

**ATTENDEES:** Herb Appelson, Smitesh Bakrania, Joe Basso, Tom Bendtsen, Kate Boland, Gregory Caputo, Joe Cassidy, Bruce Caswell, Doug Cleary, David Clowney, Nadine Connell, Jennifer Courtney, Joel Crichlow, Ronald Czochor, Larry Depasquale, Robert D’Intino, Tom Doddy, Carol Eigenbrot, Bill Freind, Zenaida Gephardt, Dorie Gilchrist, Eddie Guerra, Roberta Harvey, Julie Haynes, Karen Haynes, Greg Hecht, Erin Herberg, Marlena Herman, Susan Hersh, Jerry Hough, Valerie Lee, Lili Levinowitz, Janet Lindman, Douglas Mapp, Lawrence Markowitz, Jacqueline McCafferty, Corinne Meredith, Phyllis Meredith, Demond Miller, Eric Milou, Diana Nicolae, Anne Phillips, Peter Rattigan, Connie Rosenberger, Nick Schmelz, Sonia Spencer, Pat Alexy Stoll, Eileen Stutzbach, Skeffington Thomas, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Tricia Yurak, Ieva Zake.

**NOT IN ATTENDANCE: (Represented by Alternates)** Lori Block represented by Alicia Groatman, Michele DiCorcia represented by Dick Fopeano, Will Riddell represented by Jess Everett.

**NOT IN ATTENDANCE:** Mark Berkey-Gerard, Jon Foglein, Habib Jam, Phil Lewis, Robi Polikar, Richard Scott, Kathleen Sernak, Midge Shuff, Don Stoll.

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors – Karen Siefring, Manuel Pontes, Catherine Parrish, Christophe Lacke
3. Approval of Minutes from March 2010 (separate file) – moved, seconded, approved
4. President’s Report (page 3)
5. Standing Committees & Task Forces
  - a. Academic Policies & Procedures
    - i. Resolution to Revise the Course Withdrawal System Policy, Course Withdrawal Forms, Late Registration Policy, and Late Registration Forum - 1<sup>st</sup> reading. (pages 10-15) – please take this information back to departments for feedback before second reading and vote next month.
  - b. Technological Resources And Curriculum Committee - Resolution recommending that the Computer Competency Exam be dissolved and computer competency requirement suspended until an effective model for defining and assessing computer competency is adopted – 2<sup>nd</sup> reading (page 16) – moved, seconded, approved with 1 vote opposed.
  - c. Ethics Committee – consensual relationships (page 17) – Zenaida Gephardt presented the draft recommendation that discourages consensual romantic and sexual relationships between students and employees. This is best stated as a recommendation, not a policy.
  - d. Committee on Committee – Budget & Planning Committee membership change. Doug Cleary to replace Robi Polikar – motion carried
  - e. University Budget & Planning Committee Update (page 18)
6. Old Business
7. New Business – Comment made that campus map by Westby needs an update. Campus Aesthetics Committee reports that new signs and maps are to be installed this summer.
8. Carmen Jordan-Cox, VP Student Affairs – addressed the proposed hiring of 5 new positions in Student Affairs: 3 Residential Learning Coordinators, 1 Greek Life Coordinator and 1 Coordinator of Commuter Student Services and Community Involvement. Also addressed the rationale for the plan put forth by Carol Gruber and Jim Newell to have Orientation be required – to be implemented for students entering fall 2011. 90% of freshmen attend orientation now when it is not required.

Comment from Senate floor later expressing concern over prospect of a registration hold on student Banner record to prevent student from registering if they did not attend. Some non-traditional students, especially those planning on primarily evening courses, may feel the orientation program is not needed for their situation.

