

UNIVERSITY SENATE MINUTES
May 12, 2008, 8:30 am, 3091 Ed Hall

ATTENDEES: Herb Appelson, Jacqueline Benevento, Krishan Bhatia, Lori Block, Kate Boland, Bruce Caswell, Doug Cleary, Nadine Connell, Jennifer Courtney, Kevin Dahm, Michele DiCorcia, Robert D’Intino, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Eric Guerra, Roberta Harvey, John Hasse, Susan Hersh, Jerry Hough, Olcay Ilicasu, Candace Kelley, Allison Krufka, Lili Levinowitz, Phillip Lewis, Janet Lindman, Matthew Lund, Midge Madden, Karen Magee-Sauer, Douglas Mapp, Phyllis Meredith, Demond Miller, Eric Milou, Bob Newland, Anne Phillips, Robi Polikar, Clara Popa, Peter Rattigan, Natalie Reaves, Anthony Robb, Maria Rosado, Adrian Rusu, Tanya Santangelo, Nick Schmelz, Tony Smith, Sonia Spencer, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Sanford Tweedie, Cindy Vitto, Jia Wang, Patrick Westcott, Barbara Williams, Tricia Yurak, Ieva Zake

NOT IN ATTENDANCE: (Represented by Alternates) Bonnie Angelone represented by Rory McElwee, Mark Matalucci represented by Bonnie Wilson.

NOT IN ATTENDANCE: Keith Adams, Joe Basso, Joe Cassidy, Sheri Chinen-Biesen, Tom Doddy, Dorie Gilchrist, Ihsan Isik, Julie Mallory-Church, Mohammed Rashiduzzaman, and Kathleen Sernak.

8:30 – 9am

Breakfast and New Senator Orientation

9 – 10 am

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors – none
3. Approval of Minutes from April 2008 (**separate file**) – moved, seconded, approved
4. President’s Report (**pages 3-7**)
5. Elections
 - a. President – Eric Milou, by unanimous ballot
 - b. Vice President – Tricia Yurak – by unanimous ballot
 - c. Secretary – Carol Eigenbrot – by unanimous ballot
 - d. Standing Committees – chairs elected
 - i. Academic Policies & Procedures – Roberta Harvey
 - ii. Campus Aesthetics & Environmental Concerns- Eileen Stutzbach
 - iii. Career Development – Phillip Lewis
 - iv. Committee on Committees – Bill Freind
 - v. Curriculum – Janet Lindman
 - vi. Diversity – Anne Phillips
 - vii. Intercollegiate Athletics – Michele DiCorcia
 - viii. Learning Outcomes Assessment – Don Stoll
 - ix. Professional Ethics & Welfare – Barbara Williams
 - x. Promotion – Cindy Vitto
 - xi. Recruitment/Admissions/Retention – Matt Lund
 - xii. Research – Clara Popa
 - xiii. Sabbatical Leave – Sonia Spencer
 - xiv. Student Relations – Pat Stoll
 - xv. Technological Resources – Susan Hersh – by majority
 - xvi. Tenure & Recontracting – Natalie Reaves
 - xvii. University Budget & Planning – Bob Newland
 - e. Senator Executive Committee At-Large – Bruce Caswell and Nick Schmelz

10:00-10:30am

6. Standing Committees & Task Forces
 - a. Curriculum Committee Report (**separate file**) – A total of 13 process C curriculum proposals were moved, seconded and approved: 3 College of Business proposals including new minors in Marketing and Human Resource Management and a major program revision in Entrepreneurship; 4 FPA proposals including a Theatre Program Sequence and a Dance Program Sequence for BA Liberal Studies: Humanities/Social Science, removal of the Child Drama Specialization and a revision in the Specialization in Theatre; prerequisite changes for 4 Spanish courses; program changes in the MA in

Mental Health Counseling; a new Masters in Applied Behavior Analysis; a new MS in Computer Science; a new Accelerated BS/MS in Computer Science Dual Degree; and a name change of Women's Studies to Women's Studies and Gender Studies.

