

ATTENDEES: Terri Allen, Herb Appelton, Lori Block, Kate Boland, Robert Bullard, Allison Carter, Kit Holder, Drew Kopp, Joe Cassidy, Doug Cleary, David Clowney, Jennifer Courtney, Patrick Crumrine, Ron Czocho, Denis DiBlasio, Tom Doddy, Carol Eigenbrot, Jess Everett, John Feaster, Jon Foglein, Bill Freind, Lori Getler, Michael Grove, Steve Hartley, Erin Herberg, Jerry Hough, Monica Kerrigan, Valarie Lee, Michael Lim, Charles Linderman, Janet Lindman, Brendan Livingston, Julie Mallory-Church, Deb Martin, Corinne Meredith, Demond Miller, Eric Milou, Amos Mugweru, Jennifer Nicholson, Jon Olshefski, Maria Perez-Colon, Keeley Powell, Ravi Ramachandran, Robert Rawlins, Beth Rey, Sheri Rodriguez, Connie Rosenberger, Mariano Savelski, Natalie Schell-Busey, Ted Schoen, Mollie Sheppard, Christopher Simons, Mickey Smith, Michele Soreth, Eileen Stutzbach, Uma Thayasivam, Chris Thomas, Skeff Thomas, Harold Thompson, Sandy Tweedie, Tim Vaden, Marilena Olguta Vilceanu, Tingting Wang, Beth Wassell, Barbara Williams, Charlene Williams, Shari Willis, Mei Zhang.

NOT IN ATTENDANCE: (Represented by Alternates) Lane Savadove represented by Liz, Youru Wang represented by David Clowney.

NOT IN ATTENDANCE: Mayra Arroyo, Keith Brand, Sandy Jones, Roberto Madero, Doug Mann, Marge Morris, Jackie McCafferty, Thomas Merrill, Kathryn Quigley, Nick Schmelz, Midge Shuff, Rob Sterner, McKenzie Suber-Robinson, Jennie Thwing, Tricia Yurak.

GUESTS: Rory McElwee, Steve Farney.

Breakfast and New Senator Orientation

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors – Rory McElwee and Steve Farney from Strategic Enrollment Management
3. Approval of Minutes from April 2013 - moved, seconded, approved
4. Open Period:
 - a. President Houshmand - Tuition raise will not be above cost-of-living increase and could be zero. The bond money has been promised. Rowan received second highest dollar amount of all institutions in the state. We are working hard on the merger with SOM. Commencement this year will be largest number of graduates ever. Sweeney is speaker, important political figure and strong supporter of Rowan. Strategic Plan in place needs to include all of us to further develop the plan and put procedures in place so we follow it. Key to our success is our mature manner of handling change with mutual respect for all. Our presence in Camden has to be sincere and real, with real programs. Bank renovation cost 27 million dollars. Senate pointed out to Dr. Houshmand that the list of 13 “underperforming” graduate programs coincides with the 360 evaluation of CGCE Dean and there seems to be a lack of data to support the term “underperforming.” Select Start program now has 150 students. They will be part-time, taking 3 courses and if these students achieve a GPA of 2.75 or higher, they will be admitted as fulltime students spring term.
 - b. Central Scheduling Committee Update - Rory McElwee reported that the goal of centralized scheduling is to offer sufficient seats in appropriate classrooms, providing departments with increased information about what is needed so scheduling can be done accordingly, to give everyone sufficient information. Administration will allocate certain classrooms at certain times, department will be free to decide what class will be put into which classroom/time slot. To make more accurate projections of the need and offer appropriate number of sections, we are building a projection model in Banner, using GRAD, leading to ability to inform departments of how many sections are needed in a particular course. This would be utilized for key prerequisite courses that are frequently hard to predict the demand for such as pre-calculus. The class schedule grid is also being discussed. The Centralized Scheduling Committee is also looking at prerequisites and related problems. Students register for courses while enrolled in the prerequisite course and then remain in that course even if they fail the prerequisite. Could there be block scheduling offered as an option for certain departments, where students would be placed in the appropriate courses similar to what happens for 1st semester freshmen? Results of survey showed that there are problems with the technology available, or not available, in classroom and need for assigning classrooms earlier. Centralized scheduling should allow departments continued ability to be flexible to individual needs of faculty. Steve Farney reported that of the \$117 million Rowan is to receive in grant money, part will go to upgrading classroom technology. Streamlining and moving to card swipe technology on all classrooms will eliminate need for keys and open up improved scheduling opportunity. Intention is to pilot in Spring 2014, then have an improved prediction model and centralized scheduling model rolling out together fall 14, along with an improved communication model. Any proposed

change to class schedule grid will come to senate for approval before put into effect. Question asked: could current card swipe system be used for lab equipment? Yes. Question: Why are unassigned classroom still unassigned? Steve Farney is working with Steve Kessel weekly regarding this. Question: Can centralized scheduling address the problem in Camden? Students are late to class in Camden by 15 minutes due to taking shuttle service from Glassboro to Camden Campus? Timeline is hopefully for money to come by July 1 to get technology in place by fall 14. Grid change will come to senate next year.