9. Adjournment – 3:25PM

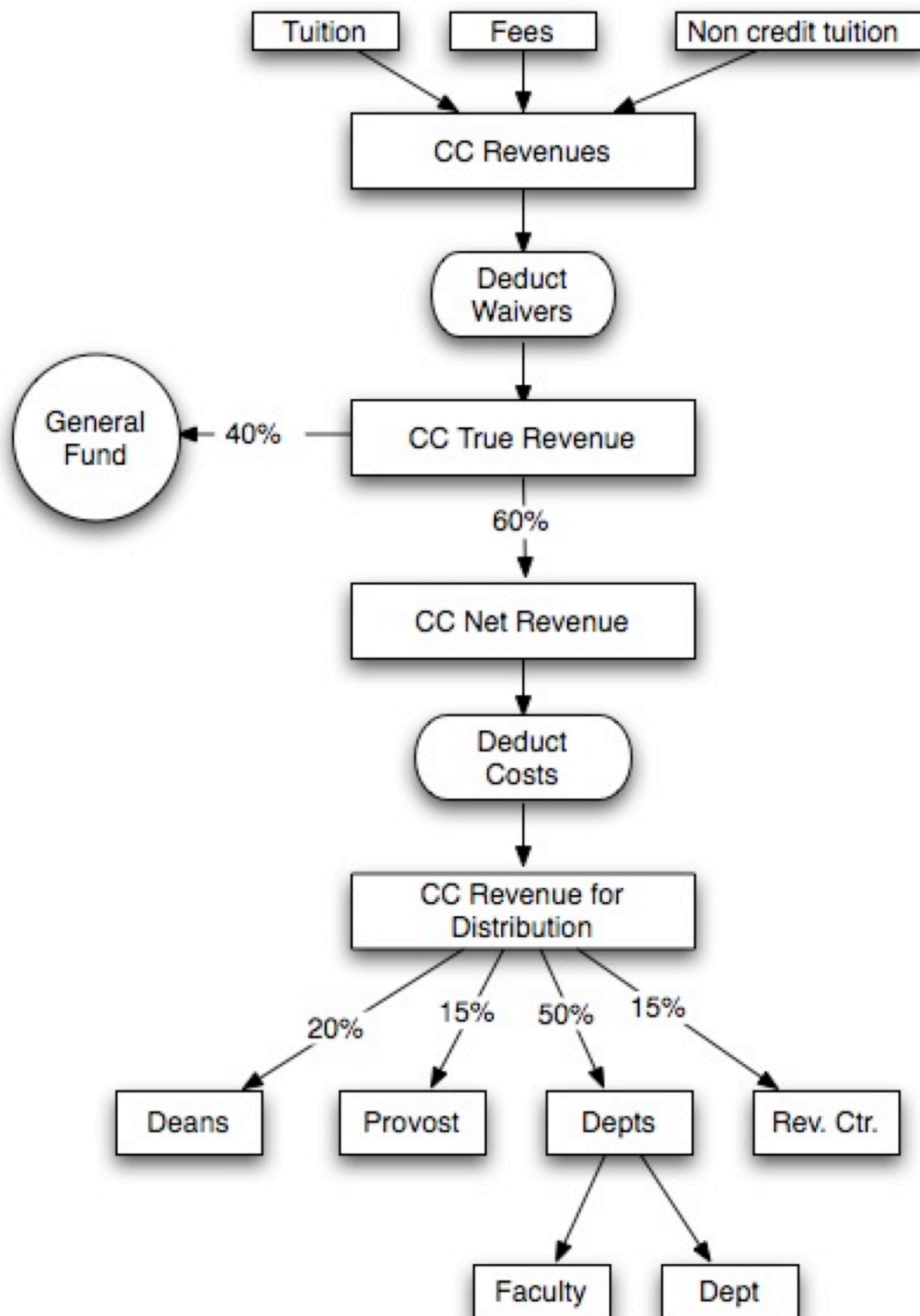
1. Cost Center Model Update (pages 5-6) – has been approved by the President. The model on page 5 is for summer school. The model for CPCE and Graduate School is the same except there is no split at the end for faculty – all proceeds go to department. What is most important now is to agree on how the departments can and cannot spend these funds. The chart on page 6 indicates suggestions for revenue center disbursement. This is a starting point for discussion. Send suggested additions/changes/deletions to Eric. Question was raised about whether Medallion Awards would be included in “Student awards and extracurricular support.” Another question was whether departments would be responsible for covering the entire cost of a grad assistantship starting in Fall 2011. Eric replied that departments at that point will cover the student’s tuition and stipend the cost sharing revenue.
2. Medical School Advisory Committee Update – Eric has been trying to persuade the president to release the memorandum before the May Board of Trustees meeting to allow time for the Senate to respond.
3. New Student Orientation Participation Requirement (page 7) – It is proposed that all Orientation programs for new and undergraduate students (both first year and transfer) become a requirement, beginning with the entering class of fall 2011. Details of the requirements are articulated on page 7.
4. Fall 2010 Admissions Report (page 8) – our applications are significantly up from this time last year. However, this does not mean that our number of deposits will be up.
5. Faculty Center to hold a daylong campus-wide meeting to discuss our identity/expectations/appropriate balance in the areas of teaching, scholarship, service to the university and service to the professional community. Breakfast and Lunch will be served. Tuesday, May 18. (page 9) – Senate is contributing \$1,000 toward this event, along with the AFT. Direct any questions to Dr. Cindi Hasit

6. Barnes & Noble to allow renting of textbooks to students as an option
  - a. Pricing: more than 50% off new textbook price
  - b. Rental period: entire term
  - c. Normal use/highlighting allowed
  - d. Student can convert rental to purchase within first two weeks
7. Restructuring of Academic Departments – proposed by Provost
  - a. Replace the 35 department chairpersons with 8 unit-chairs (or super chairs) with one for each college and 3 in LAS.
  - b. Super chairs are to be elected by the faculty with full release time each semester and two months summer pay.
  - c. Estimated savings is 1 to 1.5 million dollars

This would put the equivalent of 10 fulltime faculty back in the classroom. Provost has asked faculty to propose other alternatives amounting to similar cost savings, which he will be happy to consider.

