

Newark Faculty Council Minutes  
Feb. 10, 2020

Present:

Nancy Cantor  
Ashwani Monga  
John Gunkel  
Sherri-Ann Butterfield

Alexander Gates, Chair  
Michael Barnett  
Haesum Kim  
Elizabeth Surlles  
Jiahuan Lu  
Tim Raphael  
Gary Farney  
April Benaish  
John R. Kettle  
Mary Rizzo  
Ashaki Rouff  
Beryl Satter  
Joseph Merkert  
Fran Bartkowski

Gates:

-Gates was contacted by New Brunswick Faculty Council Chair. They want to meet with the incoming president, with the other Faculty Councils. We should bring up key issues of concerns to the faculty. Email Gates with suggestions of concern.

Provost Monga:

-We have been pushing for diversity in faculty hiring. You get 50% covered for first three years if you hire a diverse faculty. We are collecting data on which schools/ Ph.D. programs have diverse students that can be targeted for hires. We are pushing a broad process that will help us reach the pools that are out there. We can advertise in the right outlets if we know where the people are. We also need diverse search committees. We want a committee that reflects the pools we want to reach. Deans are sending us the data and we can share with departments. Faculty must take the individual initiative to enforce this process.

Q: Is there a debriefing for the search committees prior to starting the search?

A: Yes, there are guidelines to get search committees informed before they start the search.

Q: If we reach out to ORC to get the data prior to a search – what is the time frame to get information back?

A: It's quite quick. It shouldn't take more than a week. We can also ask the Dean's Office for information.

Q: We're getting mostly NTT lines. Is the process the same?

A: The idea is the same for NTTs. There are also funds to support diversity hires. We'll offer them if you show us that you are following the process.

Q: If two top candidates are minority, can we expand so that both candidates can be hired?

A: Yes, it's possible.

Monga:

-Publicly-engaged scholarship (PES): we have new guidelines in place. There's a template that goes out to the letter writers for promotion. We're working on the new language for the letter -- "If the candidate is working on public scholarship with the community, please comment on that as well." Something like that. It is for Rutgers as a whole.

We have many engaged in publicly engaged scholarship. Those who aren't won't know what it means or how to do it. Maybe we can have panels or research presentations to help others understand how to do it and what it consists of. That may help people realize they can do it also.

Q: There are some workshops already.

A: But it's only a one-time workshop, and it's about the guidelines.

Cantor: This would aim to show people the range of what people are doing here at Rutgers-Newark. Let people know what each other are doing. Short presentations can help us know what others are doing. It would be good if it came from the faculty rather than the Chancellor's Office. This could be a way for the Newark Faculty Council to put its stamp on what's going on here.

Gate: it's a great idea.

Q: Society for Neuroscience has panels and seminars called "Storytelling" that is essentially about publicly engaged scholarship. It is engaging when presented this way.

Q: Can marketing record the presentations, and put them online?

Monga: Great idea. They should be short, like TED talks.

Q: Some of us are excited to get involved in this. However, I'm wondering if a single template would work for publicly engaged scholarship.

Monga: It has to be a template so it works across Rutgers.

Q: A standardized form might not work – a square peg in round holes.

Cantor: Departments can come up with their own definitions. Union standards say the letter must be standardized.

Butterfield: There should be a conversation before the letter writer gets the letter – not officially, however! The letter is general enough – it can fit a wide range of activities, video, performance, etc.

Monga: The chair needs to pick the right people to review publicly engaged scholarship.

Q: There are people who need to approve the letter writers. Some of them will block people who are going up on publicly engaged scholarship.

Cantor: We need a culture change so that chairs, deans, and A&P committees understand the new publicly engaged scholarship. Panels will help – the more people see what it consists of, the more likely there'll be broad support. It's not service on the side.

Q: Faculty are doing publicly engaged scholarship without knowing it.

Gates: Maybe all the departments can put on their website how they see publicly engaged scholarship.

Cantor: They can present the range of examples involved.

