

UNIVERSITY SENATE MINUTES
November 24, 2008, 10:50 am, Rowan Hall Auditorium

ATTENDEES: Keith Adams, Jacqueline Benevento, Mark Berkey-Gerard, Krishan Bhatia, Lori Block, Kate Boland, Joe Cassidy, Bruce Caswell, Doug Cleary, Doug Cleary, Nadine Connell, Jennifer Courtney, Kevin Dahm, Robert D’Intino, Tom Doddy, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Dorie Gilchrist, Roberta Harvey, John Hasse, Erin Herberg, Susan Hersh, Jerry Hough, Olcay Ilicasu, Allison Krufka, Lili Levinowitz, Phillip Lewis, Janet Lindman, Matthew Lund, Midge Madden, Karen Magee-Sauer, Douglas Mapp, Mark Matalucci, Donovan McCargo, Phyllis Meredith, Eric Milou, Bob Newland, Robi Polikar, Clara Popa, Natalie Reaves, Adrian Rusu, Tanya Santangelo, Nick Schmelz, Kathleen Sernak, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Chanelle Wilson (SGA), Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Sheri Chinen-Biesen (on sabbatical) represented by Keith Brand, Leslie Elkins represented by Elisabeth Hostetter, Karen Haynes represented by Alicia Groatman, Robi Polikar represented by Linda Head.

NOT IN ATTENDANCE: Herb Appelton (3rd consecutive absence), Michael Banutu-Gomez (3rd consecutive absence), Joe Basso (2nd consecutive absence), Michele DiCorcia, Demond Miller, Anne Phillips, Mohammed Rashiduzzaman (2nd

4. President’s Report (page 3)

11:20 – 11:35am

5. Open Period: Provost Houshmand

- ! Scheduling – task force worked together on recommendations, plus some policies from the Harley Flack and Giles Gee eras.
- ! Spring schedule - rooms are much better this coming semester, only two classrooms still a problem.
- ! Fall 2009 big demographic change. Shift from out of state private to public institutions – quality and quantity of applicants are up. Our challenge is to grow appropriately, deal with NJSTARS II program – big problem biggest percentage comes to Rowan. Cost 1.6 million to University this year considerably up from last year and the year before. Rowan can’t legally discriminate against stars students – which are mostly transfer students, so we could go for higher percentage of freshmen, lower percentage of transfers.
- ! Currently Rowan is planning to hire 10 new lines plus two ! lines, currently searching for 5 replacement lines. Deans will help decide into which department/college the remaining 34 replacement faculty/lines will go using a rubric.
- ! Summer school, last year a rocky start, but this year we are making several changes of revenue distribution. No one will lose money, more

- i. Probation/Dismissal Policy Resolution - vote – (page 9-11) friendly amendment to change to “fall and spring” rather than fall/spring passed. Resolution carries unanimously.
- ii. Prerequisite Senate Resolution Vote (pages 12

I= 9-' +,\$>!*0(+,1!) (\$!<%!*' 0%1+,%1!\$(!\$%- ' 0!2 (&!!\$0-)!\$/ (!<- ' 8B\$(B<- ' 8!*.)6,%B4%&. (1*!.)!-!6.;%)!1->=CC!

!
N= 7/(B1->!\$%- ' 0.)6!*' 0%1+,%*!#(&!#+, ,B\$.2%#-' +,\$>!2+*\$!<%!-44&(;%1!<>!\$0%!-44&(4&-\$%!' (, %6%1%1%-)!/.\$0!
&%;.%/!<>!\$0%!L&(;\$=CCC!

!
O= M%4-&\$2%)\$*!2+*\$!1%;%,(4!*' 0%1+,.)6!4&(' %1+&%*\$!\$0-\$!%A+.\$-<,>!- **.)!#-' +,\$>!\$(!\$0%!; -&.(+*\$!.2%!
4%&.(1*!-)1!1->*=C!