Motion made and seconded to suggest a hiring freeze for administrators and other areas of the university – to be worded appropriately and addressed later.

8. Restructuring of Adjusted Load – proposed by Provost
  - a. Adjusted Load capped at 35 FTE (10% of total FTE – now at 350)
  - b. 2009-10, 44.7 FTE was allocated and in 2010-11, 57 FTE was requested
  - c. Faculty in their first or second year receive adjusted load automatically and that total would be deducted from the 35 FTE before the balance is divided among the colleges.
  - d. Estimated savings is 1.25 to 1.5 million dollars



| SUGGESTIONS FOR REVENUE CENTER PROFIT DISPERSEMENT                           |  |         |   |
|--|--|---------|---|
| Department   | Dean   | Provost | Revenue Center  |
| Faculty Travel (above Dean's allotment)                                      | Research Seed Money                              |         | Up front expenses as part of program development and implementation, such as advertising and promotional activities |
| Faculty Equipment  | Support graduate program growth                  |         | Online course development and purchase of specialized software due to faculty requests                              |
| Institutional Work Study (IWS) for department                                | Institutional Work Study (IWS) for Dean's office |         | Market research   |
| Graduate Assistantships (tuition and salary) in 2011-12                      | Faculty Searches                                 |         | Outsourcing of services outside those budgeted  |
| Instructional Materials  | Professional development support of faculty      |         | Hiring of hourly personnel to meet unplanned demands  |
| Assessment Instruments   | Program enrichment & accreditation needs         |         |   |
| Support attendance at a conference on new instructional approaches           |  |         |   |
| Mentorship programs, advisory board sessions, outreach within the profession |  |         |   |
| Student Attendance at conferences  |  |         |   |
| Student awards & extracurricular support                                     |  |         |   |
| FTT, Adjunct, & 3/4 Faculty  |  |         |   |

Rowan University  
Proposal and Rationale  
New Student Orientation Participation Requirement  
February 22, 2010

## Introduction

From the moment our students are admitted to Rowan University, our charge is to provide the necessary information, resources and programming that become part of the important high school to college transition process for our students. Historically we have done this via written communications sent to our students, web-based information to new students, transfer students and parents, and invitations to Admitted Student Receptions during the spring. Our New Student Orientation programs in January and June, and our Move-In/Mini-Orientation/Welcome Weekend activities in August provide important and comprehensive information as well as time for academic scheduling. We know that more students than ever before enter college with a history of higher levels of stress induced risky behaviors such as binge drinking, unprotected intimate encounters, as well as other more serious mental health issues. Healthy adjustment to a new living and learning environment, and familiarity with University expectations regarding academic expectations and appropriate student conduct in their new community are important to their success. For all of these reasons, entering students and the community are best served by all students participating in both New Student Orientation and Fall Mini-Orientation programs. Specifically, New Student Orientation objectives include:

- ∞ Inform students of the key components to academic success as they begin their collegiate academic careers;
- ∞ Inform students of the academic as well as personal and professional conduct expectations of the University;
- ∞ Assist students in the transition from high school to college;
- ∞ Assist students in meeting other students, faculty, staff and administrators;
- ∞ Increase students' awareness of who they are as learners and the importance that this plays in reaching their capacity for active and intentional learning;
- ∞ Teach students about making healthy choices in their lives.

Because these objectives are so important to student learning, success and retention, it is proposed that all Orientation programs for new undergraduate students (both first year and transfer) become a requirement, beginning with the entering class of fall, 2011. Details of the requirement are articulated below.

## New Student Orientation Participation Requirement and Parameters

1. Every new first year and transfer student admitted to Rowan University for the upcoming fall or spring semester will register for and participate in the New Student Orientation session offered for the semester of matriculation. Additionally, every new first year and transfer student admitted for the fall semester will participate in the August Mini-Orientation session.
2. Students who do not participate in either the New Student Orientation or the Mini-Orientation will be required to attend a make-up Orientation session subsequent to the scheduled Orientation session.
3. Students not attending the make-up Orientation session will have a hold placed upon their registration for the upcoming semester until verified by the University that they have completed the required orientation educational content.
4. The Associate Director for Orientation and Student Leadership Programs will be responsible for verification that all new students have met the Orientation requirements of the University.

