

UNIVERSITY SENATE MINUTES

March 8, 2013: 1:45 pm, Rowan Hall Auditorium

ATTENDEES: Terri Allen, Lori Block, Kate Boland, Keith Brand, Robert Bullard, Joe Cassidy, Doug Cleary, David Clowney, Jennifer Courtney, Patrick Crumrine, Denis DiBlasio, Carol Eigenbrot, Jess Everett, Jon Foglein, Bill Freind, Lori Getler, Steve Hartley, Erin Herberg, Jerry Hough, Sandy Jones, Monica Kerrigan, Michael Lim, Janet Lindman, Brendan Livingston, Deb Martin, Jackie McCafferty, Eric Milou, Amos Mugweru, Jennifer Nicholson, Keeley Powell, Kathryn Quigley, Ravi Ramachandran, Robert Rawlins, Beth Rey, Connie Rosenberger, Mariano Savelski, Natalie Schell-Busey, Nick Schmelz, Christopher Simons, Mickey Smith, Michele Soreth, Eileen Stutzbach, Skeff Thomas, Jennie Thwing, Sandy Tweedie, Beth Wassell, Barbara Williams, Charlene Williams, Tricia Yurak, Mei Zhang.

NOT IN ATTENDANCE: (Represented by Alternates) John Feaster represented by John Strasser, Michael Grove represented by Greg Hecht, Valarie Lee represented by Xiufang Chen, Tom Merrill represented by Hong Zhang, Ted Schoen represented by James Roh.

NOT IN ATTENDANCE: Herb Appelson, Ron Czochor, Tom Doddy (2nd consecutive), Charles Linderman (2nd consecutive), Doug Mann, Corinne Meredith, Lane Savadove, Midge Shuff, Rob Sterner, Uma Thayasivam, Marilena Olguta Vilceanu.

1. Approval of Agenda with addendum regarding Curriculum Process C Proposals from Nursing Department.
2. Introductions of Visitors – Rory McElwee
3. Approval of Minutes from February 2012 (separate file) – moved, seconded, approved
4. President's Report
 - a. Instructors – administrative proposal to hire instructors was approved by AFT vote Friday. Instructors will have a path available for promotion, but no path for adjusted load. If an instructor later applies for and is hired into an assistant professor line, then they will have opportunity for adjusted load that goes with that assistant professor line.
 - b. 2013 University Long Range Master Facilities Plan at <http://www.rowan.edu/adminfinance/facilities/>
 - c. Instead of being rejected, students will be offered the chance to take 3 courses (comp, math, lit) using CGCE space at a discounted tuition rate. If Select Start students achieve a 2.75 at the end of their fall semester, they will be admitted into Exploratory Studies in the spring. If not, they cannot continue at Rowan at that point. Jim Newell's explanation of rationale for this program -we reject 4,000-5,000 students per year, some go to other 4-year schools and still will, but many go to community colleges (not by choice) and we spend \$500 per student to recruit 1500 of them back as transfers each year– this program will allow such students to start at Rowan rather than a county college.
 - d. Enhancement of Graduate Programs (pages 3-4) – Faculty are urged to read description of proposed Enhancement of Graduate Research at rowan and send all reactions/concerns to David Clowney, clowney@rowan.edu. David will be preparing a written reaction paper to be reviewed by the Senate at our April meeting.
 - e. Approval of Women's and Gender Studies Bylaws (separate file) all Concentrations are required to have by-laws, which are to go through an approval process by the Senate. Women's and Gender Studies is the only concentration that actually has approved by-laws. Motion made to approve these by-laws, seconded and passed.
5. Open Period: Rory McElwee on Academic Advising, Scheduling, Gen Ed Reform
General Education: Progress on our General Education programming is expected by Middle States, so we need significant progress to report by next June. The General Education Committee is now meeting twice a

week and will meet all day one day during spring break. Gen. Ed. Committee will have an open session in April and a model by end of semester. Plan is to implement changes gradually over three years.

Centralized Scheduling: Rory McElwee reports many meetings, every other week. Faculty survey, thanks for completing of 650 out of 1300 sent out. An additional survey is going out to students. Committee is now documenting classroom inventory, listing every space that has been used for a classroom in the last two years and for appropriate hours of availability. Looking at Fall 2013 schedule now preemptively to discover problems. We are providing department with historical data and then they can plan what they want within limitations good for university.

