and structure of the plan. Then can look at the union level negotiations, part-time, full-time, visiting, tenure track?Senator – 2 separate resolutions?Answer – resolution here is for people here now, 2 weeks from now to vote, but also need discussion and agreement with union, Senate, administration about professional faculty roles in general for the future. Right now it doesn’t exist as a job listing. They do lots of great work, we do need them, now we need to institutionalize the role.Senator – by definition they can’t be tenured, why a separate classification? Two tier system?Senator – different kind of line; depends, 1/3 universities have these jobs. 2 tier with no tenure for non research people.Senator – in the business school at Rutgers they don’t get tenure, but can be promoted to associate professor.Senator – depends on the institution, Vanderbilt has tenure for professor of practice, some have multi-year contracts with no research obligations.Senator – we have this in terms of Art faculty (Secretary note – this is not correct)Senator – with the clinical services they provide, they have no time for researchSenator – will see if Rutgers gives tenure in the business schoolSenator – most don’tSenator – 30% do, but do give promotions and criteria for reappointment is differentChair – licensure, etc. to be able to give clinical training skills to students. In Government, retired government workers, with no doctoral degrees, want to give back, have 20-30 years experience, not looking for tenure track jobSenator – asking for LOA for existing people. Can we vote on that?Motion – MulrySecond – MarksApproved |
| Senator – we should have a discussion about jumbo classes. Concerned that the decision was made. We’re not Harvard. At Columbia, 100-250 students, 4 hours lectures, recitations 1 to 1.5 hours with 15-20 students. Who will staff the recitations with no grad students? At Case Western, some 60 student lectures, 15-20 student recitations. The question was raised about student learning, how will this help our students? Also equity issues. How can you make history or other departments teach 300 student sections?Chair – the discussion is just starting. Senate will discuss in executive committee and in the full Senate for the rest of the semester. Provost of course wants this. Also – as of 10 April mask mandate drops, there will be a blast later this week with guidance on procedures. OCC is already mask free. |
| Meeting adjourned at 4:20 p.m. |
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# Next Meetings

* 1. Executive Committee Meeting – March 29, 2022 – Zoom at 2:15 p.m.
  2. Full Senate Meeting – April 5, 2022 – Zoom Webinar at 2:15 p.m.

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

Co-Hosts

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