5. Elections

- a. President – Bill Freind
- b. Vice President – Barbara Williams
- c. Secretary – Deb Martin
- d. Standing Committees
 - i. Academic Integrity – Monica Kerrigan
 - ii. Academic Policies & Procedures – Michael Grove
 - iii. Campus Aesthetics & Environmental Concerns – Skeff Thomas
 - iv. Career Development – Tom Merrill
 - v. Committee on Committees – Lori Getler
 - vi. Curriculum – Erin Herberg
 - vii. Diversity – Julie Mallory-Church
 - viii. Intercollegiate Athletics – Bob Bullard
 - ix. Learning Outcomes Assessment – DeMond Miller
 - x. Professional Ethics & Welfare – Terri Allen
 - xi. Promotion – Jess Everett
 - xii. Recruitment/Admissions/Retention – Keeley Powell
 - xiii. Research – Beth Wassell
 - xiv. Sabbatical Leave – Mariano Savelski
 - xv. Student Relations – Valerie Lee
 - xvi. Technological Resources – John Feaster
 - xvii. Tenure & Recontracting – Ted Schoen
 - xviii. University Budget & Planning – Chris Simons
- e. Senator Executive Committee At-Large Members – Carol Eigenbrot, Lori Block
- f. Senate Representatives to Board of Trustees Committees – Facilities – Skeff Thomas; Audit Committee – Gerry Hough; University Advancement/Relations – Mariano Savelski

6. Committee Reports

- a. Senate Response to Enhancement of Graduate Programs and Provost's response (pages 4-6) – List of 13 “underperforming” graduate programs shown on screen was questioned by senators. What criteria were used in this process? Senate should request very specific details about this. What formula are they using to establish the “break-even” point?
- b. Curriculum Committee (pages 5-9) Five process C proposals passed: SCC# 12/13/2005, 12/13/7009, and 12/13/6018 passed unanimously. SCC# 12/13/2033 passed with one opposition. SCC# 12/13/8089 was passed, with five opposed and with friendly amendment, *in approving this proposal the Senate expresses its concern regarding the adequacy of resources, particularly full-time faculty, supporting the graduate nursing programs.*
- c. CAEC committee 2013 Rowan Arboretum Resolution (pages 12-15) – 2nd reading – moved, seconded, passed
- d. Senate Ad-Hoc Committee on the Rowan Core -- Resolution to Extend for Another Year (page 16) – moved, seconded, passed. New members are welcome and some replacements will be necessary.
- e. Taskforce on Online Teaching Evaluation Survey – Deb Martin – Tested an instrument for on-line teaching evaluation with 100 students fall term and in the process of retesting the instrument this spring term. Results are not in yet. Currently there are many instruments being used across campus (maybe 50). Any department can use any instrument.

7. End of Year Committee Reports

- a. Standing Committees – reports in separate file
- b. All University Committees – reports in separate file

8. New Business – Discussion that SOM representatives may serve on University Senate committees, but to be included as Senate voting members will necessitate a changes in our current University Senate constitution. SOM faculty are in AAUP rather than AFT. Question asked about what our role is on the Stratford campus, with environmental or other concerns on that campus.

9. Adjournment

University Senate Letter on Proposed Graduate Education Changes

We are glad that new, research based graduate programs will be a part of Rowan's future. We knew this was coming, and in general we support it. At the same time, we want to share some concerns about the shape these programs will take, as well as about administrative communication regarding them. We request a conversation with the administration about these matters, which we hope may result in some improvements to Rowan's delivery of graduate education.

The February 15 Rowan Daily Mail in which the new structure for graduate education was announced notes that our existing graduate programs are "designed to generate revenue from tuition-paying students." By contrast, to qualify as a Research Graduate Program, "The primary purpose of the program [must be] to enhance faculty scholarship in an area of targeted research growth in the university (i.e. – STEM)."