Academic Advising: CAP Center is split. We are working to improve communication through use of Rowan Success Network, RSN, and GRAD. We are looking at these tools plus the balance of professional and faculty advisors. Not one size fits all. Plan is for CAAde to expand their advising function July 2014 when we have more advisors. CAAde will begin by providing more advising for College of Science and Math and College of Humanities & Social Science. All faculty reassigned time for advising will be gone by July 2014. An Advising Forum was held in January with 80-90 attending. Goal is for a coordinated system of advising to be established. Currently there are over 225 advisors, most are faculty advisors. Most advisors have a very heavy advising load, some with 80 student advisees, many faculty not compensated for advising even in the promotion and recontracting process. Advisors need more support, initial training and ongoing professional development opportunities. CAAde is to become a clearing house for advising information and resources, such as how to find your advisor and creation of a web-based advising handbook for students. Advising Redesign Team is being formed. Send email to Rory, mcelwee@rowan.edu if interested.

6. Standing Committees & Task Forces
 - a. Curriculum Committee Report (page 5) – Addendum in separate file regarding 5 process C proposals for Graduate Nursing courses, each moved, seconded and approved. These needed to be acted on quickly as Cooper might have gone with Drexel’s Nursing program if Rowan didn’t get these courses approved in time. These courses, after being approved by the University Senate must be approved by the BOT Subcommittee for Academic Affairs during their March meeting if courses are to be ready for enrollment in Fall 2014. Seven other Process C proposals moved, seconded, and approved.
 - b. Committee on Committees: SOM representation on Senate Committees – pages 6-8, second reading, moved, seconded, motion carries.
 - c. Academic Policy & Procedures - Final Outline of Graduate and Post-bac Policies. Executive Summary on pages 8-10. Second reading, moved, seconded, motion carries.
 - d. Posthumous Degrees Proposal – page 12- Last year a family requested this and we had to say no. Our policy needed to be rewritten to allow for more flexibility. First reading only.
7. Old Business - none
8. New Business - none
9. Adjournment adjourned

Enhancement of Graduate Research at Rowan

The current model for graduate education at Rowan University was designed for graduate programs that generate revenue from tuition paying students. The model provides for revenue sharing between the general fund, CGCE, the department, the college, and the Provost, and the graduate program must be fully self-sustaining to survive. This model works well for programs that can attract tuition-paying students. However, as Rowan becomes a research university, this model becomes increasingly problematic for graduate programs whose primary mission is to enhance the research capabilities and fund-raising ability of faculty.

As such, the existing structure will be cleaved into two distinct pieces: Revenue-Generating Graduate Programs that will remain under the auspices of CGCE, and Research Graduate Programs, for whom the academics are controlled by the department and whose operation reports through the Associate Provost for Research to the Provost. For a program to qualify as a Research Graduate Program, it will have to meet the following conditions.

- The primary purpose of the program is to enhance faculty scholarship in an area of targeted research growth in the university (i.e. – STEM)
- Faculty in the program are expected to pursue external funding and must have a self-sustaining program with critical mass within 5 years.
- Faculty in the program are not compensated separately for supervising graduate research as they are working with the students as a means of enhancing their own research rather than as a service to the university.
- The research culminates in a formal Master's Thesis.
- The student be required to take no more than 30 credits, at least 9 of which are thesis credits.

The funding model that regulates revenue-generating programs cannot be applied to research graduate programs. However, there is a way to allow the programs to thrive at minimal cost. Consider the following analysis: A typical graduate student takes their classes over three semesters (Summer-1, Fall-1, Spring-1) and finishes his/her thesis in the second summer (Summer-2) while taking the last 3 credits of thesis research (9-9-9-3). Of these 30 credits, each graduate student takes 21 credits of “classroom” classes and 9 credits of thesis research, yielding the following cost structure:

$$\begin{aligned} 21 \text{ credits} * \$1,400 \text{ adjunct cost per credit} &= \$29,400 \text{ to cover the cost of classes} \\ 9 \text{ credits of research} * \$0 &= \$0 \text{ to supervise the scholarship} \end{aligned}$$

However, graduate students do not take a class alone. Currently, most of our graduate classes in potential research programs run with student populations of less than 10 graduate students, but nearly half of the classes operate as cross-listed graduate/undergraduate classes with no unique cost to including graduate students in the course. If we assume that as programs grow, graduate-only courses will be more common but the population in a given graduate course will also increase. With a relatively conservative estimate of 10 graduate students in a class, the unique cost of educating one graduate student becomes: $\$29,400 \text{ of classes} / 10 \text{ students per class} = \$2,940 \text{ per student}$.