ROWAN UNIVERSITY  
FALL 2010 ADMISSIONS REPORT  
3/21//10 COMPARED TO SAME DATE PRIOR THREE YEARS

|                           | 2010         | 2009        | 2008        | 2007         |
|---------------------------|--------------|-------------|-------------|--------------|
| <b>APPLICATIONS</b>       |              |             |             |              |
| Reg Freshmen              | 7793         | 6674        | 6967        | 7181         |
| EOF                       | 664          | 558         | 508         | 765          |
| Freshmen (total)          | 8457         | 7232        | 7475        | 7946         |
| Transfers                 | 2204         | 1903        | 1827        | 1984         |
| Re-Admits                 | 79           | 84          | 84          | 101          |
| <b>Total Applications</b> | <b>10740</b> | <b>9219</b> | <b>9386</b> | <b>10031</b> |
| <b>WL/HOLD</b>            |              |             |             |              |
| Freshmen                  | 370          | 231         | 155         | 227          |
| Transfers                 | 225          | 194         | 149         | 199          |
| <b>TOTAL WL/HOLD</b>      | <b>595</b>   | <b>425</b>  | <b>304</b>  | <b>426</b>   |
|                           |              | <b>2009</b> | <b>2008</b> | <b>2007</b>  |
| <b>ACCEPTS</b>            |              |             |             |              |
| Reg Freshmen              | 3301         | 3562        | 3202        | 3310         |
| EOF                       | 22           | 76          | 72          | 58           |
| Special Admit             | 688          | 668         | 207         | 186          |
| Freshmen (total)          | 4011         | 4306        | 3481        | 3554         |
| Transfers                 | 1092         | 952         | 940         | 1022         |
| Re-Admits                 | 64           | 46          | 44          | 42           |
| <b>Total Accepts</b>      | <b>5167</b>  | <b>5304</b> | <b>4465</b> | <b>4618</b>  |
| <b>REJECTS</b>            |              |             |             |              |
| Reg Freshmen              | 1737         | 923         | 1412        | 1775         |
| EOF                       | 42           | 15          | 11          | 25           |
| Special Admit             | 0            | 0           | 0           | 0            |
| Freshmen (total)          | 1779         | 938         | 1423        | 1800         |
| Transfers                 | 109          | 114         | 103         | 162          |
| Re-Admits                 | 0            | 0           | 0           | 4            |
| <b>TOTAL REJECTS</b>      | <b>1888</b>  | <b>1052</b> | <b>1526</b> | <b>1966</b>  |
|                           |              | <b>2009</b> | <b>2008</b> | <b>2007</b>  |
| <b>DEPOSITS</b>           |              |             |             |              |
| Reg Freshmen              | 307          | 376         | 216         | 214          |
| EOF                       | 8            | 12          | 4           | 7            |
| Special Admit             | 73           | 68          | 33          | 49           |
| Freshmen (total)          | 388          | 456         | 253         | 270          |
| Transfers                 | 359          | 326         | 392         | 365          |
| Re-Admits                 | 17           | 25          | 23          | 34           |
| <b>Total Deposits</b>     | <b>764</b>   | <b>807</b>  | <b>668</b>  | <b>669</b>   |

| REGULAR FRESHMAN ACCEPTS |      |      |      |      |
|--------------------------|------|------|------|------|
| TOTAL                    | 3301 | 3562 | 3202 | 3310 |
| CLASS RANK               | 80%  | 80%  | 79%  | 78%  |
| SAT READING              | 572  | 562  | 566  | 570  |
| SAT MATH                 | 602  | 594  | 587  | 595  |
| SAT COMBINED             | 1174 | 1156 | 1163 | 1165 |
| ACAD INDEX               | 233  | 232  | 232  | 231  |
| SAT WITH = ACT           | 1176 |      |      |      |



Crafting our Future:  
The Role of Teaching, Scholarship, and Service at a Teaching University

**Objectives:**

- ∞ Develop common understanding of expectations for professional life at Rowan
- ∞ Improve communication of expectations
- ∞ Support one another in developing documents by sharing best practices in developing documents in different disciplines
- ∞ Develop plans/processes for “moving forward”

***Tentative Plan for the Day:***

- ∞ General Schedule:
  - Continental breakfast;
  - Remarks from Provost
  - Break-out sessions on topics related to expectations in all four areas ( 2 in morning)
  - Lunch with outside speaker – KerryAnn O’Meara – University of Maryland.
  - Break-out session
  - Large-group sharing/Q&A with Ali or designees
    - This will include suggestions for action plan

***Planning for the Conference:***

- ∞ Will create a planning committee of representatives from the Senate, Faculty Center Advisory Board, and AFT
  - Title the conference
  - Recommendations for break-out session topics and facilitators
  - Structure for large-group sharing.
  - Determine role(s) of administrators
- ∞ Hired the lunch speaker
- ∞ Reserved Student Center for May 18
- ∞ Intention to provide stipend to Rowan faculty to lead break-out sessions.

***Request for Senate: Co-sponsor event with Faculty Center and AFT***

- ∞ Recommend people for planning committee
- ∞ Help to publicize event and encourage people to participate
- ∞ Provide funding to offset cost of conference (estimated at \$6500 - \$7500.) AFT has agreed to fund \$1000.