We are concerned about the carelessness of this language. We are an educational institution: the primary purpose of *any* of our educational programs must always be to provide quality education to the students who enroll in them. Certainly the purposes of generating revenue and supporting faculty research are important and legitimate. But when these purposes become primary rather than secondary, we will have lost our way. We have the following specific concerns:

1. The new research graduate programs are to include University Sponsored students who will be required to teach courses in return for a stipend. While this may be appropriate in some departments, there are a number on campus that currently require adjuncts to have an MS degree or equivalent experience. We recommend that students in these departments be limited to teaching laboratories or grading assignments in return for their University Sponsored research, unless equivalent experience can be demonstrated.
2. We also wonder why the common model of waiving tuition for students working on funded projects is not part of the research graduate program.
3. We request that the University revisit the revenue-generating model for graduate education, and consider some financially feasible modifications to it that would better serve graduate students and reflect Rowan's status as a New Jersey research university. In particular, for those graduate programs that are required to be revenue generating, the revenue sharing formula should be adjusted to allow departments to spend more of what they earn on tuition waivers and additional graduate and research assistantships.
4. Rowan should also consider differential tuition costs for different types of graduate programs.
5. Many students in "revenue-generating" graduate programs in fact produce substantial and high-quality research. For that reason, we would ask that tuition waivers for graduate assistants be restored.
6. The limits on "research" graduation programs (30 hours, culminating in a formal Master's thesis and including 9 hours of thesis credits) don't take into account any programs that might, for good academic reasons, require more than 30 credits.

Thank you for sending this letter. As you know, David Clowney discussed several of these issues with me in one of our senate officers meetings, but I am happy to respond more formally. Please share this response with the exec.

I certainly agree that the purpose of any program that we offer at any level is to educate and improve the life of students. I assumed that the audience to whom the letter was sent would take that as a given and that what I really was saying is that of the myriad of options of programs that we could choose to educate students, the ability to either generate revenue that can be fed back into the undergraduate program or the ability to promote externally funded research that will enhance the research experience for both graduate and undergraduate students. That said, I accept the criticism that I should have been more explicit with wording.

As for the individual questions

1. Should students be limited to teaching labs or grading assignments?

I think this is a question best left to individual departments. No department is required to have graduate students teach anything. Programs may still participate in the reduced tuition model without using graduate students to teach. However, the only way that I can pay for stipends is to have the students teach. If graduate students did not teach two classes, I would have to hire two adjuncts to do so. That would cost me about \$8,000. Instead, I have given programs the options (for up to 3 students) to have the students teach and use the same money to pay them a stipend instead. The programs themselves are best suited to make the decision about whether to use them or not, and if so, in which courses. Having them grade papers will not work as it does not free up money to pay them. We cannot and will not divert any dollars from supporting our core mission – undergraduate education - to pay for graduate education.

2. Why isn't waiving student tuition for those working on funded projects part of the model?

The mechanism to handle this is to have the external grant pay the students tuition. It is cleaner. It is identical to the student and it allows us to bill everyone in the same program in the same fashion.

3. What about revenue generating programs? Can we adjust the model to better support graduate students?

Programs can use their share of CGCE funds to support (usually partially) students participating in the program though this activity will need to be coordinated with financial aid. A few already do. Most programs have chosen to allocate their share of the funding for other purposes instead. As to the financial model, there are real costs associated with operating these programs that have to be covered, but a standing committee reviews CGCE policies and practices each year with Dean Sosa. Examining the revenue distribution is part of their task.

4. How about differential tuition costs for different graduate programs?

We have a meeting in early May to discuss just that. Obviously, medical school tuition is different than our other graduate programs and with more coming, we need a mechanism to determine appropriate costs as our number and diversity of programs increase.

5. What about restoring GAs for revenue-generating programs that produce research?

We certainly recognize that most revenue-generating programs result in improved research capabilities. GAs still exist and any program, department, or division who wishes to fund one is free to do so (see answer 3), but the general fund cannot be used to pay for graduate education. It diverts money away from our undergraduates and we will not do that.

6. What if "research-based" graduate programs have legitimate need for more than 30 hours?

Good question. As we begin to enter the world of Ph.D. programs, some undoubtedly will. The economics of this specific model work only for 30 credit hour programs and all of the existing programs that will utilize the model can fit within its guidelines. As new programs evolve, we will have to work with them to find a financial model that makes sense to all. Those efforts are already going on with the psychology department as they are meeting with Dean Sosa, Dean Ansari, and me to work out a financial model for their upcoming proposed Ph.D. program.

These were good questions and I am happy to have had the opportunity to clarify any areas that were resulting in confusion. I appreciate the senate exec taking the time to discuss the new model and, as always, I am open to suggestions to improve things.

