

UNIVERSITY SENATE AGENDA
September 18, 2009: 1:45 pm, Rowan Hall Auditorium

ATTENDEES: Herb Appelton, Smitesh Bakrania, Joe Basso, Tom Bendtsen, Mark Berkey-Gerard, Kate Boland, Gregory Caputo, Joey Cassidy, Bruce Caswell, David Clowney, Nadine Connell, Jennifer Courtney, Joel Crichlow, Ronald Czochor, Larry Depasquale, Robert D'Intino, Carol Eigenbrot, Jon Foglein, Bill Freind, Zenaida Gephardt, Dorie Gilchrist, Eddie Guerra, Roberta Harvey, Julie Haynes, Karen Haynes, Greg Hecht, Marlina Herman, Susan Hersh, Jerry Hough, Habib Jam, Valerie Lee, Lili Levinowitz, Phillip Lewis, Janet Lindman, Douglas Mapp, Lawrence Markowitz, Corinne Meredith, Phyllis Meredith, Eric Milou, Diana Nicolae, Anne Phillips, Robi Polikar, Peter Rattigan, Will Riddell, Connie Rosenberger, Lane Savadove, Nick Schmelz, Richard Scott, Kathleen Sernak, Sonia Spencer, Don Stoll, Pat Alexy Stoll, Eileen Stutzbach, Skeffington Thomas, Cindy Vitto, Jia Wang, Patrick Westcott, Barbara Williams, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Lori Block represented by April Ellerbe, Michele DiCorcia represented by Theresa Cone.

NOT IN ATTENDANCE: Tom Doddy, Erin Herberg, Jacqueline McCafferty, Midge Shuff.

1:45 – 2:00pm

1. Approval of Agenda – moved, seconded, approved.
2. Introductions of Visitors – Nancy Pontes
3. Approval of Minutes from May 2009 (separate file) – moved, seconded, approved.
4. 09-10 Senate & AFT Schedule (page 3)
5. Parliamentarian – Eileen Stutzbach – appointment approved
6. President's Report (page 4)

2:00 – 2:40pm

7. Open Period

a. President Farish

Accounts – no sinister intent, money is simply being put in a general fund. Provost is your banker. He must approve spending of funds. Thus, we have complied with request of the Board of Trustees. The process now requires Provost's signature for spending of summer school profit sharing departmental funds. Money will roll forward year to year. Funds will carry over for any particular department. Deans will not be approving the expenditures. Nothing has changed- money is just in a different account. Treat this as a savings account, then transfer funds to checking account.

Meeting of Medical School Advisory Committee is coming soon. This committee is to be chaired by Tom Galia. President will charge the committee. Information, comments, concerns will be channeled to this committee. Many initiatives are happening simultaneously. Negotiations are happening between Rowan and Cooper to determine how this will work. Affiliation agreement of UMDNJ will be a basis. We are bringing in consultants, arriving next Thursday. No current Rowan money to be used for Medical School. All will be new money. Money to support infrastructure is a concern. Petitioning of Rowan to be a research institution is key. Additional money for medical school is to come in five annual installments if Legislature approved Rowan's reclassification. Search for a dean of the medical school is beginning, committee being established. A search firm is already hired. Rowan commitment to establishing a medical school is not a done deal, by any means. Becoming a research

institution should have no effect on tenure and promotion. Will open doors for faculty to interface with people from Cooper.

17/34 resolution – will cost more than it is worth.

Francis Johnson – trustee policy for years – naming buildings and rooms on campus happens only if that person gives Rowan lots of money or has done really great things. President Farish approves of a plaque that will go with the room/Faculty Center wherever the Faculty Center may go, but not naming the Center until Board has firmly established policy for so doing.

b. Nancy Pontes – h1N1 virus

Nancy Pontes- at least a million people have contracted H1N1 virus since April – pretty mild, some cross over immunity, targets younger people. Can go rapidly to lungs and cause death – especially if person has other illnesses, like diabetes, etc. Pamphlet with guidelines for those who have other illnesses that put them at higher risk. Other general info bulletin is also available. Rowan Health Center has been getting ready for pandemic. Roundtable discussions scheduled, use gel, keep hands away from face, cover your cough – but not with your hand. Housekeeping people have concerns – worried about gloves, disinfectant for them. Absenteeism and presenteeism are both a worry. Students who can't go home due to parents having cancer, etc. can stay in Mansion Park – about 50 beds. Buddy will be assigned to bring water. Goal - no student to die. Stay at least 6 feet away from sick person to avoid germs. This distance that the germs travel before falling to ground may cause design changes in the future. Number of students affected will be monitored. Students can go on Banner to declare flue once a year, with no doctor's note. Staff can voluntarily report flu symptoms. Instructors are to give 3-5 day leniency for first time student declares having the flu. Flu vaccine for seasonal flu is coming soon. Faculty will be notified automatically with the Banner system. There will be a link on Rowan Homepage. H1N1 vaccine will be coming late Oct., hopefully.