**Resolution to Revise the Course Withdrawal System Policy,  
Course Withdrawal Forms, Late Registration Policy, and Late Registration Form**

WHEREAS, multiple forms are currently used for dropping and withdrawing from courses at different points in the semester;

WHEREAS, the current versions of these forms are not consistent with and not clearly distinguished from each other;

WHEREAS, incorrect versions of these forms are frequently used by students and staff members, sometimes resulting in drops that should have been withdrawals;

AND WHEREAS, inconsistent and overlapping policy terminology sometimes makes it difficult to understand which process is which;

THEREFORE BE IT RESOLVED,

That the form used to drop or add courses after the Drop/Add period (Late Registration Form, also known as the Hardship Form) and the forms used for withdrawal from courses during the semester (Course Withdrawal Forms A and B) be revised as shown in the attached versions;

AND BE IT FURTHER RESOLVED,

That the Course Withdrawal System and Late Registration policies be combined, updated, and clarified as shown in the attached version.

**Context**

The Academic Policies and Procedures Committee recently learned that the form called “To Add a Course after the Drop/Add Period” (nicknamed the “hardship form”) was sometimes being used for withdrawals during the last four weeks of the semester. Because the form identifies the action as a drop, this resulted in the course being removed from the student’s transcript, which is not what should happen at that point in the semester. The Associate Provost made an immediate policy change so that 1) the “hardship form” no longer includes the drop function and 2) the Registrar’s Office will only process withdrawals requested through the appropriate withdrawal forms after the drop/add period.

Further investigation of this situation revealed a great deal of confusion because of variations and inconsistencies in the forms, suggesting that a revision of the entire process would be helpful.

## **Overview of Changes**

Key changes are described below. There are no substantive changes to the process or the policy; the revisions are mainly clarifications and updates.

### Add/Drop Request Form:

Both late adds and late drops are subject to the same approvals. Separate forms must be submitted for each add or drop. (This might be a nuisance if the student is just switching sections, but too many problems are introduced if we assume this is the normal situation.)

The period during which this form is accepted by the Registrar is limited to two weeks.

### Withdrawal Request Form:

All withdrawals are processed with the same form. The form is designed to clarify the specific time periods, outcomes, and forms of approval required for each one. The changes make clear that the hurdle is higher each time and that hardship withdrawals are not guaranteed.

### Policy:

In both the form and the policy, we have given descriptive names to the types of withdrawal (Withdrawal, Late Withdrawal, and Hardship Withdrawal). The Late Registration Policy, which applies to adding courses after Drop/Add, has been incorporated into the Course Withdrawal System Policy, and the entire policy has been renamed Change of Registration Policy.

## **Implementation Notes**

The following recommendations should be considered in implementing this policy:

- Deadlines should be clearly and prominently announced on the Registrar's website and every effort should be made by academic departments to disseminate this information to faculty and students.
- The deadlines for withdrawal from courses are based on a typical 15-week semester. Currently the deadlines for withdrawals from summer or CPCE courses, which run on shorter timeframes, are derived by estimating a pro-rated time period based on the 15-week standard. Specific deadlines and corresponding versions of the change of registration forms should be developed for summer and CPCE courses.
- The two-week limit on processing of late drop/add requests means that advisors, faculty, and staff need to ensure that students are assisted in a timely fashion. For example, students dropped from classes because of financial aid problems sometimes must spend days resolving their financial aid issues and reinstating their courses.
- The two-week limit should extend through the Tuesday of the second week after Drop/Add in order to accommodate changes of registration involving classes meeting only on Mondays.
- The Registrar should develop a process for storing drop/add and withdrawal requests and associated documentation for a reasonable period of time. Approvals should be audited periodically by the Provost's Office to ensure that the policy is being consistently and fairly applied across the University.

**ROWAN UNIVERSITY**  
**STUDENT REQUEST TO WITHDRAW FROM A COURSE**

Conditions governing each type of withdrawal are specified in the Course Withdrawal Policy, available in the Student Information Guide and on the Provost's Policies and Procedures website. You remain financially responsible for a course even if you withdraw. Deadlines are posted on the Registrar's website. It is your responsibility to obtain the required signatures and submit this form to the Registrar by the deadline. **Please note that the Chairperson and Dean are those of the Department and College where the course you are withdrawing from is housed.**

|              |                       |         |  |
|--------------|-----------------------|---------|--|
| Last name    | First name            |         |  |
| Rowan ID     | Major                 |         |  |
| CRN          | Course number         | Section |  |
| Course title | Semester/Part of Term |         |  |

**WITHDRAWAL** (withdrawal from course after Drop/Add and before mid-Semester/Term): A W will be assigned to this course on your transcript if this form is submitted to the Registrar by the posted deadline.

|                                  |  |  |  |
|----------------------------------|--|--|--|
| Reason for withdrawal (optional) |  |  |  |
| Student signature and date       |  |  |  |
| Date of last attendance          |  |  |  |
| Professor signature and date     |  |  |  |