Gates: One line in the standard letter is OK, but if the letter writers can go back to the department websites to see what publicly engaged scholarship is for that department, that would help.

Q: We can also update our personal faculty websites to show publicly engaged scholarship.

Q: Do we have enough information to show departments what PES is?

Cantor: We do.

Q: Did the information on PES that went out a year ago inform the tenure letter line guideline?

Monga: Yes. The departments still need to define the work.

Gates: Say A & P member is evaluating someone in math. It would be useful to have a guideline on their website so we know what PES is for math.

Butterfield: We should also put lines about PES in our search ads.

Gates: Let's have the definition of PES for each department put on the departmental websites.

Gates: Please email me with topics you'd like the NFC to discuss.

Gates: *Star Ledger* had a big report about how the high schools are working with colleges. Central is big on environmental sciences, and has a connection with Kean University. Why not with us? Do we have connections with community colleges? They are about 50% of our incoming class. What's going on with the community colleges? Does this present opportunities for us?

First, John Gunkel will speak on the education connections.

Gunkel: We try to promote social mobility. We are always in the top 10% nationally in this regard (even though there are several ways that this ranking is calculated). We work hard at this – both in the classroom, and how they are placed afterward (and groomed before, in high schools). PES with high schools can help those students take college courses. They come to our campus, or our courses are taught in high schools by Rutgers faculty. This has been going on since the 1990s. We worked with the Newark City of Learning Collaborative. Dual enrollment with high schools helps. Last year we signed the first comprehensive agreement not with individual high schools, but one that was comprehensive across Newark Public Schools, to take 50 students from NPS and have them enroll in RN courses. This year we took 75. We've expanded the range of courses available. Gates Foundation did a study – it helps students complete high school and helps with college attendance rates in disadvantaged communities.

Gunkel: Any course could theoretically be included. We don't focus on math and composition since those are already at the high schools. Instead, we look at courses accessible to students without prerequisites – disciplines not usually offered at high schools. Departments can discuss this and let the dean's office know that they have courses that could work. It can also help recruit students for RN – but mainly we want to excite the students about colleges.

Cantor: Many foundations nationally are excited about this work. It helps mobility and it also lessens debt (since students get college credit while in high school). We have a Mellon Foundation grant on Jazz Poetry and its history – we wrote into the grant the development of a course at RN that would use history, writing, and Institute for Jazz Studies. It helps with curriculum development. The Opportunity Network helps youths in Newark who are disconnected from NPS (?) and are pushing for RN's dual enrollment program.

Q: What about Rutgers Business School?

A: There are a few separate agreements and programs for RBS.

Q: Does someone pay the students' tuition?

A: We do a reduction, and the NPS pays part as well.

Q: The mall developers have an alternative school.

Gunkel: "Pathways" also attracts foundation support. We try to articulate a stepwise progression to help students sort through the 1000s of courses so they can complete college in four years. We also want to articulate the progression between institutions (community colleges and R-N, for example). We have staff on the admissions office who spend one day a week on community college campuses to help transfer students. There are curriculum templates for NJ Transfers. They map community college courses and RN courses – but they are too abstract for those who don't really know the institutions already. We need to understand the curriculum at both and note the gaps between them. There's been success with this already, particularly in the STEM fields. These need to be ongoing discussions. We have a work group looking closely at transfers.

Q: Charles Payne at Cornwall shows that Newark is getting lots of curriculum development money, but Orange is getting nothing. Payne is trying to get money for Orange as well. There are lots of opportunities in Orange. For example, YPAR (Youth Participant Action Research); youth as producers on knowledge. Earth and environmental science, for example, can get students active in doing research, collecting information.

Gunkel: Community Colleges are overworked, and are happy for others to help them with curriculum development.

Gates: At community colleges, only 30% make it to a 4 year degree, though something like 75% want to. We can tap that.

Q: Is there a teaching swap, community colleges/ RN?

A: It's possible.

Q: Can we bring in kids to do a partial course, say for one credit doing work in a biology lab

A: Yes, this would be great.

