

UNIVERSITY SENATE AGENDA
September 18, 2009: 1:45 pm, Rowan Hall Auditorium

ATTENDEES: Herb Appelson, Smitesh Bakrania, Joe Basso, Tom Bendtsen, Mark Berkey-Gerard, Kate Boland, Gregory Caputo, Joey Cassidy, Bruce Caswell, David Clowney, Nadine Connell, Jennifer Courtney, Joel Crichlow, Ronald Czocho, Larry Depasquale, Robert D'Intino, Carol Eigenbrot, Jon Foglein, Bill Freind, Zenaida Gephardt, Dorie Gilchrist, Eddie Guerra, Roberta Harvey, Julie Haynes, Karen Haynes, Greg Hecht, Marlina Herman, Susan Hersh, Jerry Hough, Habib Jam, Valerie Lee, Lili Levinowitz, Phillip Lewis, Janet Lindman, Douglas Mapp, Lawrence Markowitz, Corinne Meredith, Phyllis Meredith, Eric Milou, Diana Nicolae, Anne Phillips, Robi Polikar, Peter Rattigan, Will Riddell, Connie Rosenberger, Lane Savadove, Nick Schmelz, Richard Scott, Kathleen Sernak, Sonia Spencer, Don Stoll, Pat Alexy Stoll, Eileen Stutzbach, Skeffington Thomas, Cindy Vitto, Jia Wang, Patrick Westcott, Barbara Williams, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Lori Block represented by April Ellerbe, Michele DiCorcia represented by Theresa Cone.

NOT IN ATTENDANCE: Tom Doddy, Erin Herberg, Jacqueline McCafferty, Midge Shuff.

1:45 – 2:00pm

1. Approval of Agenda – moved, seconded, approved.
2. Introductions of Visitors – Nancy Pontes
3. Approval of Minutes from May 2009 (separate file) – moved, seconded, approved.
4. 09-

institution should have no effect on tenure and promotion. Will open doors for faculty to interface with people from Cooper.

17/34 resolution – will cost more than it is worth.

Francis Johnson – trustee policy for years – naming buildings and rooms on campus happens only if that person gives Rowan lots of money or has done really great things. President Farish approves of a plaque that will go with the room/Faculty Center wherever the Faculty Center may go, but not naming the Center until Board has firmly established policy for so doing.

b. Nancy Pontes – h1N1 virus

Nancy Pontes- at least a million people have contracted H1N1 virus since April – pretty mild, some cross over immunity, targets younger people. Can go rapidly to lungs and cause death – especially if person has other illnesses, like diabetes, etc. Pamphlet with guidelines for those who have other illnesses that put them at higher risk. Other general info bulletin is also available. Rowan Health Center has been getting ready for pandemic. Roundtable discussions scheduled, use gel, keep hands away from face, cover your cough – but not with your hand. Housekeeping people have concerns – worried about gloves, disinfectant for them. Absenteeism and presenteeism are both a worry. Students who can't go home due to parents having cancer, etc. can stay in Mansion Park – about 50 beds. Buddy will be assigned to bring water. Goal - no student to die. Stay at least 6 feet away from sick person to avoid germs. This distance that the germs travel before falling to ground may cause design changes in the future. Number of students affected will be monitored. Students can go on Banner to declare flue once a year, with no doctor's note. Staff can voluntarily report flu symptoms. Instructors are to give 3-5 day leniency for first time student declares having the flu. Flu vaccine for seasonal flu is coming soon. Faculty will be notified automatically with the Banner system. There will be a link on Rowan Homepage. H1N1 vaccine will be coming late Oct., hopefully.

2:40 - 2:50pm

8. Standing Committees & Task Forces

a. Approval of Committee on Committees

New appointments approved: Intercollegiate Athletics, Linda Head; Learning Outcomes Assessment, Robert Krchnavek; Promotion, Roberto Madero

b. Tenure & Recontracting:

c. Candidate files due in the Senate office by 10.1.09

d. Sabbatical Leave: Sign up deadline (10.16.09) in Senate office for intention to apply

e. Ad Hoc Committee on Shared Governance (page 22)

9. Old Business

2:50– 3pm

10. New Business

11. Adjournment

PRESIDENT'S REPORT

1. Status of 2008-2009 Senate Resolutions (page 5)
 - a. 17/34 Resolution – President has not approved this and will be talking to us about this in his presentation later in this meeting.
 - b. Frances Johnson Resolution – President will approve of a plaque to be hung in the Faculty Center, but will not approve the naming of the Faculty Center in honor of Francis, due to Board of Trustees wanting to have a policy to assure consistency regarding naming of rooms on campus.
- 2.