- b. Academic Policies and Procedures (Background information on **page 8**)
 - i. Attendance Policy Resolution (**page 9**) – moved, seconded, passed
 - ii. Classroom behavior policy resolution (**pages 10-12**) - moved, seconded and passed with 1 opposed and 1 abstention
 - iii. Resolution to Add Professor's Signature to "Prerequisite Waiver" Form (**pages 13-14**) – motion to un-table passed. Resolution with friendly amendment moved, seconded and passed with 1 nay vote.
 - c. Recruitment, Admissions, And Retention
 - i. Resolution Concerning Freshman Enrollment Increases (**page 15**) – even though it appears that enrollment may not be increasing as much as originally stated – motion was moved, seconded, and carried.
 - d. Academic Integrity Task Force (**separate file**) – moved, seconded and passed with friendly amendment/edits. Comments made regarding job well done by Committee Chair Barbara Williams. Barbara stated it was a great example of three committees working well together.
7. Other Resolutions
- a. Turnitin.com resolution (Matt Lund) - (**page 16**) – motion moved, seconded and carried with several friendly amendments/edits.
 - b. Commuter Rail resolution (John Hasse) - (**page 17**) – moved, seconded, passed.

10:30 – 11:30am

8. End of Year Committee Reports (**separate file**) written annual reports from 17 standing committees and 6 all-university committees included in separate file, plus 2 of the 3 Ad Hoc committees.
 - a. Standing Committees– Bob Newland made a motion that the current University Budget and Planning Committee be allowed to continue operating throughout the summer, because budget has not yet been passed, thus more considerations/recommendations may be in order. Motion passed.
 - b. All University Committees
 - c. Ad-Hoc Committees
 - i. Motion to extend Ad Hoc laptop committee for one year – moved, seconded, passed.
 - ii. Bruce Caswell made motion that the SCI committee should carry forward to next year, motion seconded and passed.

11:30am – 12noon - LUNCH

12:00noon – 1pm

9. Open Period
 - a. Ed Ziegler, University Marketing Director (**page 18**)
 - b. President Farish
10. New Business - none
11. Adjournment – approx. 1:15PM

1. Graduate School Open Forum Presentation available at:
http://www.rowan.edu/provost/plans_strategies/
Very good turnout with over 100 people attending, demonstrating strong interest/concern from faculty regarding Rowan's graduate school. The presentation is available on the web-site at the above address.
2. Summer School Proposal (**page 3**) The line about the maximum earnings cannot exceed ... has been dropped.
3. Alternative Period for Faculty Workload Agreement (**page 4-5**) has been approved by the union and administration and is now in effect. You can now sign up.
4. West Campus Concerns (**page 6**) OPUS plan is all but dead. Administration is rethinking use of the West campus. President Farish will probably talk about this later in today's meeting.
5. Climate Survey (**separate file**) pink pages. 2008 had many less returns than 2004. 2008 was an electronic survey, 2004 was a paper based survey.
6. Provost's task forces
 - a. Provost's Undeclared Majors Task Force – Matt Lund, co-chair. Task Force report has been sent to Provost with several suggestions regarding undeclared students – that CAP Center receive allocations to allow for more advising time with undeclared students, that restrictions for restricted majors be re-evaluated and hopefully limited to what can be completed within one year, that the 60 credit rule be strictly enforced and that undeclared students have an “academic home” in either LAS or F&PA.
 - b. Provost's Strategic Enrollment Management Task Force – have not reported yet.
 - c. Promotion & T/R Merge Task Force – have not reported yet.
7. CPCE MoU is Final (**separate file**) yellow pages, now in final form.
8. Senate Constitution Revision approved by the BoT – finally passed.
9. 2008-09 Senate Executive Committee Selection is May 20th at 9am – all committee chairs should attend.
10. Orientation 2009 and Beyond Committee (Student Affairs discussing move of freshman orientation to late August) – talk this over within your departments and contact Joanne Dammingier with any questions or concerns regarding the possible effects this might have on advising, registration, the timeline for adding or cancelling course sections, and any other concerns.
11. 10 new tenure track lines for FY10 (09-10) – President Farish has said this publicly.