2:40 - 2:50pm

8. Standing Committees & Task Forces

a. Approval of Committee on Committees

New appointments approved: Intercollegiate Athletics, Linda Head; Learning Outcomes Assessment, Robert Krchnavek; Promotion, Roberto Madero

b. Tenure & Recontracting:

c. Candidate files due in the Senate office by 10.1.09

d. Sabbatical Leave: Sign up deadline (10.16.09) in Senate office for intention to apply

e. Ad Hoc Committee on Shared Governance (page 22)

9. Old Business

2:50– 3pm

10. New Business

11. Adjournment

2009-10 SENATE & AFT MEETING DATES					
	AFT Exec	AFT Fridays 1:45- 3pm	Senate Exec	Senate Fridays 1:45- 3pm	Other
September	Sept 9 (W)	25-Sep	Sep 11 - Fri 1:45pm	18-Sep	
October	Oct 9 - Fri 1:45pm	23-Oct	Oct 14 - Wed 1:45pm	30-Oct	16-Oct Univ Assembled
November	Nov 6 - Fri 1:45pm	20-Nov	Nov 18 - Wed 1:45pm		
December	Dec 11 - Fri 1:45pm	Dec 8 Tues 11:30am Holiday Party		4-Dec	
January	Jan 20 (W)	29-Jan	Jan 22 - Fri 1:45pm		
February	Feb 12 - Fri 1:45pm	26-Feb	Feb 19 - Fri 1:45pm	5-Feb	
March	Mar 10 (W)	26-Mar	Mar 31 - Wed 1:45pm	5-Mar	
April	Apr 7 (W)	23-Apr	Apr 28 - Wed 1:45pm	9-Apr	30-Apr Univ Assembled
May	May 5 (W)	May 3 (Monday) End-of-Year party		May 10 All day meeting 9am	14-May Graduation
		May 17 (Monday)			

PRESIDENT'S REPORT

1. Status of 2008-2009 Senate Resolutions (page 5)
 - a. 17/34 Resolution – President has not approved this and will be talking to us about this in his presentation later in this meeting.
 - b. Frances Johnson Resolution – President will approve of a plaque to be hung in the Faculty Center, but will not approve the naming of the Faculty Center in honor of Francis, due to Board of Trustees wanting to have a policy to assure consistency regarding naming of rooms on campus.
2. Medical School (page 6)
 - a. Provost creates Medical School Task Force (3 faculty/staff appointments by Senate) Skeffington Thomas, Tricia Yurak, and Christa Teston
 - b. Medical School Dean Search – appointments by President plus 6 from Cooper
 - c. Reclassification to Research Institution – in eyes of New Jersey, is required for Rowan to get medical school. Would hopefully mean more state funding and more Doctorate programs. Currently Rutgers, UMDNJ and NJIT are the only three research institutions in NJ.
 - i. LCME Accreditation
 - ii. Hope of increased state support
 - iii. Increase doctoral programs
3. Office of Institutional Effectiveness (pages 7-8) – plan written by Don Stoll, Eric Milou and Roberta Harvey
4. Restricted Majors Task Force Report (pages 9-10)
 - a. Creation of Process D – Task Force created a new form, Process D – next they will review form and will develop and introduce resolution to Senate to approve the new Process D to attain or removed restricted major status.
5. Enrollment Management Task Force Report (pages 11-22) – please read and send comments back to Eric.
6. Summer Funds to Faculty
 - a. \$300,000+ to faculty
 - b. All departments (except 2) had a profit
7. Bookstore Issues –

2008-09 Senate Resolutions

081124-1	Amend Wording-Policy on Academic Standing- Dismissal, Probation Suspension	12/10/08 Provost	approved
081124-2	Faculty Center for Excellence in Teaching & Learning - Rename for F Johnson	12/10/08 Provost	
081124-3	Add Professor's Signature to "Prerequisite Waiver" Form	12/10/08 Provost	approved
090323-1	Student Records-Distinguish Between Undergraduate & Graduate	4/14/09 Provost	approved
090323-2	Attendance Policy Revision	4/14/09 Provost	approved
090413-1	Attendance Policy Revision	4/20/09 Provost	approved
090413-2	Drop/Add Period Extension	4/20/09 Provost	approved
090413-3	Registration Stay Open Between Final Registration & Drop/Add	4/20/09 Provost	approved
090413-4	Academic Integrity Revision	4/20/09 Provost	approved
090413-5	Foreign Language & Culture Promotion	4/20/09 Provost	approved
090511-1	Barnes Award - Increase Senate Contribution	5/13/09 Provost	Information only
090511-2	Syllabi - Permit electronic dissemination	5/13/09 Provost	approved
090511-3	Diversity in Hiring	5/13/09 Provost	approved
090511-4	Smoking Prohibited at Building Entrances	5/13/09 Provost	approved
090323-3	Resolution to Institute a 17/34 Academic Year Tuition Plan	5/13/09 Provost	

MEDICAL SCHOOL NOTES

Notes from President Farish meeting (July 9, 2009) with the Executive Committees of the Senate and the AFT with respect to the Rowan University Medical School