Thus, by charging a flat rate of \$1,000 per semester for the 4 semesters of residence, we will generate \$4,000 in revenue with an actual cost of less than \$3,000. The general fund would be unharmed, but the cost for a researcher to support a graduate student from a grant would drop dramatically.

However, reducing tuition alone will not be sufficient to grow research graduate programs. For a research graduate program to thrive, there must be some number of University-sponsored graduate stipends to ensure a critical mass of students as well as provide continuity of funding between external grants for faculty members and support the research efforts of new faculty. Virtually all research universities employ such a model through TAs or university funded RA lines. Each research graduate program will receive three \$12,000 graduate stipends (\$1,000 per month) per year. The recipient of each stipend will be required to teach one course (replacing the cost of an adjunct) in the Fall-1 and one course in the Spring-1 semester to maintain the stipend. The savings from not needing to hire a separate adjunct to teach

the classes would be \$8,400. The total costs of awarding such a stipend would be only \$3,600. For a program with 3 such graduate students, the total cost to the university would be \$10,800.

For each university-provided stipend that a program wishes to provide, the \$3,600 cost be covered in equal thirds by the department (from return on indirects or other CGCE funds), the dean (also from indirects or CGCE), and the Provost's office.

Also, the reduced tuition rate will allow the department to accept any number of self-funded students for whom the cost of the master's degree would be only \$4,000 total. The department could also choose to cover the tuition costs for some of these students from return of indirects or from CGCE dollars.

It is also possible that a department could have both research-based and revenue-generating programs running at the same time. For example, Civil and Environmental engineering faculty could participate simultaneously in a research-based M.S. in Civil Engineering program run through the Associate Provost for Research and a revenue-generating MEMS (Master of Science in Engineering Management) program through CGCE.

Taken collectively, this plan provides research-based programs with the opportunity to grow significantly with minimal cost to the university. Consider a program with a dozen graduate students. A typical breakdown might come as follows:

- 7 students supported through external grants. Each pays \$1,000 per semester of tuition (either personally or covered through the grant). All stipends are paid by the grant.
- 3 students supported by the university-provided stipends of \$12,000. Each student teaches one class in the fall and the spring. The remaining \$3,600 per student is covered via return on indirects or through revenue-generating programs.
- 2 students self-fund. They pay \$1,000 per semester of tuition. They receive no stipend.

Qualifications for approving the research advisor and appointing graduate students in such programs will be handled at the college-level, with final approval coming from the research office. In most cases, the approval will be pro-forma. Any program participating in this model will need to formalize a process for appointing a thesis committee.

At the discretion of the departments, students may have their reduced tuition rate and/or stipend extended for 1 or 2 additional semesters, but university-provided stipends may not extend without expressed consent of the Dean and the Associate Provost for Research.

This new model will come into effect for the next summer session.

**Senate Exec Curriculum Committee Report: Approved Curriculum Proposals
March 8 2013**

Process C Proposals Approved by Department, College, and Senate Curriculum Committees

Note: The following proposals are on the 2/22 Senate Curriculum Committee Agenda and will be submitted to the Senate 3/8 pending the committee's votes.