Summer School Model (5)

The University and the Union agree that the Campus is severely underutilized during the summer. Further we agree that we need to make the Summer School a partnership between the departments/faculty and the University by sharing the tuition revenue equally. In order to ensure the integrity of the process, we agree to the following policies and procedures which include adherence to the revised Summer Load Assignment (C180) and the revised Priority Consideration for Summer and Overload (C190).

1. Summer Assignments shall be voluntary and consistent with the normal university procedures. Summer session assignments shall be distributed on an equitable basis.
2. Complete flexibility in delivery mode and the length of sessions (term) including but not limited to: on-line, hybrid or face-to-face. Three, four, five, six, eight or 16 week sessions may be considered by the departments.
3. There will be a revenue sharing model between the University, the departments offering courses, and the faculty teaching them. The proportional share of this revenue between the departments and University will be determined and announced each year by the University.
4. The department's revenue under this model may be carried forward from one fiscal year to the next. There will be no reduction in a department's budget due to this carryover.
5. Faculty working under the Alternative Period for Faculty Work Load are not included in this summer school model and neither are any profits from the courses taught by a faculty member under this program.
6. Faculty summer salaries excluding benefits under this model shall be paid from the department's share of revenue.
7. Effective summer 2009, the balance of department revenue after the summer salaries are accounted for shall be divided between department budget and a salary incentive for the faculty who teach summer school under this model. **Maximum earnings cannot exceed two months of an individual's prorated salary.** This division shall be as follows:
 - a. 75% to the faculty salary incentive
 - b. 25% to the department budget
8. The faculty salary incentive revenue shall be distributed to those teaching summer courses proportional to the credit hours taught under this model.
9. The disposition of the department revenue shall be decided by a democratic process within the department.
10. Under this model the decision whether a course will run is to be determined according to the department's summer model policy pre-determined by a democratic process within the department.
11. The Administration and the Union agree to review the status of the processes and procedures relating to this agreement annually.
12. Nothing in these principles abrogates or supersedes any managerial or Union rights or responsibilities as stipulated in the master contract or in State regulation.

ALTERNATIVE PERIOD FOR FACULTY WORKLOAD (9)

The Master Agreement between the State and the AFT in LETTER OF AGREEMENT XVII states that:

“It is agreed by and between the State and the Union that notwithstanding the provision of Article XII (Faculty Responsibilities) which sets forth the basic academic year teaching load and teaching credit hours, if a State College or University determines that it is in the best interests of the College or University, the students it serves and/or certain academic programs to schedule the twenty-four (24) teaching credit hours and the thirty-two (32) weeks of instruction for a particular faculty member or members over a period other than between September 1 and June 30, the College or University shall negotiate with the local Union a procedure for changing the twenty-four (24) teaching credit hours and the thirty-two (32) weeks of instruction to a period other than between September 1 and June 30. If a local procedure is negotiated and a faculty member performs his or her responsibilities over such a period, the faculty member shall not suffer any penalty as a result of such election, including but not limited to the right to receive pension and health benefits as if he or she worked between September 1 and June 30. Participation in an alternate period program shall be on a voluntary basis only.”

Building upon the language of the Master Agreement set forth above, the University and the Union agree that the following provisions shall apply:

1. Full time, tenure track faculty members may make an application to their chairperson for a voluntary alternate workload period for their 24 teaching credit hour load. Requests must be based on academic initiatives and endeavors/or on the programmatic need of the department, college or University. Requests should NOT be made for personal reasons (health, vacation, travel, etc.) Applications that are consistent with this purpose will not be unreasonably denied.
2. Alternative load as defined by the “Statement of Principles and Guidelines of the Faculty Workload Adjustment” agreement counts towards the contractual 24 teaching credit hours.
3. This alternative workload period under LETTER OF AGREEMENT XVII may include either semester, intercession or any of the Summer sessions. The alternate workload period may be anywhere from one semester (with teaching not to exceed 1.5 of the established load per semester) to an entire year in any course/credit hour combination.
4. This applies to all credit bearing courses taught regardless of mode of instruction or worksite location.
5. Summer may count towards either the current or the coming academic year and must be so identified in the application.
6. The equivalent of no more than two courses, as defined by the discipline, may be accumulated (banked) for a period of no more than one academic year. This intent must be identified in the application. This may be extended upon the written, mutual agreement of the parties.
7. Each Dean and chairperson, for the purposes of accountability, shall maintain the data regarding the status of each faculty member participating. This shall include the name, start date, end date, banked credit hours, if any, and annotation when the annual workload is completed. Faculty member must receive a copy of this record.
8. Teaching in the Alternate Period for Faculty Workload shall not be counted in or towards the Summer School model.
9. The alternative schedule and the voluntary nature of the agreement must be attested to in writing by all the parties with the parties signing the approved application.
10. No faculty member shall be forced to work more than half their annual load in any given semester without this voluntary agreement.

11. In the absence of a duly signed voluntary agreement for an alternative period for faculty workload, the faculty member shall be compensated for overload in the semester in which overload courses are taught.
12. The stipulations above do NOT apply to an individual who may be required to teach beyond the 32 week instruction period due to teaching below the required amount during the academic year due to course cancellations and/or other scheduling difficulties.
13. The Administration and the Union agree to review the status of the processes and procedures relating to the adjusted faculty workload period annually.
14. Nothing in these principles abrogates or supersedes any managerial or Union rights or responsibilities as stipulated in the master contract or in State regulation.
15. The form at a minimum shall contain the following:

ALTERNATIVE PERIOD FOR FACULTY WORKLOAD

Application

_____, the undersigned, voluntarily agrees to an Alternative Period for Faculty Work Load for the academic year _____. The faculty members 24 teaching credit hour load shall be fulfilled as follows for the academic year:

Signature of the faculty member: _____ date: _____

The department has reviewed the plan and agrees that this meets the academic initiatives and endeavors/or the programmatic needs of the department, college or University.

Needs met: _____ Needs not met: _____

Signature of the department chairperson: _____ date: _____

Dean's signature _____ date: _____

Approved: _____ Denied: _____

Reason for denial: _____

Concerns Regarding West Campus

- Rowan West Campus is a bold idea, but is it necessary? A bigger campus is not automatically a better campus. Main Campus could absorb many additional buildings without moving any sports fields. Infill of additional housing and additional academic buildings would actually improve the Main campus which is currently a poorly coordinated scattered collection of buildings. Many other beautiful campuses have a substantially higher building density than Rowan's main campus.
- How many millions of dollars has been spent to date? (acquisition, consultants, improvements)? How has Rowan's educational mission benefited from that expenditure? How will it benefit in the future?
- Why 600 acres? (Rowan Main Campus is only 200 acres.) At 800 total acres (1.25 square miles), Rowan is now larger in land area than 106 towns in New Jersey.
- Is it fiscally sound for Rowan's west campus construction to be reliant on commercial income? (There has been no market analysis to date).
- How much will operation and maintenance cost for a whole new campus?
 - Security
 - Facilities
 - Grounds keeping
 - Snow plowing
 - Shuttle
 - Etc.
- How will Rowan's West Campus commercial shopping center affect/undermine the success of Rowan Boulevard and Richwood Town Center?
- How will splitting the campus affect campus culture?
- How will west campus impact traffic on RT 322?
- A Rutgers study found that traffic congestion and the inconvenient university BUS system linking campuses were the greatest issues of concern to Rutgers students and faculty. Aren't we recreating the exact same problem here at Rowan?
- What is the role the Campus Master Planning? Has Opus become our master-planning agent?
- Will any West Campus development follow the Campus Master Planning Committee Guiding Principles?
- Eminent Domain (used to acquire some of the West Campus land) is intended to be used only for a clear public benefit. Is it ethical/legal to use that land for commercial development?
- Will we really fill 3,000 beds with paying students? It will NOT be "on-campus" housing. Who would want to live out there? How much will the rent be?
- If Rowan is going to increase its student body, with what faculty will we teach these new students? With even more adjuncts? How does this tie into an academic master plan?