- ✦ Governor's Executive Order that created the Medical School will become final on August 24, 2009
- ✦ Rowan will receive a \$28 million dollar annual appropriation of which:
 - \$20 million is for operations
 - \$8 million for debt service on the new building
- ✦ Rowan was chosen over UMDNJ because its superior credit rating will allow the Rowan to sell approximately \$100 million in bonds needed to build the medical school and pay the debt service.
- ✦ Rowan will own and operate the medical school on Broadway at Benson street, hire academic staff to run it and reimburse Cooper for the time that Cooper doctors spend instructing third and fourth year medical students
- ✦ Rowan hopes to have accreditation from the Liaison Committee on Medical Education in place for what is to be known as the Cooper Medical School of Rowan University when the first class enrolls in 2013. The plan calls for 100 students per class, which would generate \$10 million a year in tuition to Rowan.
- ✦ Rowan will seek via Title 18 (NJ code) to classify itself as a research institution (in NJ) so that an increased appropriation can be sought from the state of NJ. (This is not to be confused with Rowan's Carnegie classification.)
- ✦ A University wide task force will be formed to coordinate and work with the University's consultants on medical school matters and decisions.
- ✦ A financial firewall will be built between Rowan University's operations and the medical school operations and thus the medical school will be a self-sufficient operation. A similar financial firewall will be constructed between Cooper Hospital and the Rowan medical school.

Office of Institutional Effectiveness (OIE)

Mission

- ✦ To provide leadership and support for continuous improvement of Rowan University programs, processes, and organizational structures through college-wide planning, assessment, and review
- ✦ To ensure that effectiveness and improvement activities across the University are meaningful and manageable
- ✦ To promote alignment and integration among the various programs, units, and divisions of the University
- ✦ To help the University achieve its mission, meet the expectations of its constituencies, and be accountable to the state, to accrediting organizations, and to the public

Functions

- ✦ Nurture a culture of assessment on Rowan's campus that is goal-oriented and values-based
- ✦ Coordinate assessment efforts across the campus
- ✦ Provide oversight for implementation of strategic plans and annual reporting of progress
- ✦ Promote awareness of assessment as an ongoing, embedded process for the purpose of improving the effectiveness of programs, divisions, or units, as distinguished from periodic reports for the purpose of programmatic review, division/unit review, institutional review, or accreditation
- ✦ Make results of assessment activities readily available and publicize to campus
- ✦ Provide coordination for university regional accreditation and support for professional accreditation for departments and programs where desired
- ✦ Work closely with the Office of Institutional Research to coordinate, support, and oversee campus-wide recurring standard assessment instruments including benchmarking surveys like SSI, NSSE, FSSE, etc. and locally designed instruments such as the faculty and professional staff survey
- ✦ Regularly assess the effectiveness and utility of standard assessment instruments and recommend and facilitate additional and/or replacement instruments such as alumni surveys, etc.
- ✦ Provide leadership and support for the assessment of student learning across campus, including general education assessment
- ✦ Work with Deans and Department Chairs to establish reporting cycles and templates
- ✦ Work with other University divisions to establish reporting cycles and templates
- ✦ Work with the Faculty Center to encourage a greater campus-wide awareness of assessment
- ✦ Design and maintain a significant assessment web presence on the Rowan webpage

Examples of Planning and Assessment Data Available to Campus

- ✦ Middle States Self Study and Team Report; follow-up materials on response to recommendations
- ✦ Strategic Plan and documentation of progress toward meeting goals
- ✦ Program Review guidelines and results
- ✦ Annual Division Reports (Division strategic plans and progress)
- ✦ Links to college/program assessment sites
- ✦ Survey data (NSEE, SSI, alumni, faculty, campus climate, exit, etc.)
- ✦ Link to Campus Master Plan and progress
- ✦ Link to Assessment Consulting Team site

Staffing

- ✦ Director – senior administrator reporting to President. Provides leadership and oversight for functioning of office; communicates with President and Cabinet regarding assessment activities and results; along with staff and advisory board, makes recommendations for continuous improvement of campus initiatives
- ✦ **Director of General Education - drawn from current senior teaching faculty (following the model of the faculty center) with appropriate released time per semester**
- ✦ Assessment Coordinator – part-time assignment; provide assessment expertise to campus; maintain web presence; work with Assessment Consulting Team; coordinate operations of OIE with respect to academic programs

Supporting Structures

- ✦ Office of Institutional Research and Planning – serves as data warehouse; dissemination of University statistics; provides data to state, national, and regional organizations which maintain data regarding higher education. This office, while remaining a separate entity, will be vital in campus-wide planning and assessment activities.
- ✦ Assessment Consulting Team – ACT is a faculty-driven student learning outcomes assessment resource helping academic programs and departments to develop and implement authentic assessment methods and practices. ACT will function under the leadership of OIE.
- ✦ Learning Outcomes Assessment Committee (LOAC) – The LOAC is a standing committee of the University Senate. As stated in its charge, this committee “engages in the ongoing review of the University’s assessment principles and observes the application of the principles in practice; reviews and recommends assessment plans from academic programs, general education, and student development; and assists in the establishment of a process for the systematic review of assessment information collected each year.” In conjunction with the OIE, the LOAC will develop and carry out a formal process for reviewing and approving assessment plans, modeled on the process by which curriculum proposals are reviewed and approved by the Curriculum Committee.
- ✦ Advisory Board – Advisory Board made up of university personnel representing all divisions on campus advises Director and helps create Office’s long-term agenda. While the Director of the Office reports to the President, OIE is an independent office supporting assessment and effectiveness issues in all Divisions. The Director will be in regular contact with senior administrative personnel, Faculty Center, and faculty.
- ✦ **University Budget and Planning Committee – to ensure that planning, assessment, and resources are linked**