**LATE WITHDRAWAL** (withdrawal from course after mid-Semester/Term and before the last four weeks of the Semester/Term): A WP or WF, as indicated by your professor, will be assigned to this course on your transcript if your request is approved and this form is submitted to the Registrar by the posted deadline.

|   |  |    |    |
|---|--|----|----|
| Reason for withdrawal (required)          |  |    |    |
| Student signature and date                |  |    |    |
| Date of last attendance                   |  | WP | WF |
| Professor signature and date              |  |    |    |
| Department Chairperson signature and date |  |    |    |

**HARDSHIP WITHDRAWAL** (withdrawal during the last four weeks of the Semester/Term): A WP or WF, as indicated by your professor, will be assigned to this course on your transcript if your request is approved and this form is submitted to the Registrar by the posted deadline. Please note that Hardship Withdrawals are approved only for rare and compelling circumstances and that documentation is required. **Documentation must remain attached through the approval process.**

|   |  |    |    |
|---|--|----|----|
| Reason for withdrawal (required and must be accompanied by documentation) |  |    |    |
| Student signature and date  |  |    |    |
| Date of last attendance   |  | WP | WF |
| Professor signature and date  |  |    |    |
| Department Chairperson signature and date                                 |  |    |    |
| Dean/Dean Designee signature and date                                     |  |    |    |

**ROWAN UNIVERSITY**  
**STUDENT REQUEST TO DROP OR ADD A COURSE AFTER THE DROP/ADD PERIOD**

**This form will be processed by the Registrar's Office for up to two weeks after the end of the Drop/Add Period.** Deadlines are posted on the Registrar's website. After this date, changes of registration can only be processed through a request to withdraw. It is your responsibility to obtain the required signatures and submit this form to the Registrar by the deadline.

|   |   |         |
|---|---|---------|
| Last name   | First name  |         |
| Rowan ID  | Major   |         |
| Semester/Part of Term   |   |         |
| <b>COURSE TO BE ADDED OR DROPPED</b><br><b>(A separate form must be used for each Add or Drop.)</b> |   |         |
| CRN   | Course number   | Section |
| Course title  | <input type="checkbox"/> <b>DROP</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>ADD</b></span> |         |

**REASON FOR LATE DROP/ADD:** In order for this request to be considered, you **must specify circumstances** that prevented you from enrolling for the course during one of the normal registration periods and **must provide documentation** (faculty/staff note, physician's note, etc.) which substantiate the circumstances of the request.

The following circumstances are recognized as acceptable reasons for requesting to add or drop a Rowan University course after all registration periods have expired. Exceptions for situations not noted below are made only in the case of rare and compelling circumstances. If your situation does not involve such circumstances, you must submit a *Student Request to Withdraw from a Course*. **Please check all that apply and attach appropriate documentation. Documentation must remain attached through the approval process.**

|  |  |
|--|--|
| <input type="checkbox"/> Cancellation of courses due to delay in approval of financial aid | <input type="checkbox"/> Personal issue (death of family member or loved one, serious illness or accident, etc.) |
| <input type="checkbox"/> Documented error by advisor, faculty member, or staff member      | <input type="checkbox"/> Military service  |
| <input type="checkbox"/> Other (please describe):  |  |

**REQUIRED SIGNATURES:** Please note that the Chairperson and Dean are those of the Department and College where the course is housed. You have **5 working days** from the date the Registrar signs this form to obtain the Bursar's signature and Final Approval to Drop/Add from the Registrar. Forms not completed within 5 working days will become void.

|   |  |
|---|--|
| Student signature and date  |  |
| Professor signature and date  |  |
| <input type="checkbox"/> Student has not attended any classes in this course. <span style="margin-left: 100px;"><input type="checkbox"/> Student has attended regularly since:</span> |  |
| Department Chairperson signature and date   |  |
| Dean/Dean Designee signature and date   |  |
| Registrar signature and date  |  |
| Bursar signature and date   |  |
| Registrar signature and date<br>(Final Approval to Drop/Add)  |  |

## Change of Registration Policy

The following policy explains guidelines and procedures governing the following changes of registration:

- Adding a course after the Drop/Add Period
- Dropping a course
- Withdrawing from a course

This policy combines the previous Late Registration Policy (formerly the Hardship Registration Policy) and Course Withdrawal System Policy.

### Adding a course after the Drop/Add Period

In recognition of the fact that there are circumstances that students may face from time to time that prevent them from registering for courses during appropriate registration periods, including the Drop/Add period, Rowan University has adopted the following policy which specifies such circumstances.

Only the following circumstances are recognized as reasonable and acceptable reasons for requesting registration in a Rowan University course after all registration periods have expired. One or more of these circumstances or reasons must have prevented the student from registering during one of the normal registration periods:

- Cancellation of student's courses due to delay in approval of financial aid
- Documented error by advisor, faculty member, or staff member
- Personal issue (death of family member or loved one, serious illness or accident, etc.)
- Military service

Exceptions to this policy may be made only in rare and compelling circumstances that are clearly beyond the control of the student.