2008-09 Senate Resolutions

081124-1

MEDICAL SCHOOL NOTES

Notes from President Farish meeting (July 9, 2009) with the Executive Committees of the Senate and the AFT with respect to the Rowan University Medical School

- ✦ Governor's Executive Order that created the Medical School will become final on August 24, 2009
- ✦ Rowan will receive a \$28 million dollar annual appropriation of which:
 - \$20 million is for operations
 - \$8 million for debt service on the new building
- ✦ Rowan was chosen over UMDNJ because its superior credit rating will allow the Rowan to sell approximately \$100 million in bonds needed to build the medical school and pay the debt service.
- ✦ Rowan will own and operate

Office of Institutional Effectiveness (OIE)

Mission

- ✦ To provide leadership and support for continuous improvement of Rowan University programs, processes, and organizational structures through college-wide planning, assessment, and review
- ✦ To ensure that effectiveness and improvement activities across the University are meaningful and manageable
- ✦ To promote alignment and integration among the various programs, units, and divisions of the University
- ✦ To help the University achieve its mission, meet the expectations of its constituencies, and be accountable to the state, to accrediting organizations, and to the public

Functions

- ✦ Nurture a culture of assessment on Rowan's campus that is goal-oriented and values-based
- ✦ Coordinate assessment efforts across the campus
- ✦ Provide oversight for implementation of strategic plans and annual reporting of progress
- ✦ Promote awareness of assessment as an ongoing, embedded process for the purpose of improving the effectiveness of programs, divisions, or units, as distinguished from periodic reports for the purpose of programmatic review, division/unit review, institutional review, or accreditation
- ✦ Make results of assessment activities readily available and publicize to campus
- ✦ Provide coordination for university regional accreditation and support for professional accreditation for departments and programs where desired
- ✦ Work closely with the Office of Institutional Research to coordinate, support, and oversee campus-wide recurring standard assessment instruments including benchmarking surveys like SSI, NSSE, FSSE, etc. and locally designed instruments such as the faculty and professional staff survey

Staffing

- ✦ Director – senior administrator reporting to President. Provides leadership and oversight for functioning of office; communicates with President and Cabinet regarding assessment activities and results; along with staff and advisory board, makes recommendations for continuous improvement of campus initiatives
- ✦ **Director of General Education - drawn from current senior teaching faculty (following the model of the faculty center) with appropriate released time per semester**
- ✦ Assessment Coordinator – part-time assignment; provide assessment expertise to campus; maintain web presence; work with Assessment Consulting Team; coordinate operations of OIE with respect to academic programs

Supporting Structures

- ✦ Office of Institutional Research and Planning – serves as data warehouse; dissemination of University statistics; provides data to state, national, and regional organizations which maintain data regarding higher education. This office, while remaining a separate entity, will be vital in campus-wide planning and assessment activities.
- ✦ Assessment Consulting Team – ACT is a faculty-driven student learning outcomes assessment resource helping academic programs and departments to develop and implement authentic assessment methods and practices. ACT will function under the leadership of OIE.
- ✦ Learning Outcomes Assessment Committee (LOAC) – The LOAC is a standing committee of the University Senate. As stated in its charge, this committee “engages in the ongoing review of the University’s assessment principles and observes the application of the principles in practice; reviews and recommends assessment plans from academic programs, general education, and student development; and assists in the establishment of a process for the systematic review of assessment information collected each year.” In conjunction with the OIE, the LOAC will develop and carry out a formal process for reviewing and approving assessment plans, modeled on the process by which curriculum proposals are reviewed and approved by the Curriculum Committee.
- ✦ Advisory Board – Advisory Board made up of university personnel representing all divisions on campus advises Director and helps create Office’s long-term agenda. While the Director of the Office reports to the President, OIE is an independent office supporting assessment and effectiveness issues in all Divisions. The Director will be in regular contact with senior administrative personnel, Faculty Center, and faculty.
- ✦ **University Budget and Planning Committee – to ensure that planning, assessment, and resources are linked**

Resources/Timeline

- ✦ For pilot year of OIE (2009-2010), the Special Assistant to the President, working with ACT and Senate, will review literature regarding institutional effectiveness, participate in professional development activities, and begin to pilot components of OIE (strategic plan, Middle States report, division plans, etc)
- ✦ Start-up budget should be determin

**Strategic Enrollment Management Task Force
Academic Year 2008-2009**

**Final Report
July 27, 2009**

1. Charge

Draw upon the University mission statement and associated documents (Middle States self-study, Strategic Plan, Academic Master Plan, etc.) to establish strategic enrollment management objectives.