Resources/Timeline

- ✦ For pilot year of OIE (2009-2010), the Special Assistant to the President, working with ACT and Senate, will review literature regarding institutional effectiveness, participate in professional development activities, and begin to pilot components of OIE (strategic plan, Middle States report, division plans, etc)
- ✦ Start-up budget should be determined to allow for training and office start-up costs.
- ✦ Under leadership of Provost, a Director of General Education and Assessment Coordinator will be appointed (using internal search committees). These individuals will receive 6 and 3 semester hours release time respectively, until such time workload and responsibilities dictate revisiting this issue.
- ✦ During Fall 2009, campus community feedback will be sought about the establishment of OIE and membership on Advisory Board will be determined.
- ✦ During Spring 2010, OIE will begin to function on limited basis until such time as budget allows expansion of services and personnel. Additional members of ACT should be recruited.
- ✦ **2010-2011 full-time administrator for OIE should be sought.**

Report of the Task Force on Restricted Major Status

Members of the Task Force:

Janet Lindman, chair, University Curriculum Committee
Carol Welsh, College of Business
Carl Hausmann, College of Communication
Steve Chin, College of Engineering
Jill Perry, College of Education
Bonnie Angelone, College of Liberal Arts and Sciences
Lizziel Sullivan, CAP Center

The Task Force on Restricted Major Status was charged with three functions: to develop criteria for restricted major status, to coordinate the submission and initial review of requests, and to develop a long-term process with the University Curriculum Committee to consider future requests for restricted major status. The Task Force met four times during the spring and summer of 2009 and completed the following tasks:

Criteria and Rationale Development

After reviewing the existing guidelines on restricted majors, the committee devised a new application form for departments to apply for the restricted major status. The form included a specified criteria and rationale to justify the restricted status of a major. Deans and chairs were notified of this new format and application process by email. Departments with restricted majors were given a month to fill out the application online via the Provost's website. The applications were forwarded to all Task Force members. The Task Force met in late April and went through the applications. In all but one case the departments provided sufficient rationales to support their criteria and request for restricted major status. The one exception was Public Relations, which could not provide a sufficient rationale for their 3.2 GPA entry requirement. The Departments of Computer Science and Psychology did not apply and will no longer be restricted majors.

The criteria used for the restricted major status included: accreditation; artistic qualifications; field placement; lab space; licensure; and other (specified). After careful review, the Task Force has agreed that the following majors should be given restricted major status:

College of Business

Accounting
Finance
Marketing
Management Information Systems
Entrepreneurship
Human Resource Management
Management

College of Education

Athletic Training
Education with the following specializations:
 Early Childhood Education
 Elementary Education
 Health and Physical Education
 Subject-Matter

College of Engineering

Chemical Engineering
Civil Engineering
Electrical and Computer Engineering
Mechanical Engineering

College of Fine and Performing Arts

Art
Composition
Jazz Studies
Music

Music Performance
Theatre

College of Liberal Arts and Sciences

Liberal Studies: Math/Science

All applicants were notified in May that their rationale and criteria for restricted major status was sufficient and will be recommended to the Provost for implementation (See Appendix A for applications).

Advisement Form

The Task Force also compiled a new form on Restricted Major Entrance Requirements. This form was sent to all restricted majors that applied for this status. They will be filled out and submitted to the CAP Center for advisement purposes (see Appendix B).

Senate Process

The Task Force also created a new form, Process D, to be used by the departments, colleges, and Senate to approve applications for restricted major status. The application process is similar to curriculum proposals. The application deadline for restricted major status will occur once a year (December 1st) to allow adequate time for consideration by the Senate and to notify the CAP Center prior to spring registration and new student orientation. The University Curriculum Committee has been notified of this new form and has approved the deadline. They will review the new form in the fall of 2009. The Committee will also begin the process of writing and introducing a resolution to the Senate to approve this new application process to attain restricted major status (see Appendix C).