GRADUATE ENROLLMENT (from the Provost)

Graduate enrollments have been in decline across campus, not every program but overall, for a number of years. Horacio was charged with reversing the trend. As one piece (of a much larger initiative) he identified 13 graduate programs that are underperforming in terms of enrollment. In many cases, the programs are running breakeven or less, which is not really breakeven as it takes tenure track faculty out of the UG curriculum. For most of these programs (we are leaving 3 in education alone for now until the new dean has a chance to work on them), they are being given a modest enrollment target (generally between 10 and 20 FTE of new students).

If they reach that target for Fall 14, great. In some programs, I suspect that they have just not been recruiting as actively and can fix it easily.

If they cannot, that is a sign that there is not enough interest in the program as it is to justify its continued operation. (Remembering that it has been in decline already or it would not be on the list).

This presents three alternatives:

1. Look at altering the mode of delivery. Perhaps the reason that interest is low is that we are offering only in-person, fulltime cohort-based programs when the market wants hybrid or online or part-time or whatever. Working with the dean of the College and with Horacio to adjust this to the market buys more time to see how it is going.
2. Look at the product itself. Maybe our degree offering is too specialized or too generic for the market. Maybe in some cases, we are offering a 1990s style program for a market that has moved on. Again, working with the deans to make the program itself more attractive buys time.
3. If the programs remain in decline and take no meaningful steps to change that decline, then we will suspend recruiting into those programs so that we can have the faculty return to the undergraduate classrooms and improve the experience for our UGs. I have no objection at all to faculty teaching graduate courses in vibrant programs, but to take one away from the UG programs to teach a handful of graduate students in a dying program makes no long term sense.

In summary, graduate programs underperforming in enrollment may:

1. Keep everything exactly the same but work on growing numbers to an acceptable level.
2. Work systematically to change mode of delivery to attract new students into fundamentally the same program offered in a different way.
3. Change the content of the program to something more in line with market demand
4. Stop running the program.

List of graduate programs that were identified as "underperforming" or as programs that although have decent enrollments, could do much better due to student interest.

1. MA Higher Education
2. MA Learning Disabilities
3. MA Special Education
4. MS Computer Science
5. MA Mathematics
6. MA Applied Behavior Analysis
7. MA Mental Health Counseling
8. MA Criminal Justice (already acting by moving into online)
9. MA History
10. MS Engineering/all disciplines
11. MA Public Relations
12. MA Writing
13. Master Music Performance

Senate Curriculum Committee Report: Approved Curriculum Proposals Process C Proposals Approved by Department, College, & Senate Curriculum Committees

SCC#	College	Department	Proposal title	U/G	Change requested
12/13/2005	CCCA	Comm. Studies	New Media Concentration	U	Major changes of deg
12/13/7009*	Humanities/Social Sc	Political Science/Economics	Economics Program Sequence added to Interdisciplinary LS, H/SS Major	U	New concentration, s
12/13/2033*	CCCA	Art	Biomedical Art and Visualization	U	New specialization
12/13/6018*	Humanities/Social Sc	History	Africana Studies Curriculum	U	Major changes of deg
12/13/8089*	Science/Math	Nursing	MSN Nurse Educator	G	New specialization

*Approved pending revisions

Process B Proposals Approved by Department and Senate Curriculum Committees

SCC#	College	Department	Proposal title	U/G	Change requested
12/13/6015	Humanities/Social Sc	Foreign Language	Intermediate Japanese I	12/13/6015	Humanities/Social Sc
12/13/6016	Humanities/Social Sc	Foreign Language	Intermediate Japanese II	12/13/6016	Humanities/Social Sc
12/13/7010	Humanities/Social Sc	Geography/Environ Studies	Intro to Planning & Environmental Design	12/13/7010	Humanities/Social Sc

Process A Proposals Approved by Department College Committees and Senate Curriculum Chair (Pending Senate Curriculum Chair Review)