Identify and incorporate best practices from other institutions.

Examine enrollment trends with the goal of identifying baseline capacities in academic programs, taking into account areas of potential growth, new majors/minors, interdisciplinary opportunities, and undersubscribed areas.

Develop an enrollment management process that will include critical University stakeholders and formulate a review process that promotes continuous improvement. Members comprised of the Colleges, the Admissions Office, the Registrar's Office, and Institutional Research and Planning will play a key and synergistic role in its development and implementation.

Provide specific recommendations to the Provost.

The committee has focused its efforts on Strategic Enrollment Management as it relates to the Academic Affairs Division. Issues of retention and advancement as they concern programs (the third bullet), while presented as important parts of enrollment management in the literature and studied by this committee, should be addressed as part of follow-up efforts. Indeed, one of the concerns addressed below concerning Enrollment Management Committees—that of having the “least institutional support or commitment” and thus being “least likely to succeed”—has manifested itself here.

2. Current Situation

Effective Fall 2006, the Division of Academic Affairs adjusted its enrollment management methodology, infrastructure, reports, fiscal management initiatives, and partnerships with University divisions. The Admissions Office, Office of Financial Aid, and Registrar's Office became units within Academic Affairs. This setup employs a coordinating matrix to offer services that affect students and increases quality of products and services to educate the whole student.

The enrollment management collaborative matrix is depicted below:

14. SCH FTT
15. Student SCH Student – Student Credits Hours
16. # Sections Taught
17. # Section Taught by Others,
18. % of Sections Taught by TT
19. % of Sections Taught by TT Vs. Others
20. Enrollment
21. Enrollment Trend
22. Ratio Data

Six years worth of data are provided, from FY04 through FY09, in an accompanying CD disk.

4. Supporting Documents and Research

a) The move towards establishing an Office of Enrollment management has been posited in several documents. The Middle States Self-Study section on Enrollment Management Planning states:

Formal enrollment planning and enrollment policies have received significant attention recently. Enrollment had been static, ebbing and flowing gradually, reflecting student interests and goals. Enrollment goals were set in the past, but clear methods for achieving these goals were not regularly articulated. As the campus positions itself for the anticipated changes in student and institutional profile, the need for a more cohesive and coordinated enrollment management plan has emerged. As was referred to earlier in this Self-Study, the funding formula for Rowan University is changing. Instead of relying on the State to provide the largest proportion of non-tuition revenues, changing state funding practices are leading to Rowan's depending more on alternative revenue streams. Among these are tuition and revenues from more efficient uses of capital resources. Recently the Provost has established a Task Force for Enrollment Management to examine this critical issue. This group is charged with examining enrollment patterns at Rowan University, determining the appropriate fit between those patter

The University should accelerate the development of a sophisticated enrollment management unit. As stated in Characteristics of Excellence, “An enrollment management plan for recruitment, retention, marketing and advertising may assist institutions in ensuring congruence among its efforts.”

b) Further Research

Outside research further supports the move towards an Office of Enrollment Management. Enrollment management models can be described in four different models, as discussed in the work of Bob Bontrager. Each is discussed below



If Rowan wishes to gain a greater control over enrollment management and wants to make enrollment management strategic, consistent, ongoing and effective, the Strategic Enrollment Management Task Force proposes that the university consider either the enrollment management matrix with a coordinator role or an enrollment management division.

According to two experts in Enrollment Management—Robert Massa, Vice-President for Enrollment Management and Enrollment & College Relations at Dickinson College and Don Hossler, Executive Associate Dean & Professor of Educational Leadership and Policy Studies at Indiana University

Another interest group that might be included in the division model would be made up of those concerned with retention. Whether this will involve the Senate committee on Recruitment, Admissions and Retention or some other entity or entities needs to be determined.

