change to class schedule grid will come to senate for approval before put into effect. Question asked: could current card swipe system be used for lab equipment? Yes. Question: Why are unassigned classroom still unassigned? Steve Farney is working with Steve Kessel weekly regarding this. Question: Can centralized scheduling address the problem in Camden? Students are late to class in Camden by 15 minut

Thank you for sending this letter. As you know, David Clowney discussed several of these issues with me in one of our senate officers meetings, but I am happy to respond more formally. Please share this response with the exec.

I certainly agree that the purpose of any program that we offer at any level is to educate and improve the life of students. I assumed that the audience to whom the letter was sent would take that as a given and that what I really was saying is that of the myriad of options of programs that we could choose to educate students, the ability to either generate revenue that can be fed back into the undergraduate program or the ability to promote externally funded research that will enhance the research experience for both graduate and undergraduate students. That said, I accept the criticism that I should have been more explicit with wording.

As for the individual questions

1. Should students be limited to teaching labs or grading assignments?

    I think this is a question best left to individual departments. No department is required to have graduate students teach anything. Programs may still participate in the reduced tuition model without using graduate students to teach. However, the only way that I can pay for stipends is to have the students teach. If graduate students did not teach two classes, I would have to hire two adjuncts to do so. That would cost me about $8,000. Instead, I have given programs the options (for up to 3 students) to have the students teach and use the same money to pay them a stipend instead. The programs themselves are best suited to make the decision about whether to use them or not, and if so, in which courses. Having them grade papers will not work as it does not free up money to pay them. We cannot and will not divert any dollars from supporting our core mission – undergraduate education - to pay for graduate education.

2. Why isn't waiving student tuition for those working on funded projects part of the model?

    The mechanism to handle this is to have the external grant pay the students tuition.

GRADUATE ENROLLMENT (from the Provost)

Graduate enrollments have been in decline across campus, not every program but overall, for a number of years. Horacio was charged with reversing the trend. As one piece (of a much larger initiative) he identified 13 graduate programs that are underperforming in terms of enrollment. In many cases, the programs are running breakeven or less, which is not really breakeven as it takes tenure track faculty out of the UG curriculum. For most of these programs (we are leaving 3 in education alone for now until the new dean has a chance to work on them), they are being given a modest enrollment target (generally between 10 and 20 FTE of new students).

If they reach that target for Fall 14, great. In some programs, I suspect that they have just not been recruiting as actively and can fix it easily.

If they cannot, that is a sign that there is not enough interest in the program as it is to justify its continued operation. (Remembering that it has been in decline already or it would not be on the list).

This presents three alternatives:

Senate Curriculum Committee Report: Approved Curriculum Proposals Process C Proposals Approved by Department, College, & Senate Curriculum Committees

SCC#	College	Department

Process A Proposals Approved by Department College Committees and Senate Curriculum Chair (Pending Senate Curriculum Chair Review)

SCC#   College   Department   Proposal title

SCC#	College	Department	Proposal title	U/G	Change requested
	ath		Care for Adult Gerontological Acute Care NP		
12/13/8117	Science/Math	Nursing	AGACNP III: Evidence Based Clinical Care for Adult Gerontological Acute Care NP	G	New non gen-ed
12/13/8118	Science/Math	Nursing	Family Nurse Practitioner I: Primary Care Management of the Adult Patient and Older Adult Patient	G	New non gen-ed
12/13/8119	Science/Math	Nursing	Family Nurse Practitioner II: Primary Care Management of the Adult Patient and Older Adult Patient	G	New non gen-ed
12/13/8120	Science/Math	Nursing	Family Nurse Practitioner IV: Primary		

2013 Rowan Arboretum Resolution

Whereas: Rowan University is committed to operating and growing in a sustainable and environmentally responsible manner, and

Whereas: Rowan University will provide leadership in southern New Jersey and throughout the state in promoting

Background/Context of this item, if applicable:

Definition of an Arboretum:

The Morton Arboretum near Chicago, Illinois is the only organization that has established a national or international program of accreditation specific to arboreta. The definition of an arboretum as outlined by the Morton Arboretum and published on their website is: (http://www.arbnet.org/resources.html) is: "a specialized type of botanical garden that focuses on trees and other woody plants. Arboreta collect, grow, and display trees, shrubs, and other plants for people to study and enjoy, and ideally are open to the public for education and inspiration. A principal goal of arboreta is to encourage and support the planting and conservation of trees for environmental improvement and enhanced quality of life"

Criteria for Accreditation

The criteria for arboretum accreditation include the number of species in the collection, the organizational plan and policies for the collection, the establishment of a governing body beyond a single individual, arboretum staff, and education/research activities. Four levels of accreditation exist to recognize arboreta of various degrees of development, capacity, and professional involvement. Accredited arboreta may seek and achieve higher levels of accreditation as they develop additional scientific and educationa

A professional capability to collaborate in some way, preferably with evidence of existing collaboration, with other arboreta and arboretum-related organizations, including cooperative plant evaluations, conservation projects, educational programs, exhibits, and interpretive efforts.

Sharing of plant collections data with networked collections databases, such as BGCI PlantSearch Database, the PlantCollections database, or other collaborative collections databases.

RESOLUTION
TO EXTEND THE UNIVERSITY SENATE AD-HOC COMMITTEE
ON THE ROWAN CORE FOR ANOTHER YEAR

The Rowan Core Ad-Hoc Committee will continue to work for another with the General Education Task Force on policies and procedures relating to curriculum development and review of the new proposed general educational model called the Rowan Core. The committee will develop criteria and a review process for existing, revised, and new courses to become designated as part of the Rowan Core. The committee will consult with the General Education Tactical Team, the Learning Outcomes Assessment Committee, the University Curriculum Committee and the Office of Institutional Effectiveness, Research, and Planning to recommend new policies and procedures for the Rowan Core. The committee will issue a final report to the Full Senate in spring 2014.

Members:
David Clowney
Mike Grove
Erin Herberg
Alison Krufka
Janet Lindman
Steve Phelan
David Vaccaro