**Strategic Enrollment Management Task Force
Academic Year 2008-2009**

**Final Report
July 27, 2009**

Bryan Appleby-Wineberg
College of Fine and Performing Arts

Albert Betts, Jr.
Admissions Office

Steven Chin [Task Force Co-chair]
College of Engineering

Carol Eigenbrot
Career and Academic Planning Center

Muriel Frierson
Registrar's Office

James Newell
Associate Provost's Office

Nicholas Schmelz
College of Education

Margaret Van Brunt
College of Business

Sanford Tweedie [Task Force Co-chair]
College of Communications

Tricia Yurak
College of Liberal Arts and Sciences

Enrollment Management Task Force

Executive Summary

The Enrollment Management Task has closely examined the current model of enrollment management at Rowan University and researched potential models for implementation. The Task Force feels that for this institution to gain a greater control over enrollment management and to make enrollment management strategic, consistent, ongoing and effective, there needs to be a migration from an enrollment management model to a strategic enrollment management (SEM) model. To do so, the Task Force proposes that the university consider either an enrollment management matrix with a coordinator in the leadership role or an enrollment management division with interested parties either within this division or having strong affiliation with it.

Specific recommendations from the Enrollment Management Task Force include:

- ∞ Create a Strategic Enrollment Management unit empowered with the resources and authority to implement best practices in the area. The recommended model is either an enrollment management matrix with a coordinator role or an enrollment management division. This is consistent with the recommendation provided by the Middle States review team this past year.
- ∞ Begin to identify desired outcomes in strategic enrollment management (e.g., improvement of student retention, effective recruiting, etc.). The implementation may be best delayed until a Strategic Enrollment Management unit is created, but the issue may be discussed by the appropriate University entities in advance.
- ∞ Systematically collect and refine datasets for future re-allocation of resources. Analyze data and determine other parameters of interest that will aid assessment of programs of study at Rowan University.
- ∞ Re-examine the mission statement for each College, ensuring that these are up-to-date and consistent with institutional goals as related to strategic enrollment management. A compilation of currently available mission statements is provided in Appendix A. Furthermore, it is recommended that these statements be publicly available on the College website and kept current.

1. Charge

- ∞ Draw upon the University mission statement and associated documents (Middle States self-study, Strategic Plan, Academic Master Plan, etc.) to establish strategic enrollment management objectives.
- ∞ Identify and incorporate best practices from other institutions.
- ∞ Examine enrollment trends with the goal of identifying baseline capacities in academic programs, taking into account areas of potential growth, new majors/minors, interdisciplinary opportunities, and undersubscribed areas.
- ∞ Develop an enrollment management process that will include critical University stakeholders and formulate a review process that promotes continuous improvement. Members comprised of the Colleges, the Admissions Office, the Registrar's Office, and Institutional Research and Planning will play a key and synergistic role in its development and implementation.
- ∞ Provide specific recommendations to the Provost.

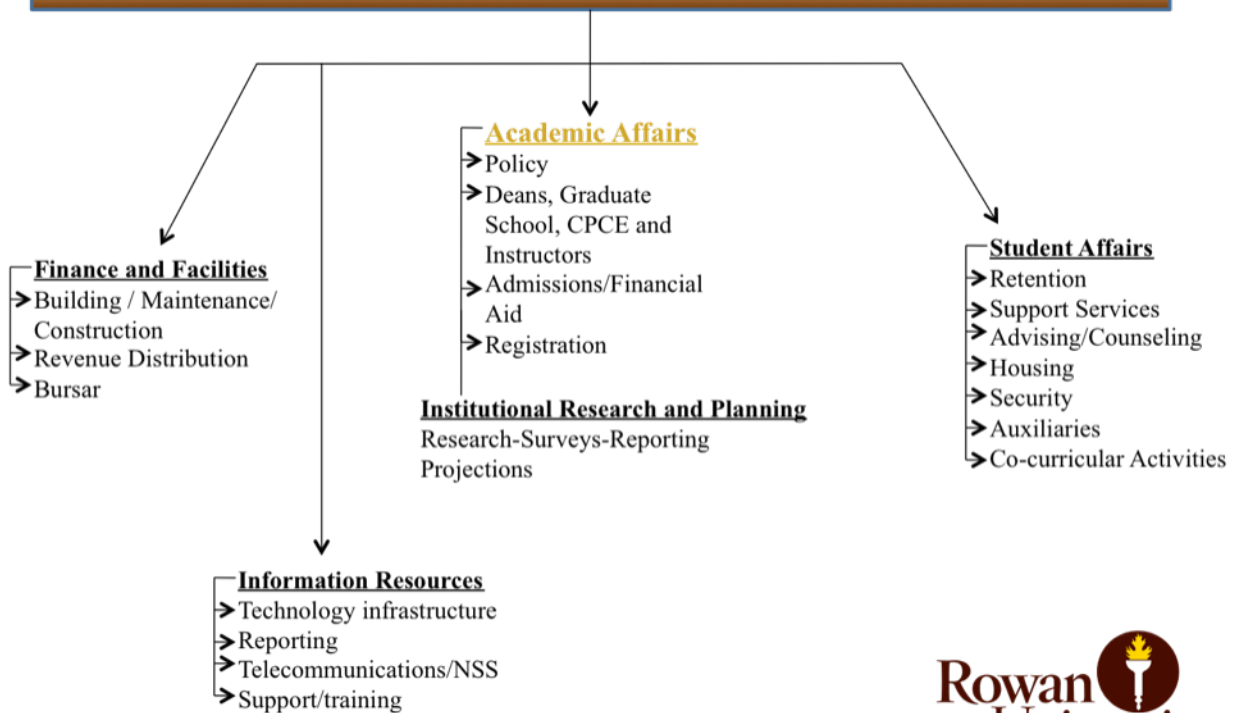
The committee has focused its efforts on Strategic Enrollment Management as it relates to the Academic Affairs Division. Issues of retention and advancement as they concern programs (the third bullet), while presented as important parts of enrollment management in the literature and studied by this committee, should be addressed as part of follow-up efforts. Indeed, one of the concerns addressed below concerning Enrollment Management Committees—that of having the “least institutional support or commitment” and thus being “least likely to succeed”—has manifested itself here.