In addition, enrollment management requires understanding more than just enrolled students and the classes they are taking. Other areas have a significant interest in enrollment management and should be considered important if not integral players. These include orientation, pre-college programs such as EOF/MAP; the CAP center; and those associated with advising, marketing, institutional advancement, community relations and alumni relations.

With the input and coordinated efforts of all these interest groups, enrollment management will become proactive and strategic. In other words, Enrollment Management becomes Strategic Enrollment Management.

6. Next Steps

Bontrager states, “A successful effort requires a clear articulation of enrollment management concepts, structures, core strategies and best practices which can be applied and adapted within each institution.” The core concepts include:

- Establishing clear goals for the number and types of students needed to fulfill the institutional mission.

- Promoting academic success by improving student access, transition, persistence, and graduation.

- Determining, achieving, and maintaining optimum enrollment.

- Enabling the delivery of effective academic programs.

- Generating added net revenue for the institution.

- Enabling effective financial planning.

- Increasing process and organizational efficiency.

- Improving service levels to all stakeholders (e.g., prospective and current student, other institutional departments, other institutions, coordinating agencies).

- Creating a data-rich environment to inform decisions and evaluate strategies.

- Creating and continuously strengthening linkages with functions and activities across campus.

As Bontrager points out, “In considering SEM strategies, there is a strong temptation to go directly to tactics. A more useful approach is to identify desired outcomes.” The Enrollment Management Task Force recommends that these outcomes—some of which have already been established by the Strategic Planning document and others of which are being work MAPgTm/F1.0 1 T0 0 0 0.utcomv6m B340000 50.3999 20

Appendix A Mission Statements

Rowan University Mission

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

College of Business

The Rohrer College of Business of Rowan University empowers its students to compete and succeed responsibly in their careers.

The Rohrer College of Business Faculty makes effective teaching that engages students in the learning process its highest priority supported by relevant scholarship and appropriate levels of service.

Rowan University's undergraduate business programs are grounded in liberal arts, focus on excellent business practices, and offer students opportunities for experiential-based learning. Rowan University's graduate business programs provide contemporary graduate business education to professionals of diverse fields and academic backgrounds, and accentuate knowledge and skills required for career advancement.

In partnership with the Center for Innovation and Entrepreneurship, the Rohrer College of Business promotes entrepreneurship throughout the University and in the regional community. The Rohrer College of Business will be responsive to emerging developments in industry and business education.

(Approved by COB Faculty on December 12, 2008)

College of Communications

By integrating current communication theory and the practical application of research, the College of Communication prepares students to develop and ethically deploy the critical and technical skills essential to effective communication in a wide array of human interactions. Established July 1996, the College is made up of five departments, each with its own specialization within the Bachelor of Arts in Communication degree: Communication Studies, Journalism, Public Relations/Advertising, Radio/TV/Film, and Writing Arts. The College also offers Masters of Arts degrees in Public Relations and Writing. In addition, the Department of Writing Arts administers the first-year writing program for the University.

(Approved – Date Unknown; modified based on departments existing in 2009)

College of Education

The College of Education's primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for all candidates. Built upon a liberal education, the College's programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge, skills and dispositions to practice.

(Approved prior to Fall 2006)

College of Engineering

The mission of the College of Engineering is to provide programs that are effectively responsive to

College of Fine & Performing Arts

The College of Fine and Performing Arts fosters a dynamic intellectual and creative environment that produces transcendent experiences of discovery and expression. The College nurtures authentic arts learning communities through rigorous degree programs that educate artists and arts educators for the future, while providing classroom and applied arts experiences for non-majors and enriching events for

Definition of Shared Governance:

Shared governance is a set of practices under which impacted parties are consulted (directly or through representative structures) by the ultimate decision-makers.

Characteristics of Effective Shared Governance:

Characteristics of effective shared governance include the following:

- 1. The focus is on finding the best possible solution for the University even when that solution does not advance the specific interests of an individual, department, or division.**
- 2. The interchange is conducted respectfully, in a timely manner, with a spirit of shared purpose and shared responsibility, and without fear of reprisal.**
- 3. Impacted parties are provided access to data when possible (confidential personnel or legal issues would represent exceptions), supplied with a rationale for significant decisions, and invited to participate in the assessment of results. Open dissemination of results, accompanied by the context of shared governance that led to those results, is critical as incentive for input into future decisions and for continued commitment to shared governance.**