In all cases, the student must provide documentation of the circumstances and obtain the signatures of the Professor, Department Chairperson, Dean, Bursar, and Registrar. Such requests should be submitted using the form entitled *Student Request to Drop or Add a Course after the Drop/Add Period*. Approved requests will be accepted by the Registrar's Office for up to two weeks after the end of the Drop/Add period.

### Dropping a course

Dropping a course results in the course being removed from the student's transcript entirely. The transcript will not record that the student was ever enrolled in the course.

Dropping a course during the Drop/Add period: Students may drop courses during the Drop/Add period through Banner. No forms or approvals are required. When students drop a course during the Drop/Add period, neither the course nor the drop will be recorded on the transcript. Students are not financially responsible for a course that is dropped.

Dropping a course after the Drop/Add period: In rare and compelling circumstances, students may need to drop a course after the Drop/Add period. These circumstances include situations where a student was unable to make changes to his/her registration in a timely fashion for one or more of the reasons cited above under "Adding a Course after the Drop/Add Period." In such cases, students may submit a *Student Request to Drop/Add a Course after the Drop/Add Period* (the same form that is used to add a course after Drop/Add). The student must provide documentation of the circumstances and obtain the signatures of the Professor, Department Chairperson, Dean, Bursar, and Registrar. When students drop a course through this process, neither the course nor the drop will be recorded on the transcript. Approved requests to drop a course after the Drop/Add period will be accepted by the Registrar for up to two weeks following the end of Drop/Add. This date is posted on the Registrar's website. After this date, changes of registration must be submitted as requests to withdraw.

## Withdrawing from a course

Registration in a given Rowan University course implies the student's obligation to complete its requirements. Provisions for withdrawal are made for special circumstances. Withdrawing from a course results in the student being assigned a W, WP, or WF. This is not a grade and does not affect GPA. However, the course and the notation of the withdrawal remain on the student's transcript and students remain financially responsible for courses from which they withdraw. Except in extreme circumstances when the Department Chairperson and the Dean of a particular college allow, students are not permitted to withdraw from the same course more than two (2) times. In all situations outlined in this policy, it is the student's responsibility to meet the appropriate deadlines and obtain the required signatures.

Withdrawal: To withdraw from a course between the Drop/Add period and mid-semester, students must submit a *Student Request to Withdraw from a Course*. The specific deadline for this form of withdrawal is posted on the Registrar's website. The reason for the request may be stated on the form and must be signed by both the student and the course professor, who must note the student's last date of attendance on the form. Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a W on the official transcript.

Late withdrawal: To withdraw after mid-semester but before the last four weeks of the semester, the same process as stated above under Withdrawal will prevail, except that the reason(s) for the request **must** be stated and approval must be obtained from the Professor and respective Department Chairperson. The specific deadline for this form of withdrawal is posted on the Registrar's website. The professor will indicate that the student is withdrawing with a passing grade (WP) or withdrawing with a failing grade (WF). The professor will also note the student's last date of attendance on the form. Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a WP or WF on the official transcript.

Hardship withdrawal: Withdrawals during the last four weeks of the semester are considered exceptional and may occur only with the approval of the Professor, Department Chairperson, and Dean. Documentation of the circumstances is required. Poor academic performance and excessive unexcused absences are **not** acceptable reasons for requesting a hardship withdrawal. The professor will indicate that the student is withdrawing with a passing grade (WP) or withdrawing with a failing grade (WF). Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a WP or WF on the official transcript.

**Resolution recommending that the Computer Competency Exam be dissolved and computer competency requirement suspended until an effective model for defining and assessing computer competency is adopted**

**WHEREAS**, The use of technology is highly prevalent in secondary education which has evolved significantly since the original design of the Computer Competency Exam ten years prior;

**WHEREAS**, the vast majority, 98% - 99%, of incoming freshman and transfer students pass the Computer Competency Exam, an average of 41 students have completed the Computer Literacy course for the last two years;

**WHEREAS**, the Computer Competency Exam is difficult to keep current as the adoption of new technology happens more rapidly than the current model can sustain (i.e. current exam assesses MS Excel 2003, MS Word 2003, Windows XP, and Internet Explorer 6);

**WHEREAS**, the Computer Competency Exam only measures aptitude in the Microsoft Windows platform. It does not accommodate a diversity of operating systems such as Mac OS, Linux, nor others;

**WHEREAS**, the definition of computer competency at Rowan University is ambiguous;

**WHEREAS**, there is no body responsible for defining and assessing computer competency;

**AND WHEREAS**, the expenditures for the exam has more than doubled in the last three years, FY09 total cost of \$45,000;