2. Current Situation

Effective Fall 2006, the Division of Academic Affairs adjusted its enrollment management methodology, infrastructure, reports, fiscal management initiatives, and partnerships with University divisions. The Admissions Office, Office of Financial Aid, and Registrar's Office became units within Academic Affairs. This setup employs a coordinating matrix to offer services that affect students and increases quality of products and services to educate the whole student.

The enrollment management collaborative matrix is depicted below:

Rowan University SEM Collaborative Matrix



The total institutional enrollment goals for new freshman and transfers are based on capacity and budgetary considerations. The targets for individual majors are determined in conjunction with the deans, and the ability to meet these targets is dependent on sufficient qualified applicants.

3. Quantitative Data

Data has been collected by the Dean's Council during Spring Semester 2009, in coordination with various offices in the University. The spreadsheet, facultytenuredata0409.xls, provides critical data such that enrollment trends may be analyzed, and used to equitably allocate resources. The parameters that have been identified in this effort for the respective College/Departments are:

1. #TT Lines – Number of Tenure Track Lines
2. #TT Faculty – Number of Tenure Track Faculty
3. % of TT Filled – Percentage of Tenure Track
4. Total Teaching FTE – Total Teaching Full-Time Equivalents
5. Teaching FTE TT Faculty – Teaching Full-Time Equivalents, Tenure Track Faculty
6. FTE Adjuncts – Full-Time Equivalent Adjuncts
7. FTE 3/4 Time – Full-Time Equivalent – 3/4 Time Faculty
8. FTE FTT
9. Prog1 Majors – Number of students ...
10. Total Majors – Total number of students in major
11. SCH TT Faculty – Student Credit Hours – Tenure Track Faculty
12. SCH Adjunct – Student Credit Hours – Adjunct Faculty
13. SHC 3/4 Faculty – Student Credit Hours – 3/4 Time Faculty

14. SCH FTT
15. Student SCH Student – Student Credits Hours
16. # Sections Taught
17. # Section Taught by Others,
18. % of Sections Taught by TT
19. % of Sections Taught by TT Vs. Others
20. Enrollment
21. Enrollment Trend
22. Ratio Data

Six years worth of data are provided, from FY04 through FY09, in an accompanying CD disk.

4. Supporting Documents and Research

a) The move towards establishing an Office of Enrollment management has been posited in several documents. The Middle States Self-Study section on Enrollment Management Planning states:

Formal enrollment planning and enrollment policies have received significant attention recently. Enrollment had been static, ebbing and flowing gradually, reflecting student interests and goals. Enrollment goals were set in the past, but clear methods for achieving these goals were not regularly articulated. As the campus positions itself for the anticipated changes in student and institutional profile, the need for a more cohesive and coordinated enrollment management plan has emerged. As was referred to earlier in this Self-Study, the funding formula for Rowan University is changing. Instead of relying on the State to provide the largest proportion of non-tuition revenues, changing state funding practices are leading to Rowan's depending more on alternative revenue streams. Among these are tuition and revenues from more efficient uses of capital resources. Recently the Provost has established a Task Force for Enrollment Management to examine this critical issue. This group is charged with examining enrollment patterns at Rowan University, determining the appropriate fit between those patterns and enrollment management and resource allocation practices, and recommending changes that will better shape enrollment at the University
(www.rowan.edu/provost/taskforce/documents/EnrollmentManagementCharge.pdf). Also the Provost is looking into establishing an office of Enrollment Management.

In addition, in the recommendations section, the Self-Study states:

We recommend that Rowan implement a modern and dynamic Office of Enrollment Management to continually re-evaluate a comprehensive enrollment management strategy that is consistent with University goals, mission, and resources. This recommendation has already been proposed by the Provost.

In its verbal report to the Rowan community, the Middle States Visiting evaluators pointed out the need for such an Office and, by including it in its recommendations, formally adopted this position:

The self-study process has led to a shared campus understanding about the need for a fulsome enrollment management plan. The visiting team echoes this conclusion, and endorses the Provost's plan to establish an Office of Enrollment Management.

This is reiterated elsewhere, when the team states:

The University should accelerate the development of a sophisticated enrollment management unit. As stated in Characteristics of Excellence, “An enrollment management plan for recruitment, retention, marketing and advertising may assist institutions in ensuring congruence among its efforts.”

b) Further Research

Outside research further supports the move towards an Office of Enrollment Management. Enrollment management models can be described in four different models, as discussed in the work of Bob Bontrager. Each is discussed below, with summary statements of the advantages and disadvantages.