SCC#	College	Department	Proposal title	U/ G	Change requested
12-13-1021	Business	Mgt/Entrepreneurship	Legal Aspects of HR	U	Minor curricular changes
12-13-1024	Business	Accounting/Finance	Intermediate Accounting II	U	Minor curricular changes
12-13-1025	Business	Accounting/Finance	Cost Accounting	U	Minor curricular changes
12-13-1026	Business	Accounting/Finance	Intermediate Accounting I	U	Minor curricular changes
12-13-1027	Business	Management/Entrepreneurship	Improving Business Processes	U	Minor curricular changes
12/13/2028	CCCA	PR/Advertising	Rename Graduate Thesis to Master's Project in Public Relations	G	Minor curricular changes
12/13/2030	CCCA	PR/Advertising	PR Major	U	Minor curricular changes
12/13/2031	CCCA	PR/Advertising	AD Major	U	Minor curricular changes
12/13/2032	CCCA	PR/Advertising	Advertising Minor	U	Minor curricular changes
12/13/2035	CCCA	Art	Information Visualization: Line, Color, and Form	U	New non gen-ed
12/13/2036	CCCA	Art	Introduction to Biomedical Digital 3D Modeling & Visualization	U	New non gen-ed
12/13/2037	CCCA	Art	Introduction to Biomedical Illustration	U	New non gen-ed
12/13/2038	CCCA	Art	Biomedical Visualization in Motion	U	New non gen-ed
12/13/2039	CCCA	Art	Biomedical Art: Simulation & Education Game Design	U	New non gen-ed
12/13/2040	CCCA	Art	Surgical Illustration and Media	U	New non gen-ed
12/13/2041	CCCA	Writing Arts	Writing the Graphic Novel	G	New non gen-ed
12/13/2042	CCCA	RTF	TV History & Appreciation 1960's 1970's	u	Minor Changes
12/13/3011	Education	Special Ed	MA in Reading Education	G	MA in Reading Education
12/13/3012	Education	Ed Leadership	Ed.D in Educational Leadership Higher Education Track	G	Ed.D in Educational Leadership Higher Education Track
12/13/3013	Education	Ed Leadership	Leadership through Professional Learning Communities	G	Leadership through Professional Learning Communities
12/13/3014	Education	Ed Leadership	Nature and Function of Higher Education in America	G	Nature and Function of Higher Education in America
12/13/3015	Education	ESAHE	Counseling in Educational Settings	G	Counseling in Educational Settings
12/13/3016	Education	ESAHE	Counseling in Educational Settings- Practicum Cap	G	Counseling in Educational Settings-Practicum Cap
12/13/3017	Education	ESAHE	School Psychology MA Program	G	School Psychology MA Program
12/13/3018	Education	Health/Exercise	Positive Perceptions, Performance and Wellness	G	Positive Perceptions, Performance and Wellness
12/13/3019	Education	Teacher Education	Education Minor	U	Education Minor
12/13/4005	Engineering	Civil	Facilities Management	G	New non gen-ed
12/13/4006	Engineering	Civil	Systems for Engineering Management	G	New non gen-ed
12/13/4007	Engineering	Electrical/Comp	Seminar: Engineering Frontiers	U	Minor curricular changes

SCC#	College	Department	Proposal title	U/ G	Change requested
12/13/4008	Engineering	Electrical/Comp	Introduction to Virtual Reality	U	New non gen-ed
12/13/4009	Engineering	Electrical/Comp	Virtual Reality Systems	G	New non gen-ed
12/13/4010	Engineering	Civil	Sustainable Technologies for Built Environments	U	Minor curricular changes
12/13/4011	Engineering	Civil	Sustainable Buildings	U	New non gen-ed
12/13/4012	Engineering	Chemical	Biomaterials Engineering	G	New non gen-ed
12/13/4013	Engineering	Chemical	Principles of Biomaterials Engineering	U	New non gen-ed
12/13/4014	Engineering	Chemical	Chemical Engineering courses	U	Minor curricular changes
12/13/4015	Engineering	Chemical	Fluid Mechanics	U	Minor curricular changes
12/13/4016	Engineering	Chemical	Heat Transfer Processes	U	Minor curricular changes
12/13/4017	Engineering	Chemical	Special Topics in Chemical Engineering	U	Minor curricular changes
12/13/4018	Engineering	Chemical	Chemical Engineering course	U	Minor curricular changes
12/13/5003	Performing Arts	Music	Adding Graduate Course Designation for Concert Band	G	Minor curricular changes
12/13/5004	Performing Arts	Music	Adding Graduate Course Designation for Women's Choir	G	Minor curricular changes
12/13/5005	Performing Arts	Music	Adding Graduate Course Designation for Opera Company	G	Minor curricular changes
12/13/5006	Performing Arts	Music	Adding Graduate Course Designation for Statesmen (Mens Choir)	G	Minor curricular changes
12/13/5007	Performing Arts	Music	Adding Graduate Course Designation for Contemporary Music Ensemble	G	Minor curricular changes
12/13/5011	Performing Arts	Theatre/Dance	Drafting CAD & Modelmaking for the Theatre	U	Minor curricular changes
12/13/5012	Performing Arts	Theatre/Dance	Stagecraft I	U	Minor curricular changes
12/13/6014	Humanities /Social Sc	Foreign Language	Applied Spanish Program Sequence A	U	Minor curricular changes
12/13/6017	Humanities /Social Sc	History	Name Change for 2 Courses	U	Minor curricular changes
12/13/7001	HH/SS	Law/Justice	Minor in Law and Justice Studies	U	Minor curricular changes
12/13/7002	HH/SS	Law/Justice	Sentencing: Philosophy and Policy	G	New non gen-ed
12/13/7003*	HH/SS	Geography/Environ Studies	Liberal Studies Geography Sequence	U	Minor curricular changes
12/13/7005*	HH/SS	Geography/Environ Studies	Environmental Studies Minor	U	Minor curricular changes
12/13/7012	Humanities /Social Sc	Sociology/Anthropology	Old World Archaeology	u	New non gen-ed
12/13/7013	Humanities /Social Sc	Sociology/Anthropology	Museum Studies	U	New non gen-ed
12/13/8080	Science/M ath	Computer Science	Minor degree in Computer Science	U	Minor curricular changes
12/13/8081	Science/M	Computer Science	Computer Vision	U	Minor curricular changes