**BE IT RESOLVED**, that the Computer Competency Exam is dissolved;

**BE IT RESOLVED**, that the computer competency requirement is suspended;

**AND BE IT FURTHER RESOLVED**, that a task force for Computer Competency is established. This body will be responsible for:

- ✦ defining the college level computer/technological competency specific to program of study
- ✦ designing and implementing an effective model for assessing computer/technological competency
- ✦ ensuring the computer competency model complies with Middle States guidelines



## DRAFT

### Consensual Relationships between Students and Employees Policy

Consensual relationships are defined as sexual or romantic relationships in which both parties appear to have consented. Relationships of this type between New Jersey State employees are covered by the Uniform Ethics Code of the State of New Jersey. Of special concern are relationships where there is a definite power differential between both parties involved and one of the parties is a student. The power differential between a student and a University faculty or staff member is unique in terms of power differential for two reasons.

- 1) In general, students are in the process of development as educated adults and may not be in the best position to make judgments regarding the impact of a relationship on their academic performance or development.
- 2) There is a unique trust placed on University faculty and staff to behave in ways and provide services that benefit students.

Consenting romantic and sexual relationships between instructor (all who teach at the University- faculty, staff, graduate and undergraduate students) or any faculty or staff in an advising, supervisory or tutorial capacity and student (any person studying with or receiving advising from instructor or advisor or working as a student employee) should be avoided for many reasons, including:

- 1) The relationship may exist only because of the power differential. The respect and trust accorded an instructor by a student along with the power associated with giving grades, thesis advice, evaluations, recommendations for further study and future employment significantly diminish the student's actual freedom of choice regarding a romantic or sexual relationship.
- 2) Sexual harassment charges may result due to a power differential where both parties do not have the same freedom of choice in a relationship. Consent is difficult to prove when there is a significant power differential.
- 3) The circumstances may change, and conduct that may have been previously welcome may become unwelcome. Prior consent does not remove grounds for a charge based upon subsequent unwelcome conduct.
- 4) The relationship can cause problems for both parties and harm the academic and work environment at the University. There is the appearance, and often the reality, of a conflict of interest. In addition, third parties may believe that the employee in authority favors the student because of the relationship, thus creating an atmosphere of suspicion and resentment among others who think the student is obtaining undeserved benefits.

No Rowan employee shall maintain a romantic or sexual relationship with a student over whom that employee exercises any academic, administrative, supervisory, evaluative, counseling or extracurricular authority or influence. Similarly, no Rowan employee shall exercise any academic, administrative, supervisory, evaluative, counseling or extracurricular authority over any student with whom that employee had previously been involved in a romantic or sexual relationship. Should a romantic or sexual relationship develop between a student and an employee, the employee shall report it to the appropriate supervisor. A professor shall report it to a department chair. A teaching assistant shall report it to the professor in charge and a staff member shall report it to his/her immediate supervisor. The supervisor shall make appropriate arrangements to guarantee the objective evaluation of the student's academic performance and to protect the interests of the student and the University. All arrangements should be in compliance with the Uniform Ethics Code of the State of New Jersey.

All Rowan University employees who work directly with students should be aware that there are significant risks associated with a consensual relationship where a power differential exists. Those risks are even more significant when one party is a student. These relationships may be outside of the scope of employment. As a result, protection under state law or legal representation by the office of the Attorney General for the University employee may not apply. Consensual relationships between faculty or staff and students they do not directly teach, advise or supervise are also discouraged. Even if no direct power differential exists at a given time, it is possible that faculty or staff would be in a position to teach, advise and/or evaluate the student in the future.

## **University Budget and Planning Committee Report**

March 31, 2010

Submitted by Bruce Caswell

1. In the absence of the Senate Co-Chair of the UBPC, George Romero attended the Board of Trustees' Finance Committee meeting on March 17<sup>th</sup>. The agenda was light, with the discussion of hiring a consultant for the VP development search the major agenda item. Also discussed was the timing for the hiring of the medical school dean and the signing of the medical school agreement, with nothing resolved.
2. The UBPC met Friday, March 26<sup>th</sup>. The committee hear a report on the implications of the governor's budget proposal from Joe Scully, Associate VP for Finance and the Controller and Administration Co-Chair of the UBPC. The university's appropriation was cut 15%, which includes the two line-items for the medical school. The university will cover the potential \$15 million gap created by the governor's budget with a combination of economies, tuition/fee increase, and, if need be, a draw down from the university's approximately \$40 million in reserves. Details will be forthcoming as more becomes known.
3. The UBPC has scheduled regular meetings for Fridays at 9:30 through the balance of the semester (Good Friday and Rowan Day excepted.) On April 9<sup>th</sup>, the UBPC will meet with Richard Hale, VP for Administration and Finance, to discuss his division to cost cutting and reorganizing as mandated by the president. On April 16<sup>th</sup>, the UBPC will meet with President Farish. On subsequent Fridays, the UBPC will meet with other division heads as required.