Enrollment Management Committee

Advantages: Rapid and relatively easy implementation

Disadvantages: Least institutional support or commitment, least likely to succeed.

Enrollment Management Coordinator

Advantages: Individual responsible for coordinating EM departments and activities.

Disadvantages: Requires minimal institutional commitment and coordinator has little formal authority.

Enrollment Management Matrix

Advantages: Person in the coordinating role is a top-level administrator, thus potential for greater institutional support.

Disadvantages: Issues related to internal restructuring and cost.

Enrollment Management Division

Advantages: Under the leadership of a senior-level administrator; reflects the highest degree of institutional commitment to influencing enrollments.

Disadvantages: Issues related to internal restructuring, cost and potential reconceptualization of complete EM strategies.

Rowan’s current enrollment management practices do not seem to fit neatly into any of these four models. The current situation at Rowan shows that there is coordination among divisions as per the SEM Collaborative Matrix discussed in Section 2, but no one person is ultimately responsible for coordinating strategic enrollment management efforts.

Bontrager believes that “enrollment results will generally depend on the structure adopted and institutions should adjust their expectations accordingly. A desire for greater influence over enrollment results requires implementation of more significant structural changes.” In speaking of the matrix and division, Bontrager argues, “Institutional commitment to the concept of enrollment management is far greater with these models.” (See chart below.)



If Rowan wishes to gain a greater control over enrollment management and wants to make enrollment management strategic, consistent, ongoing and effective, the Strategic Enrollment Management Task Force proposes that the university consider either the enrollment management matrix with a coordinator role or an enrollment management division.

According to two experts in Enrollment Management—Robert Massa, Vice-President for Enrollment Management and Enrollment & College Relations at Dickinson College and Don Hossler, Executive Associate Dean & Professor of Educational Leadership and Policy Studies at Indiana University—no data or empirical studies exist to show whether one model is more effective than the other. Hossler finds that “the factors that influence the success of enrollment management structures are idiosyncratic to individual institutions, the needs of the campus, the governance traditions, etc. With all of that said, I have increasingly come to believe that it takes more time, consultation, and energy to make a more decentralized model work over extended periods of time.” Massa adds, “[M]y bias is that a division helps because there is accountability that a matrix just can't provide.” However, he goes on to say that “it is more important that you get the right people to lead the effort than it is to have a division or a matrix.”

From the Task Force’s perspective, considering the effectiveness of previous models and Rowan’s current academic structure and size, it appears the enrollment management division would best serve institutional needs. This would put one person in charge of coordinating the efforts of constituents involved in EM and help to move it towards SEM. This does not necessarily require a new hire but could possibly be done through reorganization of current roles and reporting lines.

5. Composition of SEM Model

Whatever the organizational model adopted, the enrollment management process requires involvement from several areas integral to the enterprise. Those at Rowan already involved in enrollment management include Admissions, the Registrar’s Office, Financial Aid, and Institutional Research and Planning in a supporting role.

The Task Force also feels that deans play a crucial role in representing their colleges and provide an important understanding of how changes in enrollment will affect and are affected by the number of faculty available, what current curricular and programmatic initiatives are being undertaken, how facilities affect and are affected by enrollment, etc., and so we believe they need to play an active and central role in the division.

Another interest group that might be included in the division model would be made up of those concerned with retention. Whether this will involve the Senate committee on Recruitment, Admissions and Retention or some other entity or entities needs to be determined.

In addition, enrollment management requires understanding more than just enrolled students and the classes they are taking. Other areas have a significant interest in enrollment management and should be considered important if not integral players. These include orientation, pre-college programs such as EOF/MAP; the CAP center; and those associated with advising, marketing, institutional advancement, community relations and alumni relations.

With the input and coordinated efforts of all these interest groups, enrollment management will become proactive and strategic. In other words, Enrollment Management becomes Strategic Enrollment Management.

6. Next Steps

Bontrager states, “A successful effort requires a clear articulation of enrollment management concepts, structures, core strategies and best practices which can be applied and adapted within each institution.” The core concepts include:

- ∞ Establishing clear goals for the number and types of students needed to fulfill the institutional mission.
- ∞ Promoting academic success by improving student access, transition, persistence, and graduation.
- ∞ Determining, achieving, and maintaining optimum enrollment.
- ∞ Enabling the delivery of effective academic programs.
- ∞ Generating added net revenue for the institution.
- ∞ Enabling effective financial planning.
- ∞ Increasing process and organizational efficiency.
- ∞ Improving service levels to all stakeholders (e.g., prospective and current student, other institutional departments, other institutions, coordinating agencies).
- ∞ Creating a data-rich environment to inform decisions and evaluate strategies.
- ∞ Creating and continuously strengthening linkages with functions and activities across campus.

As Bontrager points out, “In considering SEM strategies, there is a strong temptation to go directly to tactics. A more useful approach is to identify desired outcomes.” The Enrollment Management Task Force recommends that these outcomes—some of which have already been established by the Strategic Planning document and others of which are being worked on through various initiatives and strategies—be used to help a new division of Strategic Enrollment Management define its first moves.