!
P= M%4-&\$2%)\$-,!-)1! (, %6%!*' 0%1+,.)6!&%A+.&%2%)\$*!2+*\$!<%!&%*4()*. ;%\$(!'+&&' +,-&!-)1!\$&-)*4(&\$-\$.)!
&%A+.&%2%)\$*!(#!<(\$0!\$0%!3-21%)!-)1!Q,- **<(&(!'-24+**%=

These are the suggested rates/per credit for summer 09 (non-CPCE courses)

Proposed per-credit tuition charges:

Undergraduate:

11/5/2008

!

The Intersession Term

Effective academic year 2008-09, CPCE, in collaboration with the academic departments, will start offering a selected number of courses during the break between the fall and spring terms. This time period will be called intersession and will be considered a stand-alone term.

FACULTY OFFICIAL ANNOUNCEMENT – Friday, October 31, 2008

CALL FOR APPLICATIONS: PROVOST’S FELLOW

A Message from the Office of the Provost and the Faculty Center

The Provost Fellow is a one-year appointment designed to provide high-quality tenured faculty members with direct administrative experience. The position will be full-time out-of-unit and last from September 1 2009 to August 31, 2010. Under the direction of the Provost, the Provost Fellow will work with the Associate Provost for Academic Affairs on issues of Academic Affairs. Specific duties will vary, but may include advising the Provost on academic matters, producing the Provost Gram, acting as Rowan liaison to the *Education Advisory Board*, participating in the review of curriculum proposals, and representing the Office of the Provost on University Committees and Task Forces. The appointment may

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

**Resolution to Amend the Wording of the Policy on
Academic Standing – Dismissal, Probation, Suspension**

WHEREAS, a new policy was put into effect during Academic Year 2007-2008;

WHEREAS, the policy inadvertently used the word “earned” instead of the word “attempted,” thus creating a loophole whereby students who receive F’s and therefore do not “earn” the associated credits may not be affected by the policy, but students who receive D’s are;

AND WHEREAS, the policy was intended to apply to credits that were “attempted” as well as “earned”;

BE IT RESOLVED, the policy shall be amended, replacing the word “*earned*” with the word “*attempted*” as shown in the attached version.

Please note that the attached version is excerpted from a longer document and therefore makes reference to sections that are not shown. The purpose of the excerpt is to provide the context and, in particular, to show that the term “attempted” is used elsewhere in the document.

Academic Standing – Dismissal, Probation, Suspension

Students on academic probation may not participate in extra-curricular or co-curricular activities sponsored by the university. These policies apply to all students.

Academic Suspension

(For Failure To Meet Basic Skills Requirements)

Definition

Matriculated students must fulfill the basic skills requirements by the time they have attempted 30 credits at the university. Transfer students who enter with 30 or more credits must pass basic skills requirements by the end of their second semester at the university. Failure to meet this deadline will result in suspension.

Procedures

Students who are academically suspended may not register for regular university level courses in either the summer or academic year terms, but may register for basic skills courses.

Students on academic suspension may not participate in extra-curricular or co-curricular activities sponsored by the university.

Students may be removed from academic suspensions at any time by presenting to the appropriate dean or, for undeclared students, the director of Career and Academic Planning, evidence of successful completion of all the basic skills requirements.

Students may not remain on academic suspension status for more than one academic year (Fall/Spring semesters). Students who are not removed from academic suspension after one academic year are subject to dismissal from the university. Exceptions may be made for special programs (e.g., EOF, Specialized Services).

Appeal Process

The Office of the Provost serves as the focal point for the academic suspension, probation and dismissal. The Office of the Associate Provost for Academic Affairs is responsible for the implementation of this process.

1. Written notification of the appeal process and dates will be sent to the student.
2. Student contacts the Dean's Office in the College of their major or the Career & Academic Planning Center for undeclared majors, to make an appointment with the appeal committee.
3. Student completes and returns the Request An Appeal Hearing form with any supported material.
4. Students who do not appeal and students whose appeal is denied will be dismissed from the University. Decisions concerning academic dismissal are made independently of decisions governing financial aid awards. Appeals regarding the discontinuance of financial aid must be made to the Director of Financial Aid.!