The Rowan Technology Park has, to date, been far less than successful. Why would the Opus plan be any more successful given the track record thus far?

Background on the two AP&P resolutions

Classroom Behavior Policy

The Senate passed a classroom behavior policy in 1998. The Provost at the time never signed it. Current University practice is similar to that expressed in the policy. Because of this and because it would help support the proposed Academic Integrity Policy, AP&P has created a modified version of this policy, one that clarifies both the policies and procedures, and involves the Office of Judicial Affairs, as that didn't exist when the prior policy was passed.

Attendance Policy

Jim Newell in the Provost's Office asked for an attendance policy and sent what is below to the committee. The Provost's office proposes a policy that we feel isn't very organized or coherent. Our proposed policy is an attempt to clarify and put into place an acceptable policy. It has been made clear to us that the Provost will institute a policy if the Senate doesn't send forward a resolution of our own.

Existing Policy – enacted February 7, 1997

Students are expected to be present at each scheduled class for which they are officially registered. Rowan's "community of learners" can be realized only when teachers and learners interact in the ways deemed appropriate for any particular class. Because Rowan recognizes diversity in both teaching and learning styles – and even course design and delivery – rules may vary with the learning experience, e.g., on-line or distance learning courses. Faculty establish the parameters of a particular learning experience and are expected to maintain the efficiency of the community and keep accurate attendance record. Faculty are expected to counsel students who develop a pattern of excessive and unexplained absences, and to request assistance from the Dean of Students if the pattern of absences continues. Students who are absent for reasons of illness, death in the family, inclement weather, religious observances, official college activities, or for matters of personal conscience should inform their instructors, ideally with a written excuse, before the fact or as soon as possible thereafter. Except in cases where classroom activities cannot be repeated, faculty may provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In any event, faculty are under no obligation to make special provisions for students absent for reasons other than those listed above. Faculty may establish additional attendance criteria which are consistent with the above paragraphs. In learning communities where attendance is critical to the functioning of the group, the rationale and justification for additional attendance requirements must be part of the syllabus provided for students prior to the end of the drop/add period.

Problem(s) with the current policy:

The policy sets no policy whatsoever, but rather makes suggestions. A faculty member who chooses to fail a student for missing a final exam because of documentable illness or religious observance has violated no existing policy, yet their behavior is unacceptable. The policy must be modified to provide protection for students who miss a class or graded activity for legitimate reasons. The policy also has lots of theoretical language that are a nice part of a resolution, but are not really policy.

Provost's proposed new policy

Students are expected to be present at each scheduled class for which they are officially registered. Faculty establish the parameters of a particular learning experience and are expected to maintain the efficiency of the community and keep accurate attendance records. Faculty are expected to counsel students who develop a pattern of excessive and unexplained absences, and to request assistance from the Dean of Students if the pattern of absences continues.

Students who are absent for reasons of

- ∞ Illness,
- ∞ death in the family,
- ∞ inclement weather,
- ∞ religious observances,
- ∞ official college activities,
- ∞ or matters of personal conscience

must inform their instructors and provide their instructor with written documentation before the fact (in cases of religious observances, official college activities, or matters of personal conscience) or as soon as possible thereafter in the case of illness, inclement weather, or death in the family.

Faculty must make reasonable accommodation to provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In cases where graded classroom activities cannot be repeated, the faculty member will either provide an alternative graded exercise to replace the missed activity or remove the activity from the calculation of the student's final grade. Faculty are under no obligation to make special provisions for students that are absent for reasons other than those listed above. Faculty may establish additional attendance criteria which are consistent with the above paragraphs. In learning communities where attendance is critical to the functioning of the group, the rationale and justification for additional attendance requirements must be part of the syllabus provided for students prior to the end of the drop/add period.