SCC#	College	Department	Proposal title	U/G	Change request
12/13/2025 [□]	COCCA	Writing Arts	<u>Revision of Writing Arts Major</u>	U	Major changes of d
12/13/2026	COCCA	Writing Arts	<u>Subject Code Changes & Renumbering of Courses</u>	U	Major changes of d
12/13/3005	Education	ESAHE	<u>Counseling in Educational Settings Process C-Major Changes</u>	G	Major changes of d
12/13/3009 [□]	Education	Special Ed	<u>MA in Special Education Program</u>	G	Major changes of d
12/13/6001 [□]	HH/SS	History	<u>Africana Studies</u>	U	Minor curricular d
12/13/6002 [□]	HH/SS	History	<u>Historical Methods</u>	U	Minor curricular d
12/13/8005	Science/Math	Physics/Astronomy	<u>BS in Biophysics</u>	U	New Degree Progr

Process A Proposals Approved by College Curriculum Committees and Chair of the Senate Curriculum Committee

SCC#	College	Department	Proposal title	U/G	Change req
12-13-1005	Business	Management/Entrepreneurship	<u>MBA Management Specialization Elective Bank</u>	G	Minor curr
12-13-1006	Business	Management/Entrepreneurship	<u>Six Sigma</u>	G	New non g
12-13-1008 [□]	Business	Management/ Entrepreneurship	<u>Business Intelligence and Analytics</u>	U	New non g
12-13-2027 [□]	COCCA	Writing Arts	<u>Accelerated BA/MA in Writing Arts</u>	G	Minor curr
12-13-3006	Education	ESAHE	<u>Counseling Interviewing Techniques</u>	G	New non g
12-13-3007	Education	Health/Exercise	<u>Laboratory in Personal Training Techniques</u>	U	Minor curr
12-13-3008	Education	Special Ed	<u>Graduate Endorsement Program in TOSD</u>	G	Education
12-13-3010	Education	Reading	<u>School Reading Problems</u>	G	Education
12-13-5000 [□]	Performing Arts	Theatre/Dance	<u>Revision of Theatre Program Sequence B</u>	U	Minor, spec certificate p

SCC#	College	Department	Proposal title	U/G	
12-13-5009 [□]	Performing Arts	Theatre/Dance	<u>Advanced Styles in Modern Dance</u>	U	Performing
12-13-5010 [□]	Performing Arts	Theatre/Dance	<u>Modern Dance II, III & IV</u>	U	Performing
12-13-8067	Science/Math	Chemistry/ Biochemistry	<u>Biophysical Chemistry</u>	U	Minor curr
12-13-9001	Interdisciplinary	Interdisciplinary	<u>Portfolio Requirement for Bachelor of General Studies Program</u>	U	New non g
12-13-9012 [□]	Interdisciplinary	Interdisciplinary	<u>Internship in Applied Liberal Arts</u>	U	New non g

[□] Pending revisions

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UNIVERSITY COMMITTEE ON COMMITTEES SENATE RESOLUTION

WHEREAS, the current membership on senate committees does not reflect the recent addition of the School of Osteopathic Medicine;

WHEREAS, membership on specific senate committees is specific to faculty representing each of the Rowan University colleges (these committees include: Tenure & Recontracting, Promotion, Curriculum, University Budget & Planning, Sabbatical Leave, Academic Integrity, Academic Policies & Procedures, Career Development, Intercollegiate Athletics, Learning Outcomes Assessment, Research, and Technological Resources);

WHEREAS, the School of Osteopathic Medicine (SOM) is now an official partner with Rowan University

WHEREAS, the addition of this school would allow faculty to represent the newly formed school;

THEREFORE LET IT BE RESOLVED, that the following senate committees include the new school:

Tenure and Recontracting –Inclusion of the following: School of Osteopathic Medicine

Membership includes: 9 tenured faculty members (to include at least one representative from each college), CMSRU Representative, SOM Representative, Librarian, 3 Professional Staff Representatives, AFT Representative. Membership Total: 16

Promotion – Inclusion of the following: School of Osteopathic Medicine

Membership includes: 7 tenured faculty members (to include at least one representative from each college with rank of Full Professor preferred), CMSRU Representative, SOM Representative, 1 AFT representative
Membership Total: 10

Curriculum - Inclusion of the following: School of Osteopathic Medicine

Membership includes: 2 Business Faculty, 2 Engineering Faculty, 2 Performing Arts Faculty, 2 Communication & Creative Arts Faculty, 2 Education Faculty, 2 Humanities & Social Science Faculty, 2 Science & Math faculty, 1 CMSRU Representative, 1 SOM Representative, 1 Professional Staff Representative, 1 AFT Representative, 4 SGA Representatives, 1 Librarian
Membership Total: 23 (Chair is not calculated in total membership)