**Resolution to Amend the Resolution to Add Professor's Signature to
"Prerequisite Waiver" Form**

WHEREAS, the following Resolution was passed by the University Senate in Spring 2008;

WHEREAS, the Prerequisite Waiver form currently only requires the signature of the department chair;

WHEREAS, instructors have an understanding of the role of prerequisites to their courses and have to deal with the consequences of prerequisite waivers;

AND WHEREAS, faculty should be equal participants in deciding when prerequisites should be waived;

BE IT RESOLVED, the "Prerequisite Waiver" form shall now require two signatures—the instructor of the course and the chair of the department where that course resides—using the wording in the version below.*

***The version referred to was the same as the one now attached except for the highlighted wording that is proposed with this amendment.**

AND WHEREAS, the Resolution has not been signed and approved to become policy for the following reasons:

- " In some cases, students are placed into their courses via a placement exam or portfolio review.
- " Since instructors are generally not involved with reviewing placement exams or portfolios, their signatures may be unnecessary.

BE IT RESOLVED, the "Prerequisite Waiver" form shall be revised to include the changes outlined in the original resolution and an additional statement clarifying the above exception, as shown in the attached version; and the policy governing use of the form shall read:

The "Prerequisite Waiver" form normally requires two signatures—the instructor of the course and the chair of the department where that course resides. This reflects the fact that instructors have an understanding of the role of prerequisites to their courses and have to deal with the consequences of prerequisite waivers, and should therefore participate fully in decisions about waiving prerequisites. The policy does not, however, apply to the initial placement of students in programs where such placements are based on standard performance measures such as placement examinations or portfolio reviews.

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 report¹ 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.

¹ 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

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* upon recommendations from the CAP Center, the LAS Dean's office, and the *Center for Interdisciplinary Studies's* advisory board. Thus, the undeclared students will have an academic dean, an advocate for the creation of new course sections, and the financial support to ensure the creation of needed courses.

Provost's Task Force on Undeclared Students

Report to the Provost

August 17th, 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 skills assistance, etc.) of our undeclared students.
2. Insure that sufficient seats in courses are available to allow undeclared students to advance toward eventual transfer into majors.
3. Discuss the possibility of finding an academic home for all students so that someone with budgetary and curricular influence is looking out for their needs directly.
4. Be certain that all students are making progress towards a degree while eliminating students artificially entering majors in which they have no intention of pursuing a degree.
5. Review barriers to the transfer of students into majors and remove those that are unnecessary.

I would like to see this task force generate specific recommendations that can be implemented immediately while also considering longer-term changes. I also expect this task force to work closely with the Strategic Enrollment Management task force as some issues clearly cross boundaries between the task forces. The Senate leadership and I are hopeful that this exercise in shared governance can lead to meaningful improvements for the University.

Statement on Retention Status of Non-EOF/MAP Undeclared Students:

There has been a common impression that undeclared students have a markedly reduced graduation rate in comparison with declared students. The retention numbers for 4999 are often cited in an effort to change the way undeclared students are handled by the university. However, a close look at the data

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.

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.

College of Liberal Arts and Sciences: Exploratory Studies Program

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. [The *Center for Interdisciplinary Studies*

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 th

RESOLUTION
CHANGING THE NAME OF
THE FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
TO
THE FRANCES JOHNSON FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
AND ESTABLISHING AN ENDOWMENT FUND
Motion by Bruce Caswell, November 6, 2008

Whereas, Dr. Frances Johnson served the Faculty Center for Excellence in Teaching and Learning with distinction for ___ years as advisory board member, acting director, and director;

Whereas, Dr. Johnson successfully expanded the program of the Faculty Center to the great benefit of the faculty;

Whereas, under the leadership of Dr. Johnson, the Faculty Center greatly raised its profile both on campus and in the profession;

Whereas, Dr. Johnson was a strong and effective advocate for the Faculty Center in the institution;

Whereas, the Faculty Center has been a priority of the Rowan University Senate; and

Whereas, Dr. Frances Johnson also served many years on the Executive Committee of the Rowan University Senate with distinction;

Therefore, be it resolved, the Rowan University Senate urges the name of the Faculty Center be changed to The Frances Johnson Faculty Center for Excellence in Teaching in honor of the exemplary work of Dr. Frances Johnson;

Be it further resolved, that an endowment fund be established for The Frances Johnson Faculty Center for Excellence in Teaching.