Proposed Revision to Attendance Policy

Because classroom experiences vary greatly among disciplines, deliveries and instructors, Rowan's community of learners is best realized when teachers and learners interact in ways deemed appropriate for any particular class. Thus, although what constitutes attendance can differ from course to course, the following applies to all courses:

Responsibilities of Students

- 1) Students are expected to be present at each meeting of each scheduled class for which they are officially registered. Students are responsible for knowing the instructor's attendance policy as stated in the syllabus.
- 2) Students absent for any of the following reasons
 - Religious observances
 - Official University activities
 - Documented illness
 - Death of a family member or loved one
 - Inclement weather

must inform their instructor with official written documentation before the fact in cases of religious observances and official University activities, or as soon as possible thereafter in cases of illness, death of a family member or loved one, and inclement weather.

Responsibilities of Faculty

- 1) Faculty are expected to keep accurate attendance records.
- 2) Attendance requirements must be part of the syllabus provided to students prior to the end of the drop/add period.
- 3) In the case of #2 under Student Responsibilities, faculty must make reasonable accommodation to provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In cases where graded classroom activities cannot be repeated, the faculty member will either provide an alternative graded exercise to replace the missed activity or remove the activity from the calculation of the student's final grade.
- 4) Faculty are under no obligation to make special provisions for students that are absent for reasons other than those listed above.
- 5) Faculty should counsel students who develop a pattern of excessive and unexplained absences, and to request assistance from the Dean of Students if the pattern continues.
- 6) Faculty (singularly or as part of a department or program) may establish additional attendance criteria that are consistent with the above. This may include setting a maximum number of absences for a course—whether excused or unexcused—after which a student fails the course.

Classroom Behavior Policy and Procedures

Introduction

The following procedures apply to classrooms as well as student interactions with instructors in labs, offices and other campus learning environments.

Rowan University recognizes that students play a major part in creating and supporting the educational environment and believes that students have a right to learn and a responsibility to participate in the learning process. While Rowan University is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior. Furthermore, course instructors have a right to establish clear expectations in this regard, and students share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor (either in the syllabus or at the time the behavior occurs) may be subject to discipline in accordance with the procedures described in this classroom behavior policy. Students and instructors are expected to follow the procedures described below when a concern about student behavior in the classroom arises. This policy does not replace or preclude any Rowan policies or local, state or federal laws concerning unlawful behaviors, whether inside or outside the classroom, including those concerning the health and safety of class members or the instructor.

What Constitutes Disruption?

Disruptive behavior can be classified into two levels.

Level I disruptive behavior can include:

- Persistent speaking without permission
- Engaging in activities not related to the class
- Inappropriate use of electronic devices, cell phones, or pagers
- Sleeping in class
- Chronically entering class late or leaving early
- Eating/drinking in class without permission
- Disputing authority and arguing with faculty and other students

Level II disruptive behaviors can include:

- Threats of any kind
- Harassment
- Physical altercations
- Destruction of property
- Any behavior that puts the health or safety of the instructor or other students in the classroom in jeopardy

Some disruptive students many have emotional or mental disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any student.

Procedures

Level I Disruptive Behavior

- a) The instructor may warn the student that such behavior is unacceptable and, if such behavior continues, it may result in the student being directed to leave the classroom. The instructor is advised to make a written record of this incident for his/her personal records in the event further action is needed.
- b) If the instructor feels the behavior warrants prompt action and/or the behavior continues, the instructor must direct the student to leave the classroom immediately. If the student refuses to leave, the instructor should contact Public Safety at 256-4911. The instructor is required to make a written report of the incident and provide a copy of this report to the student, the department chair, the dean of the college where the course is held and the provost's office using the Classroom Behavior Report form.
- c) In the event the student is directed to leave the classroom, the instructor and student should attempt to resolve the issue prior to the next class meeting.
- d) If the issue cannot be resolved, then the matter must be referred to the department chair, who will meet with the student and instructor to facilitate a resolution. The department chair is required to make a written record of the meeting and provide copies to the instructor and student.
- e) If the issue is not resolved to both the instructor's and the student's satisfaction or the department chair believes that the student is in violation of the Student Code of Conduct or the disruptive behavior becomes a Level II situation, the chair *must* refer the matter to the Office of Judicial Affairs. The dean of the college where the course is housed and the provost's office will also be notified when this occurs. *This process must be conducted in a timely manner so the student does not miss more than one week of class.*