Appendix A Mission Statements

Rowan University Mission

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

College of Business

The Rohrer College of Business of Rowan University empowers its students to compete and succeed responsibly in their careers.

- ∞ The Rohrer College of Business Faculty makes effective teaching that engages students in the learning process its highest priority supported by relevant scholarship and appropriate levels of service.
- ∞ Rowan University's undergraduate business programs are grounded in liberal arts, focus on excellent business practices, and offer students opportunities for experiential-based learning.
- ∞ Rowan University's graduate business programs provide contemporary graduate business education to professionals of diverse fields and academic backgrounds, and accentuate knowledge and skills required for career advancement.
- ∞ In partnership with the Center for Innovation and Entrepreneurship, the Rohrer College of Business promotes entrepreneurship throughout the University and in the regional community.
- ∞ The Rohrer College of Business will be responsive to emerging developments in industry and business education.

(Approved by COB Faculty on December 12, 2008)

College of Communications

By integrating current communication theory and the practical application of research, the College of Communication prepares students to develop and ethically deploy the critical and technical skills essential to effective communication in a wide array of human interactions. Established July 1996, the College is made up of five departments, each with its own specialization within the Bachelor of Arts in Communication degree: Communication Studies, Journalism, Public Relations/Advertising, Radio/TV/Film, and Writing Arts. The College also offers Masters of Arts degrees in Public Relations and Writing. In addition, the Department of Writing Arts administers the first-year writing program for the University.

(Approved – Date Unknown; modified based on departments existing in 2009)

College of Education

The College of Education's primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for all candidates. Built upon a liberal education, the College's programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge, skills and dispositions to practice.

(Approved prior to Fall 2006)

College of Engineering

The mission of the College of Engineering is to provide programs that are effectively responsive to regional aspirations and that address the needs and the changing characteristics of the leading-edge engineers of the future. The College aims to educate students prepared to apply technology for the betterment of society and to serve as **global** change agents for the future. Rowan University also recognizes that the College of Engineering will aid in the economic and cultural development of southern New Jersey, while generating opportunities for its diverse graduates in local, national **and international** industries.

(Revised and approved February 12, 2007)

College of Fine & Performing Arts

The College of Fine and Performing Arts fosters a dynamic intellectual and creative environment that produces transcendent experiences of discovery and expression. The College nurtures authentic arts learning communities through rigorous degree programs that educate artists and arts educators for the future, while providing classroom and applied arts experiences for non-majors and enriching events for the public.

(Unknown)

College of Liberal Arts & Sciences

The College of Liberal Arts and Sciences celebrates and affirms the humanities, natural sciences, and social sciences as the core of liberal education and the basis for professional preparation. Our coursework promotes rigorous inquiry, analytical and integrative reasoning, and decision-making. Internships, field experiences, special programs of the College's Institute, and technological advances extend the liberal arts and sciences beyond the limits of the classroom and of the campus. In all of its offerings, the College plays an essential role in Rowan's mission to help students become life-long learners and responsible citizens.

(Approved circa 1998)

Appendix B Bibliography

General

Arnold, L. et. al., 2008. *Strategic Enrollment Management – Notes from Rowan University Strategic Enrollment Task Force*.

Bontrager, B. Winter 2004. *Enrollment Management: An Introduction to Concepts and Structures*, College and University Journal. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers.

Bontrager, B. Spring 2004. *Enrollment Management: Core Strategies and Best Practices*, College and University Journal. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers.

Strategic Enrollment Management Plans from Other Institutions

Demographic Analysis and Enrollment Projections (2004) - Oklahoma State University.

Enrollment Management Council Report (2006-2007), Indiana University Purdue University – Indianapolis.

Enrollment Management Plan (2002), Montclair State University.

Enrollment Planning – Provost’s Enrollment Management Committee (2006), University of Wisconsin – Milwaukee.

Five-Year Strategic Enrollment Management Plan (2004-2008), University of Idaho.

Institution Strategic Enrollment Management Plan (2002), Texas A&M University – Kingsville.

Report on Strategic Enrollment Management (2006), Western Connecticut State University.

Strategic Enrollment Management Plan (2004-2005), Pittsburg State University.

Strategic Enrollment Management Plan (2006-2011), California State University – Monterey Bay.

Definition of Shared Governance:

Shared governance is a set of practices under which impacted parties are consulted (directly or through representative structures) by the ultimate decision-makers.

Characteristics of Effective Shared Governance:

Characteristics of effective shared governance include the following:

1. The focus is on finding the best possible solution for the University even when that solution does not advance the specific interests of an individual, department, or division.
2. The interchange is conducted respectfully, in a timely manner, with a spirit of shared purpose and shared responsibility, and without fear of reprisal.
3. Impacted parties are provided access to data when possible (confidential personnel or legal issues would represent exceptions), supplied with a rationale for significant decisions, and invited to participate in the assessment of results. Open dissemination of results, accompanied by the context of shared governance that led to those results, is critical as incentive for input into future decisions and for continued commitment to shared governance.