

UNIVERSITY SENATE MINUTES  
December 15, 2008, 10:50 am, Rowan Hall Auditorium

**ATTENDEES:** Keith Adams, Herb Appelson, Michael Banutu-Gomez, Jacqueline Benevento, Mark Berkey-Gerard, Krishan Bhatia, Lori Block, Kate Boland, Joe Cassidy, Doug Cleary, Doug Cleary, Jennifer Courtney, Kevin Dahm, Robert D’Intino, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Roberta Harvey, John Hasse, Erin Herberg, Susan Hersh, Jerry Hough, Olcay Ilicasu, Phillip Lewis, Janet Lindman, Matthew Lund, Midge Madden, Douglas Mapp, Mark Matalucci, Donavan McCargo, Phyllis Meredith, DeMond Miller, Eric Milou, Bob Newland, Anne Phillips, Robi Polikar, Clara Popa, Peter Rattigan, Natalie Reaves, Nick Schmelz, Kathleen Sernak, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Tricia Yurak, Ieva Zake.

**NOT IN ATTENDANCE: (Represented by Alternates)** Bruce Caswell (represented by Maria Rosado), Sheri Chinen-Biesen (on sabbatical) represented by Chandrasekhar Vallath, Leslie Elkins represented by Elisabeth Hostetter, Allison Krufka (represented by Michael Grove), Adrian Rusu (represented by Jerry Spencer).

**NOT IN ATTENDANCE:** Joe Basso (3<sup>rd</sup> consecutive absence), Nadine Connell, Tom Doddy, Dorie Gilchrist, Karen Haynes, Lili Levinowitz, Karen Magee-Sauer, Julie Mallory-Church, Mohammed Rashiduzzaman (3<sup>rd</sup> consecutive absence), Tanya Santangelo.

**11:00 – 11:20am**

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors - none
3. Approval of Minutes from November 2008 (separate file) – moved, seconded, approved
4. Lindback Award for Distinguished Teaching Presentation by Provost – to Maria Rosado, Professor, Geography/Anthropology
5. President’s Report (page 3)

**11:25 – 11:35am**

6. Open Period: Jay Harper – Has been here 10 years and this is his first time addressing the senate. Regarding the Undeclared Task Force Resolution, research tells us that students are more likely to persist after they have made a connection with a faculty member. Harper suggested we should put undeclared in LAS, and after 60 credits put them in Liberal Studies: Humanities/Social Science major. Regarding resources to accommodate 800 students – provost says he will provide funds. Advising will remain in CAP Center. A person from each college will be available to explain options to students interested in a major within that college. The resolution, in draft form, went to the Deans earlier.

**11:35 - 11:55am**

7. Standing Committees
  - a. Recruitment, Admissions, and Retention
    - i. Undeclared Task Force Resolution (pages 6-8) – motion moved, seconded, passed after much discussion, two “calls for question” and with friendly amendments. Vote was 30 in favor, 14 opposed and 3 abstentions.
    - ii. Undeclared Task Force Report (pages 9-12)
  - b. Curriculum Committee Report (pages 13-15) – 12 Process C Curriculum Changes moved, seconded and passed
  - c. Academic Policies and Procedures Request for Feedback (page 16) – The Extension of Drop/Add for students enrolled in Monday classes in practice is already being done at

the Registrar's Office, but needs to be made known. Bridging the gap between Final Registration and Drop/Add – should we open up the one day Final Registration option around August 20<sup>th</sup> to be more than one day? Looking for feedback about pros and cons of other options. Also looking for input regarding opening time of registration at 7AM and the duration of the registration period of one week for each class, when 80% of students register within the first two days of their first week of registration.

8. Old Business

**11:55 – 12 noon**

9. New Business

10. Adjournment at 12:02 P.M.

## PRESIDENT'S REPORT

1. Faculty Lines: 17 current searches - 10 new, 5 replacements, two  $\frac{3}{4}$  timers. See replacement Lines Rubric (page 4) Ali will provide data for past 5 years. Next semester Ali will spend time with Dean's to go over how to decide on these strategic lines. One size does not fit all for department needs. These numbers will work with budget planning also. Graduate school will be asked to do something similar starting Sept. '09. 17 searches going forward.

## **Data for Use in**

LIBRARY ISSUES from Dean Bruce Whitham

I am writing as a follow-up to our conversation about the concern that some faculty members expressed regarding a supposed decrease in the Library's budget this year. As we discussed this morning, the Provost's Office did not reduce our funding year over year. We were flat funded last year. The impression of a cut might be the outcome of my decision to reduce book allocations by 60 percent, an action taken to cover significant reductions by the State of New Jersey.

The Library has taken quite a hit on available resources as a result of a State Legislature's decision to reduce funding for the New Jersey Knowledge Initiative (NJKI). In addition to funding cuts for NJKI the focus of that pro(s)2335 0 TD-0.0ef(ts )(p)-5(rove)]T(III

## RECRUITMENT, ADMISSIONS, AND RETENTION

### Resolution Concerning Undeclared Students 11/13/08

**Whereas:** Undeclared students require more intensive advisement than Declared students.

**Whereas:** Many Rowan students who are unable to gain admission to restricted degree programs enroll in a “shadow major”, i.e. a degree program the student has no intention to complete that bears some similarity to the desired course of study; this is a practice that lowers graduation rates and is not in the interest of the student.