SCC#	College	Department	Proposal title	U/ G	Change requested
	ath				
12/13/8082	Science/Math	Computer Science	Discrete Mathematics	U	Minor curricular changes
12/13/8083	Science/Math	Computer Science	Introduction to Object Oriented Programming	U	Minor curricular changes
12/13/8084	Science/Math	Computer Science	Computer Cryptography	U	Minor curricular changes
12/13/8085	Science/Math	Math	Decision Analysis	G	New non gen-ed
12/13/8086	Science/Math	Math	Introduction to Statistical Data Analysis	G	New non gen-ed
12/13/8088	Science/Math	Chemistry/Biochemistry	BS Chemistry Major	U	Minor curricular changes
12/13/8090	Science/Math	Nursing	Nurse Educator: Leadership, Quality, and Planned Change I	G	New non gen-ed
12/13/8091	Science/Math	Nursing	Nurse Educator: Leadership, Quality and Planned Change II	G	New non gen-ed
12/13/8092	Science/Math	Nursing	Nursing Curricular Design and Evaluation	G	New non gen-ed
12/13/8093	Science/Math	Nursing	Learning Assessment in the classroom and clinical environment	G	New non gen-ed
12/13/8094	Science/Math	Nursing	Teaching and Learning in Nursing	G	New non gen-ed
12/13/8095	Science/Math	Psychology	MA in ABA	G	Minor curricular changes
12/13/8096	Science/Math	Psychology	Assessment and Interventions for Social Skills and Relationships in Children	G	Minor curricular changes
12/13/8097	Science/Math	Psychology	Health Psychology	U	New non gen-ed
12/13/8098	Science/Math	Psychology	Behavioral Assessment & Functional Analysis	G	Minor curricular changes
12/13/8099	Science/Math	Computer Science	Data Mining	U	New non gen-ed
12/13/8101	Science/Math	Biological Sciences	Introduction to Biology for Biomedical Sciences 1	U	New non gen-ed
12/13/8102	Science/Math	Biological Sciences	Introduction to Biology for Biomedical Sciences 2	U	New non gen-ed
12/13/8103	Science/Math	Biological Sciences	Comparative Biomechanics	U	New non gen-ed
12/13/8104	Science/Math	Biological Sciences	Animal Physiology	U	New non gen-ed
12/13/8105	Science/Math	Math	Basic Skills Math Course Descriptions	U	Minor curricular changes
12/13/8112	Science/Math	Nursing	Epidemiology Health Promotion & Disease Management	G	New non gen-ed
12/13/8113	Science/Math	Nursing	Nurse Practioner Role: History, Practice Regulation, Reimbursement, and Ethics	G	New non gen-ed
12/13/8114	Science/Math	Nursing	AGANP: Assessment, Diagnosis, & Differential Disease Management	G	New non gen-ed
12/13/8115	Science/Math	Nursing	AGACNP I: Evidence Based Clinical Care for Adult Gerontological Acute Care NP	G	New non gen-ed
12/13/8116	Science/M	Nursing	AGACNP II: Evidence Based Clinical	G	New non gen-ed

SCC#	College	Department	Proposal title	U/ G	Change requested
	ath		Care for Adult Gerontological Acute Care NP		
12/13/8117	Science/Math	Nursing	AGACNP III: Evidence Based Clinical Care for Adult Gerontological Acute Care NP	G	New non gen-ed
12/13/8118	Science/Math	Nursing	Family Nurse Practitioner I: Primary Care Management of the Adult Patient and Older Adult Patient	G	New non gen-ed
12/13/8119	Science/Math	Nursing	Family Nurse Practitioner II: Primary Care Management of the Adult Patient and Older Adult Patient	G	New non gen-ed
12/13/8120	Science/Math	Nursing	Family Nurse Practitioner IV: Primary Care Management of Children and Adolescents	G	New non gen-ed
12/13/8121	Science/Math	Nursing	Family Nurse Practitioner V: Practicum in Family Practice	G	New non gen-ed
12/13/8122	Science/Math	Nursing	Family Nurse Practitioner III: Primary Care Management of the Female Patient	G	New non gen-ed