Level II Disruptive Behavior

- a) The first course of action is to contact Public Safety (256-4911) to defuse the situation as necessary.
- b) All Level II violations *must* be referred to the Office of Judicial Affairs using the Classroom Behavior Report form. The department chair, the dean of the college where the course is housed, and the provost's office will also be notified.
- c) The student will be notified in writing by the Office of Judicial Affairs concerning violations of the Student Code of Conduct and will have a hearing opportunity before being sanctioned for misconduct. Once a decision is made, the following will be notified in writing of the decision: the student, the instructor, the department chair, the dean of the college where the course is housed, and the provost's office.

Classroom Behavior Report Template (to be completed by instructor)

On (date) in (course name and CRN), which meets on (meeting days and times), (student's name) was directed to leave class.

(Describe incident in detail.)

(Instructor's name)

(Signature and date)

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

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.

RECRUITMENT, ADMISSIONS, AND RETENTION
Resolution Concerning Freshman Enrollment Increases

Whereas: Rowan’s Administration has initiated a plan¹ to increase freshman enrollment by 100 new freshmen per year for five years beginning in Fall 2007, amounting to a net increase of 1500 students over five years:

100 (new freshmen relative to 06-07 level) –	AY 07-08
200	AY 08-09
300	AY 09-10
400	AY 10-11
+ 500	AY 11-12
<hr/>	
1500 additional students	

Whereas: AY 07-08 has been characterized by severe shortages in classroom space.

Whereas: The full-time faculty/student ratio, adjunct budget, tutoring budget, housing, support services, and advising capacities are already insufficient.

Whereas: Increasing the size of the freshman class without corresponding increase in university resources will lead to a lower retention rate.

Whereas: Certain Departments and Colleges are put under special pressure to staff freshman courses. In some cases, the pool of qualified adjuncts has been exhausted.

Whereas: The new freshmen will put a strain on course availability for upper division courses as they proceed with their education.

Therefore Be It Resolved:

If the University intends to increase enrollment as projected, the University must increase the number of faculty (full-time tenure track and adjunct), classroom space, support services, tutoring, housing, and advising resources accordingly **at least** to match pre-Fall 2007 levels.

Be It Further Resolved:

The University will implement an Enrollment Management Strategy, utilizing recommendations from the Strategic Enrollment Taskforce, that provides a mechanism for recruiting, enrolling, and retaining students such that student populations are suited to the resources and goals of the university and its individual programs.

¹ “Rowan Ups Enrollment as Campus Expands”, *Gloucester County Times*, June 24th, 2007.

University Policy: Rowan University has a license agreement with Turnitin, an online service that can be used to detect and prevent plagiarism in student assignments. Student papers are protected by the Family Educational Rights and Privacy Act (FERPA) as they are educational records that may contain personally identifiable information. The following policy should be in effect to be compliant with FERPA

The use of Turnitin by faculty is entirely voluntary. If a faculty member chooses to use Turnitin:

- a. The faculty member must notify students on the official syllabus of the following:
 - 1) the use and purpose of Turnitin
 - 2) the rights of the student to not submit personally identifiable information to Turnitin. Students must be informed that this will have no impact on their success in the class.
 - 3) the options that the faculty member and student have with respect to the students' right to privacy and the faculty member's right to evaluate student work for academic honesty.

- c. If a faculty member personally submits student work to Turnitin or other plagiarism detection sites, the faculty member must remove all personally identifying information from the work. This includes the student's name, social security number, and/ or Rowan ID number.

- d. If a faculty member receives information from Turnitin that leads the faculty to judge that a student has plagiarized, the faculty member must follow the University policy for Academic Integrity.

- e. Faculty may not give out any information about student work to a faculty member from any other institution than Rowan University. All requests from faculty at other institutions should be forwarded to the Provost's Office.

An instructor using Turnitin should offer students either an opt-in or opt-out option. See below for recommended syllabus statements. Note: this should be modified according the professor's specific use of Turnitin in a class.