Gates: City of Newark pays students to come work in a lab. They pay the student \$750 – you just need to apply.

Butterfield: Faculty need to be willing to take in the students.

Q: This could be PES for the biology department.

A: Yes.

Q: We've worked with Orange high school students test water and environment and come into the lab to work on it; it supports/ enhances high school courses.

Butterfield: We're also involved with professional development for teachers in computer science (with Apple).

Butterfield: Comprehensive high schools; we have a great relationship with the NPS head. He wants to create "academies" for the comprehensive high schools. Law school is partnered with Barrington High School – brings the kids into the law school, with their own instructors. They built a mock-courtroom in the school (built by the students). RBS has partnered with West Side High School. The idea is working with students to create a path to the business school. We hope to expand this to other programs and departments, and create a college-going culture in the high schools. It's important that the students succeed, so we need to work on that. Some departments have been doing this for decades (having high school students in the labs, for example). One year we expected 75 students for an event – 300 came (at the Law School).

Q: Some of these let students earn 12 college credits. Will all of ours do this?

A: Each MOU is different.

Sheronia Rogers, Dean of the Center for Pre-College Programs, addressed the NFC.

Rogers: We have 8 pre-college programs here for Newark and greater Newark. Abbott Institute; Apple and Malcolm X/ Shabazz high School; and several others. We have federally programs in Orange, East Orange and Irvington. How to create more opportunities for faculty to be engaged with young people? I have a dream folder for this. Say a student isn't eligible for a particular program. What else can we do to maximize their opportunities? We're having our first STEM conference in May – I will be in touch with several of RN faculty about this. We're creating opportunities for high school students to showcase their work. We need judges for this. We at RN are very involved in these collaborative programs – other universities are catching up. Parents are eager for more connections for their children – we can help.

At Malcolm X/ Shabazz; we assisted a community school model. We helped writing faculty and Apple help them design a new computer science curriculum. WE helped with professional development for their teachers. Their librarian was coached at Dana Library. Spring Break, our writing faculty goes into the school to help students prepare for their exams. We will start a Saturday Student Academy for kids to learn on our campus. They learned how to create solar suitcases – our science teachers showed how it is done. Last week we had 50 people here signing up for the Academy.

Butterfield: I saw the students put the solar suitcases together, and take them to Puerto-Rico and elsewhere where power was out, and save people's lives. Now the students are thrilled and want more. We have others working on trauma-engaged care. This is all PES.

Sheronia Rogers is in Bradley Hall.

Q: Shabazz is now mostly pushing engineering – and we don't have that here.

Cantor: They are aligning with NJIT. Things are always changing, there as here. The programs need to be a two-way street so the relationships continue even if there are changes. Re: Kane: the new NPS head wants to build relationships with as many local colleges as possible.

Gates: This discussion helps start new initiatives. Talk to Rogers to bring new ideas to fruition.

Butterfield: Now faculty don't have to do the legwork to create connections with high schools.

Gates: Is this a new office? Or is it taking over pre-existing programs?

Butterfield: AFC still exists – it is post-enrollment, not pre-enrollment. Other programs are still shifting a bit.

Q: Can we work with you on small-scale initiatives? Say, just a summer?

Rogers: Yes. We are excited by summer programs particularly. It can be one or two summers only – no problem.

Butterfield: It also has to be manageable. We can help with that – so you don't take on too many students, for example.

Rogers: I'm often asked about small-scale opportunities.

Q: Have we mapped specific needs of specific high schools? For example, West Side has the largest percentage of African students. Maybe we can work with that?

Rogers: We need to hear what their priorities are – and that might not be the same as a specific need that we, as outsiders, identify. But we are keeping an eye on it. I'm often at the table when those issues are discussed. Ex: Shabazz wasn't thinking about trauma; but it was a need. It evolved into a whole-school professional development through our counselling program.

Butterfield: We have high-performing students who are undocumented; this affects us.

Minutes taken by Beryl Satter