**Whereas:** Many Rowan students remain Undeclared beyond 60 credits.

**Whereas:** Undeclared students often encounter barriers to speaking with faculty and degree program advisors.

**Whereas:** Undeclared students currently have no academic home, no dean to advocate for them, and no institutional mechanism to ensure that they have access to the courses they require.

**Whereas:** Undeclared students often have greater difficulty internally transferring into Rowan degree programs than similarly qualified external transfer students.

**Whereas:** Rowan’s President, the Provost, and the Senate President decided to form the Provost’s Task Force on Undeclared Students in 2007-2008, whose report<sup>1</sup> was then vetted through the Senate RAR Committee and the Deans in order to produce a set of resolutions to address the issues with the Undeclared students.

### **Therefore Be It Resolved:**

#### **General Policy Recommendations:**

1. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
2. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
3. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
4. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.

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<sup>1</sup> This report is included as an appendix to this resolution.

5. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
6. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
7. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeably, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.
8. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

#### **Be It Further Resolved:**

#### **Academic Home Recommendation:**

Incoming undeclared students will be placed in the *Exploratory Studies Program* within the College of Liberal Arts and Sciences' *Center for Interdisciplinary Studies* (which houses all of LAS's interdisciplinary majors). This proposed program within LAS will serve as the academic home for the entire undeclared student population.

Rather than creating another administrative position, it is recommended that the *Exploratory Studies Program* be directed by a faculty member (with 3 credits per semester of reassigned time) to insure the academic integrity of the process; additionally, it is recommended that a fulltime AFT professional staff member handle the day-to-day operations of the *Program*. The *Exploratory Studies Program* director will collaborate with the CAP Center to ensure that undeclared students are informed about their the degree programs available to them and have access to representatives of degree programs across campus (as mentioned in 6. above). Furthermore, the program director will keep an eye on the retention data for undeclareds and will oversee the program to ensure that the students are able to get into the classes they need and migrate into degree programs by 60 credits. The *Program's* director will be nominated by the program coordinators of the other LAS interdisciplinary programs and will be approved by the Dean of LAS. The undeclared students will continue to be advised by the staff of the CAP center, supported by faculty from across campus. The housing of the undeclared students within LAS offers several advantages:

- A. A significant majority of undeclared students ultimately enroll in majors within the college of LAS. Thus, the majority of undeclared students will start in the college from which they will eventually earn their degree.
- B. Students who reach 45 credits without selecting a major are asked to meet with the CAP Center to plan for their entry into a major. These students would also be asked to meet with the advisor

from LS:HSS to prepare for their entry into the LS:HSS major unless they have chosen and are accepted into another major by 60 credits.

- C. Since the students are housed in LAS, they will have a dean to look after their academic interests. Furthermore, their course needs will be met because a special fund will be created for that purpose. Under this model, we recommend that a pool of funds (~\$30k) be set aside to ensure that courses essential to the progress of undeclared students get staffed. This fund will be administered by director of the *Exploratory Studies Program*



<b>Provost's Task Force on Undeclared Students</b>
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**Report to the Provost****August 17<sup>th</sup>, 2008**

Carol Eigenbrot, CAP Center

Lizziel Sullivan, CAP Center

John Robert Cart, Dean of the College of Fine and Performing Arts

Kathleen Pereles, Department of Management

Patrick Spearman, Department of Foundations of Education

Tricia Yurak, Department of Psychology

Muriel Frierson, Registrar

Jose Aviles, EOF/MAP

Jim Newell, Provost's Office, Co-Chair

Matt Lund, Philosophy and Religion, Co-Chair

**Charge to the Provost's Task Force on Undeclared Students:**

Last year, I convened an Undeclared Majors task force to begin to look at issues with the large population of undeclared students at Rowan University. This task force concluded that the CAP center was best suited to address the advising needs of undeclared freshman. I fully concur with this recommendation, but many substantial issues beyond advising remain in the way the university handles undeclared students. As such, I charge this new task force to develop specific recommendations that will enable to do the following:

1. Improve our ability to anticipate the needs (course offerings, seats in eventual majors, tutoring, basic

discloses that students who begin their Rowan career as 4999 who are not EOF/MAP students have nearly identical 6 year graduation rates to those who enter in degree programs. For instance, the 2000 cohort's overall 6 year graduation rate was 68%, 4999 was 56%, EOF/MAP was 41.3%, and the 4999 excluding EOF/MAP rate was 66.6% -- only 1.4% shy of the overall rate. Similarly, the 2001 cohort's overall 6 year graduation rate was 65.8%, 4999 was 56%, EOF/MAP was 43.1%, and the 4999 excluding EOF/MAP was 65%.<sup>2</sup> These numbers demonstrate that non-EOF/MAP undeclared students do not have a significantly different graduation rate compared to declared students.