University Budget & Planning - Inclusion of the following: School of Osteopathic Medicine

Membership includes: 1 – Executive Director of Budget & Planning – serves as Co-Chair, 1 – The Vice President of the Senate is required to serve on this committee (Committee co-chairs are not calculated in the committee total). 1 VP Administration/Finance, 3 Professional Staff Representatives, 8 faculty members – 1 from each college with 1 additional faculty member, 1 CMSRU Representative, 1 SOM Representative, 1 CWA Representative, 1 IFPTE#195 Representative, 1 AFT Representative, 1 SGA Representative
Membership Total: 18

Sabbatical Leave - Inclusion of the following: School of Osteopathic Medicine

Membership includes: 10 Faculty and/or Professional Staff Representatives, 1 AFT Representative
Membership Total: 11

Academic Integrity – Inclusion of the following: School of Osteopathic Medicine

Membership Includes: 8 Faculty (to include at least 1 representative from each College), 1 CGCE Representative (Faculty or Professional Staff), 1 CMSRU Representative, 1 SOM Representative, 1 Graduate Advisor, 1 Librarian, 1 AFT Representative, 2 SGA Representatives (plus alternate), 1 Instructional Technology Representative, 1 Orientation & Student Leadership Representative, 1 Residential Learning/University Housing Representative, 1 Academic Success Center Representative, 1 Professional Ethics Liaison (non-voting), 1 Student Relations (non-voting), 1 Academic Policies & Procedures Liaison (non-voting), 1 Technical Resources Liaison (non-voting)
Membership Total: 24

Academic Policies & Procedures – Inclusion of the following: School of Osteopathic Medicine
Membership includes: 8 Faculty (to include at least 1 representative from each College), 1 CMSRU Representative, 1 SOM Representative, 1 Graduate Advisor, 2 Professional Staff Representatives, 1 AFT Representative, 3 SGA Representatives,
Membership Total: 17

Campus Aesthetics & Environmental Concerns - No changes due to committee design.
Membership includes: 8 Faculty, 2 Professional Staff, 1 Administrator, 3 Additional Faculty and/or Professional Staff Representatives, 1 CWA Representative, 1 IFPTE#195 Representative, 1 AFT Representative, 3 SGA Representatives
Membership total: 20

Career Development – Inclusion of the following: School of Osteopathic Medicine
Membership includes: 7 Faculty members (one from each College), 1 CMSRU Representative, 1 SOM Representative, 1 Librarian, 1 Professional Staff Representative, 1 AFT Representative
Membership Total: 12

Diversity Committee – No changes due to committee design.
Membership includes: 10 Faculty, Librarians, and/or Professional Staff representatives, 1 Central Administrator, 1 AFT Representative, 1 CWA Representative, 1 IFPTE#195 Representative, 3 SGA Representatives
Membership Total: 17

Intercollegiate Athletics – Inclusion of the following: School of Osteopathic Medicine
Membership includes: co-chairs 1 appointed by Senate, 1 appointed by University President, 4 Administrators (one is co-chair), 7 faculty Representatives (one from each College), 1 CMSRU Representative, 1 SOM Representative, 1 Director of Athletics, 2 Professional Staff Representatives, 2 SGA Representatives
Membership Total: 20

Learning Outcomes Assessment – Inclusion of the following: School of Osteopathic Medicine
Membership includes: 7 faculty Representatives (one from each College), 1 CSMRU Representative, 1 SOM Representative, 1 Curriculum Committee Representative, 1 Instructional Research (non-voting) Representative, 1 AFT Representative, 1 Professional Staff Representative, 1 Academic Policies/Procedures Committee Representative, 2 SGA Representatives
Membership Total: 16 (NOTE – Chair is not calculated in committee total)

Professional Ethics & Welfare – No changes due to committee design.
Membership Includes: 10 Faculty and/or Professional Staff Representatives, 1 AFT Representative
Membership Total: 11

Recruitment, Admissions & Retention – No changes due to committee design.
Membership Includes: 15 Faculty and/or 15 Professional Staff Representatives, 1 AFT Representative, 3 SGA Representatives
Membership Total: 19

Research – Inclusion of the following: School of Osteopathic Medicine
Membership Includes: 7 Faculty members (one from each College), 1 CSMRU Representative, 1 SOM Representative, 5 additional faculty from any college, 3 Professional Staff Representatives, 1 Librarian, 1 AFT Representative, 1 SGA Representative
Membership Total: 20

Student Relations – No changes due to committee design.

