

UNIVERSITY SENATE MINUTES

– moved, seconded, approved

2. Introductions of Visitors - none
3. Approval of Minutes from October 2009 (separate file) – moved, seconded, approved
4. President’s Report (page 3)
5. Open Period: Provost Houshmand – Talked about replacement of vacant faculty lines. 56 lines to be filled over next 5 years. College of Business to get 1 line, College of Communication to get 9, Education 28, Engineering 1, FPA 2, and LAS 15. Intent is to freeze undergraduate full-time enrollment at 8600. Five year goal to have 50% living in dorms, currently at 30% in dorms. Provost won’t tell Deans which department should get the position. That is the deans’ deci

PRESIDENT'S REPORT

1. Freshman Registration Changes (see pages 4-6) –
2. Continual concerns with CPCE/Summer School Funds – we are being advised to “hang in there” for another semester – be patient with concerns for now because new plan should go into effect for next fiscal year which should eliminate the current problems.
3. Medical School Advisory Committee Update – expect report next week from consultants. There was a meeting held at Cooper last week. The committee charge is still being discussed, should include curriculum discussions. The search for a founding dean should be starting next semester.
4. Formation of ad-hoc Committee: Academic Integrity Workshops Initiative
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Summary of Changes to Freshman Registration (by Jim Newell)

Background

As everyone in this group knows, until this year registration for fall classes closed in late April and remained closed until mid-summer. This created a series of problems including:

1. Students who failed a class could not sign up to retake it (or even find out if they could have a seat) until after summer registration deadlines here and elsewhere had passed
2. Students changing majors were stuck in a series of classes that they had no intention of taking and could not sign up for those they now needed
3. Complications with graduate enrollment, CPCE enrollment, and others resulted.

The chairs of LAS requested that this policy change and, ultimately, the senate passed a resolution leading to “open” enrollment that the Provost signed it into policy. The above problems were fixed immediately and the consensus feedback has been overwhelmingly positive from students and faculty alike. However, the change resulted in an additional consequence. The load balancing software that the registrar’s office uses to place students in classes requires that registration be frozen. That is no longer the case. The software simply will not work, nor does the registrar’s office have the manpower to create 1600 unique schedules manually. We simply cannot do what was done in the past. The question then becomes how to implement a process that benefits the students with as little disruption as possible to the other things that we value.

The old system involved the creation of Freshmen Instructional Guides (FIGs) for each major and a cluster of FIGs for undeclared (now exploratory studies) students depending on whether they were truly undecided or had a general idea of what they were looking for (something in education, something in the sciences, etc.). From these FIGs, the load balancing software created specific schedules for all Freshmen. There were two problems that we lived with using this method:

1. Schedules were created when deposits were received. In a typical year, 100-200 students deposit but never attend (they go elsewhere or decide not to go to college at all). At 5 classes per student, we currently tie up as many as 1,000 seats in classes with phantom students who will never attend. By

I have now spoken about this plan with many groups. Let me provide a FAQ summary.

1. **What about Rowan Seminar?**

The list of courses that the students receive will indicate one course as a Rowan Seminar and they will be told that they must take the specific section of that one course.

2. **What stops the students from taking different classes than they are given in the list?**

Nothing. Of course, under the current system, nothing stops them from walking to the nearest computer terminal and dropping the five classes to which they were assigned and adding any five courses that have open seats and no unmet prerequisites.

3. **What about Placement in math and comp?**

Students needing placement below COMP I (integrated Comp or Improving Personal Writing Skills) or CALC (College Algebra or lower) will have the appropriate course appear on their list of courses. After registration, a scrubbing run will be performed that insures that all students who need Integrated Comp are in a section of Integrated Comp (the same for the others). Prerequisites should block students from

7. Will the seats in the good sections fill up during the first 2 orientations, leaving no good times for those who come to Day 3?

We propose opening 40% of the seats in courses saved for Freshman for the first orientation, raising it to 70% for Orientation 2, and then to 100% for the third thus insuring seat equity.

8. What about learning communities, honors, etc.?

Students will be placed in learning community courses if identified by the faculty members in advance. Schedules can be altered for those who join late (not so different than what we do now). The honors coordinator places honors students in honors courses before registration and that will continue. They will place themselves in the remaining courses during orientation.

9. What about students who do not come to orientation?

The registrar's office will contact all students who have deposited but did not attend registration. Those who are coming to Rowan but missed Orientation will be placed in schedules manually. They will, of course, receive the last choice of sections, but no matter what system is used, someone gets the last pick. Those who are not coming will not be placed. Inevitably, someone will decide to show up without a schedule and they will be placed in courses before the start of classes in the fall.

10. Why didn't we all hear about this sooner?

Registration is still 8 months away. We have lots of time to iron out some of the details. The decision to make a change was not optional. We cannot do what we did before. I perceived having the students walk to a computer as a minor change (they still take exactly the same classes created exactly in the same way) with a few benefits. Clearly, I misjudged the level of interest this would spark on campus, so I am making the rounds now. I have met with student affairs, the SGA, the Academic Affairs Council, a group with senate (Carol Eigenbrot and Nick Schmelz) and student representation that discussed the details. I am meeting with you now and the associate/assistant Deans on Friday. I am running out of people to talk to.

11. Can we Propose Changes?

Sure. We have lots of time to get the details right. What we cannot do is go back to what we used to do. It will not work. This approach also offers several benefits that we could not get the other way.

**Resolution Recommending Adoption of New Curriculum Process
For a Major's Admission to and Removal from Restricted Status**

WHEREAS, The Provost appointed a Task Force on Restricted Major Status in the spring of 2009 to develop criteria for restricted major status, to coordinate the submission and initial review of requests, and to develop long-term process with the University Curriculum Committee to consider future requests for restricted major status.

AND WHEREAS, the first two duties of the Task Force on Restricted Major Status have been completed.

THEREFORE BE IT RESOLVED, that the University Senate create a new curricular process, called process D, for departments and programs to apply for restricted major status. The Process D form will be used to request a major's admission to or removal from restricted status and will follow the traditional process of consideration: by the department, dean, College Curriculum Committee, University Curriculum Committee, and the Provost's office.

AND BE IT FURTHER RESOLVED, that the deadline for submission for restricted major status to the Senate office will be December 1 of each academic year.

09-10-503	FPA	Fundamentals of Tap Dance	Theatre/Dance
09-10-504	FPA	Fundamentals of Jazz Dance	Theatre/Dance
09-10-505	FPA	Concentration in Theatre Design	Theatre/Dance

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