2013 Rowan Arboretum Resolution

Whereas: Rowan University is committed to operating and growing in a sustainable and environmentally responsible manner, and

Whereas: Rowan University will provide leadership in southern New Jersey and throughout the state in promoting sound environmental principles and practices, and

Whereas: Rowan University is committed to specific environmental goals including: watershed protection of the Chestnut Branch, energy conservation, pollution prevention, natural resource protection, preservation of forest integrity and diversity, and

Whereas: The points outlined above have been highlighted in a previous Senate Resolution (040322-1), the Guiding Principles of the Campus Master Plan Committee, and the Rowan University Strategic Planning Document, and

Whereas: The Facilities Division at Rowan University is committed to enhancing the diversity and abundance of trees and woody shrubs on the Glassboro campus, and

Whereas trees are a vital component of the Glassboro campus of Rowan University and provide a wealth of aesthetic and cultural value and ecosystem services,

Whereas designating the Glassboro campus of Rowan University an arboretum will enhance educational and cultural opportunities for students, residents of Glassboro and the surrounding region,

Therefore be it resolved that

1. Rowan University commit to establishing the Glassboro campus as an arboretum with the full support of the Board of Trustees, the President of Rowan University and the Division of Facilities.
2. Faculty, staff and students in the Department of Geography and Environment, in conjunction with staff in the Facilities Division, seek Level I Accreditation from the Morton Register of Arboreta.
3. Faculty, staff and students in the Department of Geography and Environment, in conjunction with staff in the Facilities Division, maintain a registry of trees on the Glassboro campus of Rowan University and list these trees on the Philly Tree Map.

Background/Context of this item, if applicable:

Definition of an Arboretum:

The Morton Arboretum near Chicago, Illinois is the only organization that has established a national or international program of accreditation specific to arboreta. The definition of an arboretum as outlined by the Morton Arboretum and published on their website is: (<http://www.arbnet.org/resources.html>) is: “a specialized type of botanical garden that focuses on trees and other woody plants. Arboreta collect, grow, and display trees, shrubs, and other plants for people to study and enjoy, and ideally are open to the public for education and inspiration. A principal goal of arboreta is to encourage and support the planting and conservation of trees for environmental improvement and enhanced quality of life”

Criteria for Accreditation

The criteria for arboretum accreditation include the number of species in the collection, the organizational plan and policies for the collection, the establishment of a governing body beyond a single individual, arboretum staff, and education/research activities. Four levels of accreditation exist to recognize arboreta of various degrees of development, capacity, and professional involvement. Accredited arboreta may seek and achieve higher levels of accreditation as they develop additional scientific and educational programs and enhance the collection. At present, the collection at Rowan University would allow for Level 1 or II accreditation. Level I accreditation only requires *staff or volunteer support* to provide for basic needs and function of the arboretum while Level II accreditation requires one or more arboretum *employees* to manage and operate the arboretum. Unless the administration is willing to provide funds to hire an arboretum manager, Level I accreditation is the primary objective at this time. The specific criteria for each level of accreditation can be viewed in Appendix I.

History of the Rowan University Arboretum Project

Since at least 2010, staff in the Facilities Division, faculty, staff, and students in the Department of Geography and Environment, and members of the Campus Aesthetics and Environmental Concerns Committee have been exploring the possibility of establishing the Glassboro campus of Rowan University as an arboretum. This project has been spearheaded by John Reiser, GIS Specialist in the Department of Geography and Environment and Ed Thompson, Director of Facilities Landscape Management.

Over the past ten years, Ed Thompson and his staff have planted hundreds of new trees on campus and he has been committed to enhancing the biodiversity of trees on campus. These plantings will reduce storm-water runoff and nutrient pollution into Chestnut Branch; act as a carbon sink by taking up CO₂ from the atmosphere through the process of photosynthesis, and moderate temperature during warm sunny days by providing shade.

John Reiser and his students in the GeoSpatial Research Laboratory are currently in the process of obtaining GPS coordinates for all trees on campus and also obtaining basic biological variables such as species identity and size. They are also uploading these data to the Philly Tree Map project which is a regional effort to map trees in the lower Delaware Valley. In addition to providing location data, this website also estimates the carbon offsets provided by each tree in the database based on species and size. The students working on the project (Thalya Reyes, Christopher Marinello, and Heather Merring) have been instrumental in advancing this project and should be commended for their efforts. It is likely that future student interns under the supervision of John Reiser and assisted by Ed Thompson will shoulder some of the responsibilities associated with fulfilling the arboretum plan.