### **General Policy Changes Recommended:**

Some of the principal difficulties encountered by undeclared students are the following: obstacles to internal transfer, insufficient access to advising and faculty, and the temptation to remain undeclared too long in the hopes of getting into a restricted major. The following recommendations attempt to alleviate these problems.

2. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
9. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
10. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
11. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.
12. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
13. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
14. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeable, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.

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<sup>2</sup> IRP Resource Book 2007 and IRP Retention and Graduation Rates for First-Time Full-Time Freshmen

15. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

**Recommendation for Academic Home:**

It is the shared judgment of the task force that undeclared students would be best served by having an academic home. Currently, undeclared students do not belong to any college, and so have no dean to look out for their course needs or advocate for them. The following recommendation for an academic home for the undeclared students has been produced through the efforts of the Task Force, the Senate RAR Committee, and the Deans of the colleges.

Many students at Rowan remain undeclared since they aspire to get accepted into restricted degree programs. The creation of prospective major programs could make the process of internal transfer fairer to the students. Students who have a specific major preference could be placed in prospective majors within each college. The benefit of such programs would be that they would address all the items in the task force charge and provide the colleges with better information on perspective transfers. The colleges have expressed concerns about receiving this population. The concerns fall into two categories – concerns that many aspirants will never achieve enough to be admitted to the program or reluctance to have any additional role in advising these students (even though primary advising would remain in the CAP Center).

The nine policy recommendations that preceded this section work equally well with or without the creation of prospective majors. If the prospective majors were to be created, the following policy recommendations would work in concert with all the previous recommendations:

1. A series of prospective-major FIGS and degree codes need to be created, both for students aspiring to get accepted into restricted programs and for those who know their general area of study, but are still unsure which specific program to choose.
2. A prospective-major structure would look like the FIGs given out now by the CAP Center, only they would be 2 semesters long. If, at the end of 2 semesters (depending on the program), a student does not qualify for the desired program, the student would need to pick a new degree program.
3. Having prospective majors use FIGS would lessen the severity of the problem of course availability since we could forecast. Since the prospective population is not the last in line for getting courses, we may not have as many problems with finding spaces in courses for them.
4. Colleges housing prospective major programs would be responsible for setting up Rowan Seminars and Learning Communities, and possibly for providing advising, for the students. The CAP Center would probably also be involved in the advising for these students.
5. Internal transfer numbers should be based on CAP Center Projections for which degree programs incoming freshmen are interested. Rather than accepting a firm number of external transfers,

## Report of the University Curriculum Committee

December 15, 2008

Submitted by Janet Moore Lindman

**Process C**

<b>SCC#</b>	<b>College</b>	<b>Title</b>	<b>Department</b>
<b>08-09-107</b>	<b>Business</b>	<b>Name Change of MIS to Management &amp; Entrepreneurship</b>	<b>Management/MIS</b>
<b>08-09-108</b>	<b>Business</b>	<b>Moving MIS to Marketing</b>	<b>Management/MIS</b>
<b>08-09-304</b>	<b>Education</b>	<b>MA in School/Public Librarianship</b>	<b>Special Education</b>
<b>08-09-307</b>	<b>Education</b>	<b>COGS Autism Spectrum Disorders</b>	<b>Special Education</b>
<b>08-09-310</b>	<b>Education</b>	<b>Ed Specialist in School Psychology</b>	<b>Special Education</b>
<b>08-09-320</b>	<b>Education</b>	<b>MA in School Administration – major revision</b>	<b>Educational Leadership</b>
<b>08-09-321</b>	<b>Education</b>	<b>CAGS in Principal Preparation – major revision</b>	<b>Educational Leadership</b>

<b>08-09-305</b>	<b>Education</b>	<b>Teaching Students with Autism and Developmental Disabilities</b>	<b>Special Education</b>
<b>08-09-306</b>	<b>Education</b>	<b>Instructional Methods for Students With Autism Spectrum Disorders</b>	<b>Special Education</b>
<b>08-09-308</b>	<b>Education</b>	<b>Introduction to Counseling/Guidance</b>	<b>Special Education</b>
<b>08-09-309</b>	<b>Education</b>	<b>Psychological Evaluation and Counseling Services</b>	<b>Special Education</b>
<b>08-09-311</b>	<b>Education</b>	<b>Individual Psychodiagnostics</b>	<b>Special Education</b>

<b>08-09-808</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Change Requirements for Physics Major</b>	<b>Physics/Astronomy</b>
<b>08-09-809</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Patterns of Nature I – prerequisite change</b>	<b>Mathematics</b>
<b>08-09-810</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Biology 3 – prerequisite change</b>	<b>Biological Sciences</b>
<b>08-09-811</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Chemical Biology</b>	<b>Biological Sciences</b>
<b>08-09-812</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Chemical Biology (graduate)</b>	<b>Biological Sciences</b>
<b>08-09-814</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Advanced Web Programming</b>	<b>Computer Science</b>