Membership Includes: 10 Faculty and/or Professional Staff Representatives, 1 AFT Representative, 1 CWA Representative, 5 SGA Representatives
Membership Total: 17

Technical Resources – Inclusion of the following: School of Osteopathic Medicine

Membership Includes: 7 faculty (one from each College), 1 CSMRU Representative, 1 SOM Representative, 5 additional faculty from any college, 3 Professional Staff Representatives, 1 Librarian, 1 AFT Representative, 1 SGA Representative
Membership total: 20

Committee on Committees – No changes due to committee design.

Membership Includes: 5 Faculty and/or 5 Professional Staff Representatives, 1 AFT Representative
Membership Total: 6

Background

- Based upon feedback over the past 2 years (since CGCE merger with the Graduate School) and from the academic review process in fall 2011, CGCE met with Associate Provost in fall 2011 and it was determined that a full review of the Graduate Handbook and all policies that affect graduate/post-bac/CGCE students was necessary.
- The Associate Provost then set up an official GAC Representative for Academic Policies & Procedures (AP&P) Committee of the Senate so that any CGCE/graduate/post-bac policy updating took place via official University channels. Barbara Bole Williams volunteered to serve as the GAC rep to AP&P/Senate.
- The need/task to review and update all CGCE-related policy was brought to GAC in January of 2012 by Dean Sosa. It was determined that the Assistant Dean, Rebecca Gollihur, and Barbara would work as a team to lead the GAC through the necessary updates/additions to the former Graduate Handbook/CGCE policy.

Overall Goals

- To ensure that our policies are the most up-to-date, clear and understandable, and best serve the needs of our students, faculty and staff
- To make our policies easier to locate
 - The Student Handbook should be the main source for student policy information. To accomplish this, CGCE worked with the VP for Student Life Office (Student Handbook) and the Associate Provost (Academic Policies) to ensure that these documents addressed the policy needs of CGCE/graduate/post-bac students or directed those students to CGCE-specific information on the CGCE website.

Process for Organizing Needed Policy Revisions

- Between January and August 2012,, the existing 2009-2010 Graduate Handbook (from the former Graduate School) was divided into:
 - University-wide policies (that were untouched and simply confirmed were in the Student Handbook)
 - Resources (that we confirmed were in the Student Handbook)
 - Graduate/post-bac/CGCE-specific policies (which we divided into 3 phases for GAC review)
 - Between March and July, GAC representatives met and reviewed the graduate/post-bac/CGCE-specific policies and collected feedback from their faculty – upon which many revisions were based.
 - We removed any policies that GAC determined were obsolete or duplicated in the Student Handbook.
 - We removed any policies that were **not academic** in nature. These were:
 - ∞ Admissions and related policies
 - ∞ Emergency School Closing
 - ∞ Immunization Procedures
 - As of 07/09/12, all old and new policies have been reviewed and approved by the GAC and are ready for the next step.

- In preparation for the next step, the set of graduate/post-bac/CGCE-specific policies were further divided into the following three categories to determine whether or not they needed further approval from AP&P and Senate:
 1. We removed any policies that GAC determined **did not include any true policy change** even though there were some re-written/clarified language/forms.

 2. **New policies** which are made up of the following:
 - i. Academic Program Policy Categories (Policy Categories by Program)
 - ii. Commencement Walking Policy (*New portions added and approved by the Provost and Registrar in spring 2012*)
 - iii. Graduation Application Grace Period for Thesis/Dissertation Students
 - iv. Honors Designation
 - v. Program Dismissal and University Dismissal
 - vi. University/CGCE-wide policies vs. Program/Departmental policies

 3. **Significantly-updated policies** are:
 - i. Appeals Process for Minimum Satisfactory Academic Progress
 - ii. Attendance Policy – Faculty & Students Responsibilities
 - iii. Audit policy
 - iv. Concurrent Application and Matriculation Policy
 - v. Enrollment Definitions
 - vi. Graduate-level Credit by Examination
 - vii. Leaves of Absence or Withdrawal from the University
 - viii. Minimum Graduation Requirements Policy
 - ix. Registration after Program Completion
 - x. Minimum Satisfactory Academic Progress Overview
 - xi. Senior Privilege/Taking Graduate Courses as an Undergraduate Student
 - xii. Time Limits for CGCE Program Completion

Policies for Review

- The items listed in numbers 2 and 3 above contain the set of policies that GAC determined needed to be presented to AP&P and Senate.
- In preparation for the open forum, please click on the appropriate links above to review the policies in their proposed format.