Recommended statement for the syllabus with the opt out option: Rowan University has a licensing agreement with Turnitin, an online service to help prevent student plagiarism. As part of this course I will be using Turnitin at my discretion to determine the originality of your work. If your work is submitted to Turnitin, it will be stored in the Turnitin database. You have the right to refuse either to submit your work to Turnitin or have the university do so; availing yourself of this right will not negatively impact your success in the course. If you do not wish to use Turnitin you must notify me by e-mail within two weeks of today's date. If you object to the use of Turnitin I will use other procedures to assess originality.

Recommended statement for the syllabus with the opt in option: Rowan University has a licensing agreement with Turnitin, an online service to help prevent student plagiarism. As part of this course I will be using Turnitin at my discretion to determine the originality of your work. If your work is submitted to Turnitin, it will be stored in the Turnitin database. You have the right to refuse either to submit your work to Turnitin or have the university do so; availing yourself of this right will not negatively impact your success in the course. If you object to the use of Turnitin I will use other procedures to assess originality.

Resolution Promoting Commuter Rail to Rowan

Whereas: The Delaware River Port Authority is evaluating various routes for extending commuter rail into Gloucester County,

Whereas: One of the three corridors being considered is the Conrail railroad tracks which pass through Rowan campus (known in the study as NJ-3),

Whereas: Compared to the other routes under consideration, NJ-3 will provide substantially more benefits including: significantly better pedestrian accessibility to Gloucester County's population; walkable access to many more Gloucester County institutions and businesses; potential revitalization of the historic towns through which it passes; and many environmental and sustainable benefits while lessening traffic on Gloucester County roads,

Whereas: NJ-3 will best provide Rowan University students, staff and faculty a safe, convenient and environmentally beneficial alternative for transportation in the region and to Philadelphia,

Be it resolved that: The Rowan University Senate strongly supports the selection of NJ-3 as the preferred corridor and recommends that the University administration make a similar endorsement as well as actively engage in promoting the benefits of selecting the NJ-3 route.

A Market Positioning Study of Rowan University

Ed Ziegler, Office of University Marketing, April 2008

Methodology

Since 1987, the Office of University Marketing has surveyed two groups of accepted students: those who chose to attend Rowan University and those who chose to attend another college or university (“no deposits”). A total of 79% of the freshmen and 32% of the “no deposits” responded to the survey, which was conducted in the summer of 2007.

Significant Trend

Rowan has gone from a “back-up” school to a “first choice” school. Consider this:

- **In 1999, Rowan was the first choice for only 59% of freshmen, more than 2/3 were from South Jersey and they attended Rowan because it was all they could afford.**
- **In 2007, Rowan was the first choice for 73% of freshmen, more were from North Jersey and Rowan’s academic reputation was the main reason they chose Rowan.**

Other Findings from the Surveys

- Competitors are Rutgers, Stockton, Ramapo, Drexel, The College of New Jersey and the University of Delaware.
- Top reasons for choosing Rowan include: academic reputation, reputation of the major, social activities, grads get good jobs, physical facilities.
- Top reasons for choosing another school include: better academic reputation, major has a better reputation, offered a scholarship, and better campus appearance.
- 59% of freshmen live more than 50 miles away from Rowan.
- Average annual income for freshmen parents/guardians is \$87,263, and 88% of the freshmen believe they will have enough funds to complete their education.
- 55% of undeclared students chose undeclared because they could not decide on a major. Only 12% said they could not get the major they wanted.

Rowan’s Market Position

- A total of 64,882 New Jersey students who took the SATs in 2007 had their scores reported to 2,655 institutions. Rowan received the fourth highest number—9,373 (14%).
- In an independent survey of New Jersey high school seniors, Rowan is positioned in the ‘golden zone’ of relatively high awareness and favorable perception. It ranked 7th in awareness and 3rd in favorability. Sixty percent of all students are somewhat or very familiar with the University.
- More students said Rowan was their first choice than the national average (73% vs. 64%) and more said academic reputation was the main reason (73% vs. 63%).