Appendix I

Level I Accreditation

The base level of accreditation requires achievement of the following basic standards:

- An Arboretum Plan: Documentation of some sort, such as an organizational plan, strategic plan, master plan, or other that defines the purpose of the arboretum, its audience, the types of plants that are to be grown to achieve that purpose and serve that audience, provisions for the maintenance and care of the plants, and provisions for continuing operation of the organization through time.
- An arboretum organizational group of people or governing board or authority that is dedicated to the Arboretum Plan and its continuation beyond the efforts of a single individual. Such an organizational/governance group can affirm fulfillment of standards and authorize participation as an accredited arboretum.
- An Arboretum Collection with a minimum number of 25 kinds (species or varieties) of trees or woody plants having been planted and growing in accordance with the Arboretum Plan. Plants in the Arboretum Collection must be labeled in some way as to their identity, and documented in some way as to their acquisition (source or origin, date, etc.).
- Arboretum staff or volunteer support that ensures fulfillment of the Arboretum Plan and provides for the basic needs of the Arboretum Collection and functions of the arboretum.
- An arboretum public dimension that includes some level of public access, and at least one public event or educational program each year focused on trees or arboretum purposes (e.g., Arbor Day observance).
- Participation in ArbNet.

Level II Accreditation

Level II Accredited Arboreta have met the following enhanced levels of arboretum standards, in addition to those specified for Level I Accreditation:

- A larger Arboretum Collection with a minimum number of 100 kinds of trees or woody plants having been planted and growing in accordance with the Arboretum Plan.
- An Arboretum Collections Policy that describes the development and professional management of the plants in the Arboretum Collection, in accordance with standards developed in the public garden and museum fields. Such a policy and related practices would include rationale for holding the particular collections of the arboretum, and collections inventory and record keeping practices.
- One or more arboretum employees who have job responsibilities that specifically include management or operation of the arboretum in fulfillment of the Arboretum Plan and Collections Policy.
- Enhanced educational and public programming beyond the base level required in Level I Accreditation.

Level III Accreditation

Level III Accredited Arboreta have met the following enhanced levels of arboretum standards, in addition to those specified for Level I and Level II Accreditation:

- A substantial Arboretum Collection with a minimum number of 500 kinds of trees or woody plants having been planted and growing in accordance with the Arboretum Plan.
- A dedicated Curator, or curator-equivalent employee, who is focused on the care and development of the Arboretum Collection, in accordance with the Arboretum Plan and Collections Policy.

- A professional capability to collaborate in some way, preferably with evidence of existing collaboration, with other arboreta and arboretum-related organizations, including cooperative plant evaluations, conservation projects, educational programs, exhibits, and interpretive efforts.
- Sharing of plant collections data with networked collections databases, such as BGC PlantSearch Database, the PlantCollections database, or other collaborative collections databases.
- An active agenda and programs related to tree science, planting, or conservation.
- A substantial program of education related to trees, conservation, and other related topics.
- Specific consideration of a conservation role linked to the Global Trees Campaign.

Level IV Accreditation

Level IV Accredited Arboreta have met the highest levels of arboretum standards, including those specified for Level I, II, and III Accreditation and the following:

- A scientific and/or conservation staff and capability to collaborate on sophisticated scientific or conservation activities with other arboreta or organizations related to trees.
- Institutional capacity, stability, and commitment to hold and safeguard plants of collections or conservation value on behalf of the collective interests of the profession.
- Specific participation in collaborative scientific or conservation activities related to trees, such as the North American Plant Collections Consortium or the Global Trees Campaign.

**RESOLUTION
TO EXTEND THE UNIVERSITY SENATE AD-HOC COMMITTEE
ON THE ROWAN CORE FOR ANOTHER YEAR**

The Rowan Core Ad-Hoc Committee will continue to work for another with the General Education Task Force on policies and procedures relating to curriculum development and review of the new proposed general educational model called the Rowan Core. The committee will develop criteria and a review process for existing, revised, and new courses to become designated as part of the Rowan Core. The committee will consult with the General Education Tactical Team, the Learning Outcomes Assessment Committee, the University Curriculum Committee and the Office of Institutional Effectiveness, Research, and Planning to recommend new policies and procedures for the Rowan Core. The committee will issue a final report to the Full Senate in spring 2014.

Members:
David Clowney
Mike Grove
Erin Herberg
Alison Krufka
Janet Lindman
Steve Phelan
David Vaccaro