Current Status of Policy Review

- In addition to the information shared throughout the spring 2012 term, the GAC plans to provide another opportunity for the Rowan community to review and contribute input for the policies before they were presented.
 - To this end, two open forums are planned (in cooperation with the Faculty Center) for September, 2012.
 - There are two opportunities to attend:
 - Thursday, September 20, 10:50 AM-12:05 PM in James Hall, Rm. 2095
 - Wednesday September 26, 3:15 PM-4:05 PM in James Hall, Rm. 3110

- The GAC plans to meet once more after the open forums to consider the feedback provided and to prepare the final versions of all policies to present to AP&P/Senate.
- Once approved by AP&P/Senate, GAC and CGCE will email the Rowan community and update the appropriate policy pages.

Updates for AP&P and Senate Review – January, 2013

Since this Executive Summary was written, shared and posted to the website in October 2012, updates are as follows:

We held two open forums in September 2012 that garnered valuable feedback. The most important issue seemed to be the proposed *Academic Program Policy Categories*. The feedback centered on how the various program categories would be defined, and how a program would select its category and have it enforced. This generated not only helpful discussion, but ultimately led us to go back to the GAC to update the policies to reflect these important comments.

Specifically, we removed any connection between a Category and the *types* of programs that fit that category. We simply kept labels of Category 1, Category 2, and Category 3, and connected each category to the corresponding grade requirements. (All programs agreed to maintain the current 3.00 cumulative GPA requirements.) This change means that each program would be able to choose (from 3 options) which grade minimums it wants to set for students to define *Minimum Satisfactory Academic Progress*. By keeping the options to 3, the official review of student grades and the communication/notification process that takes place each term does not have to be the burden of the individual department but can remain the responsibility of CGCE.

We believe this is the only significant update since we originally posted this Executive Summary. We have promised the Rowan University community that CGCE and GAC would notify them about the new policies once approved by the Senate, and if desired, we would once again hold a series of open forums to make sure we are available to address any questions or concerns.

Posthumous Degrees Proposal, 10/9/12

Rationale: Last year, the family of a student who had passed away asked the university if that student could receive a posthumous degree. Unfortunately, because of the restrictions in the current language, the university was forced to decline the request.

After consultations with Roberta Harvey, Richard Jones and Joanne Connor, the Academic Policies and Procedures committee developed the proposed changes listed below. The consensus view is that because requests for posthumous degrees are very rare, and because there is little harm in granting them, those degrees should be awarded in most circumstances.

Current Language:

Awarding of Posthumous Degrees

In certain rare instances, Rowan University may award a posthumous degree. In such cases, students who have earned a minimum of 90 credits toward their bachelor's degree (or 75% of the credits necessary for a master's degree) and have been in good standing at the time of their death may be eligible to receive a posthumous degree. Each case will be handled individually and the dean must request that a posthumous degree be conferred. Such degrees will be considered for award only in the academic year in which the student would normally have graduated.

Proposed Language (to be included on Provost's webpage):

In certain instances, Rowan University may award a posthumous degree. [Requests for](#) posthumous degrees may [be made by](#) the family, or by Rowan faculty or staff. Inquiries [regarding](#) posthumous degrees [should be submitted to the](#) office of the [Vice President for Student Life and](#) Dean of Students.

Procedure:

[Requests for](#) posthumous degrees [will be evaluated by a committee that](#) includes representatives from [the Student Government Association](#), [Division of Student Life](#), [University Senate](#), [the President's Office](#), [the Division of Academic Affairs](#), and [the Dean of Students](#). They will make a recommendation to the Dean of the College in which the student had been enrolled. The Dean will make the final decision [and will issue a letter conferring the degree](#).