

UNIVERSITY SENATE MINUTES  
May 11, 2009, 8:30 am, Rowan Hall Auditorium

**ATTENDEES:** Herb Appelson, Smitesh Bakrania, Tom Bendtsen, Jacqueline Benevento, Mark Berkey-Gerard, Krishan Bhatia, Lori Block, Kate Boland, Joe Cassidy, Bruce Caswell, Doug Cleary, Jennifer Courtney, Nadine Connell, Joel Crichlow, Larry DePasquale, Michele DiCorcia, Robert D’Intino, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Zenaida Gephardt, Dorie Gilchrist, Roberta Harvey, John Hasse, Julie Haynes, Karen Haynes, Greg Hecht, Erin Herberg, Marlana Herman, Susan Hersh, Jerry Hough, Olcay Ilicasu, Alison Krufka, Valarie Lee, Lili Levinowitz, Phillip Lewis, Janet Lindman, Midge Madden, Karen Magee-Sauer, Douglas Mapp, Jacqueline McCafferty, Corinne Meredith, Phyllis Meredith, Demond Miller, Eric Milou, Bob Newland, Diana Nicolae, Anne Phillips, Robi Polikar, Clara Popa, Peter Rattigan, Natalie Reaves, Will Riddell, Connie Rosenberger, Adrian Rusu, Lane Savadove, Nick Schmelz, Midge Shuff, Kathleen Sernak, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Skeffington Thomas, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Tricia Yurak, Ieva Zake.

**NOT IN ATTENDANCE: (Represented by Alternates)** Jerry Hough represented by Rory McElwee.

**NOT IN ATTENDANCE:** Keith Adams (3<sup>rd</sup> consecutive absence), Michael Banutu-Gomez (4<sup>th</sup> consecutive absence), Joe Basso (2<sup>nd</sup> consecutive absence), Sheri Chinen-Biesen, Kevin Dahm, Tom Doddy, Habib Jam, Julie Mallory-Church, Mark Matalucci, Mohammed Rashiduzzaman (7<sup>th</sup> consecutive absence), Richard Scott.

Breakfast and New Senator Orientation

1. Approval of Agenda – moved, seconded and approved.
2. Introductions of Visitors - None
3. Approval of Minutes from April 2008 (**separate file**) – moved, seconded, approved.
4. Elections
  - a. President – Eric Milou
  - b. Vice President - Tricia Yurak
  - c. Secretary – Carol Eigenbrot
  - d. Standing Committees
    - i. Academic Policies & Procedures – Roberta Harvey
    - ii. Campus Aesthetics & Environmental Concerns – Eileen Stutzbach
    - iii. Career Development – Phillip Lewis
    - iv. Committee on Committees – Bill Freind
    - v. Curriculum – Janet Lindman
    - vi. Diversity – Anne Phillips
    - vii. Intercollegiate Athletics – Michelle DiCorcia
    - viii. Learning Outcomes Assessment – Don Stoll
    - ix. Professional Ethics & Welfare – Zenaida Gephardt
    - x. Promotion – Lilly Levinowitz
    - xi. Recruitment/Admissions/Retention – Nick Schmelz
    - xii. Research – Corrine Meredith
    - xiii. Sabbatical Leave – Sonia Spencer
    - xiv. Student Relations – Pat Alexy Stoll
    - xv. Technological Resources – Sue Hersh
    - xvi. Tenure & Recontracting – Marlana Herman
    - xvii. University Budget & Planning – Bruce Caswell
  - e. Senator Executive Committee At-Large Members – Cindy Vitto and Robi Polikar
  - f. Senate Representatives to Board of Trustees Committees (**page 3**)

**OPEN PERIOD:** President Farish Don Farish

Rifles and public safety- intended to be the last move we make to arm the campus security.

Will review if we have sufficient staff in counseling to deal with troubled souls on campus. We can’t deny admission due to psychological problems. Yet, these people can be a problem so we will need to address staffing of counseling office.

Saturday was an exam day and buildings were locked. President Farish will be looking into this breakdown in communication – academic side or facilities at fault? President’s office will investigate what went wrong to be sure to avoid this happening again in the future.

Farish was in Trenton this morning. The state is developing its budget – additional money put into TAG Grants not directly to the University. Money goes to the university, not to the student- doesn't really replace the money they took away, now the state understands our point of view. Will get greater clarification from the feds later this week, may get more money coming our way. We may be able to buy down our tuition increase. NJ is already the second most expensive state higher education system regarding tuition. No more info to give about 3.5 % salary increases or furlough initiative. Rowan University won't do furloughs other than voluntarily.

Comments from senate and responses from Farish: Saturday exams are in conflict with a religious group. Saturday exams were also last year. No breakfast, no safe ride home on Friday night. Rowan is using Saturday for exams to eliminate rollover Monday, which is problematic. "Silly Monday" was something to be eliminated, but solution brought new problems. State is never going to be as generous as they once were. Don't want to compromise, still going to add 10 new faculty lines. Still want small classes, taught by regular faculty – to beat community colleges.

5. Standing Committees & Task Forces

- a. Academic Policies & Procedures Committee: Resolution Regarding Dissemination of Course Syllabi and Information Regarding University-Wide Classroom Policies (**pages 4-5**) Motion to suspend the rules, needs 2/3 majority, passed unanimously. Resolution moved, seconded and carried unanimously.
- b. Curriculum Committee Report (**pages 6-7**) – Motions made, seconded and passed to approve 17 Process C proposals.
- c. LOAC Committee Report (**page 8**) – Institutional effectiveness – another name for assessment. Goal – by end of summer to know what we are going to do – perhaps Provost to create an office of Institutional Effectiveness. Will this be just for undergraduate or for graduate effectiveness also? Take this info back to departments. Contact Don Stoll with name of anyone who wants to attend these meetings this summer.
- d. Campus Aesthetics & Environmental Concerns Resolution on Smoking at Building Entrances: 2<sup>nd</sup> reading (**page 9**) – To be in compliance with state law intended to prevent smoke from entering building. Smoking near the Rowan Child care program noted as a problem. Motion made, seconded and passed with 3 opposed.
- e. Diversity Committee Resolution: 2<sup>nd</sup> reading (**page 10**) – Friendly amendment to withdraw paragraph that begins WHEREAS, the fact that as of November 1, 2008... Comment made that perhaps this should happen at the Dean's level also. Motion made, seconded and passed.
- f. Barnes Resolution (**page 11**) - Voted to suspend the rules to allow vote on this proposal at this meeting. Motion made, seconded and passed to increase stipend from \$500 to \$1,500 for the Joseph Barnes Award.

6. End of Year Committee Reports (separate file) – motion made to limit reports, motion failed. Requested that reports be kept brief. Separate bound booklet provided at meeting, 2009 University Senate Standing, All-University & Ad Hoc Committees Annual Reports.

- a. Standing Committees
- b. All University Committees
- c. Ad-Hoc Committees

7. New Business

8. Adjournment

<b>BoT Committee</b>	<b>Senate Representative</b>
Academic Affairs	Senate Curriculum Chair – Janet Lindman
	Senate APP Chair – Roberta Harvey
Student Affairs	Senate Student Relations Chair – Pat Alexy Stoll
Budget and Finance	University Budget & Planning Chair – Bruce Caswell
Facilities	Skeffington Thomas
Audit	Don Stoll
University Advancement/Relations	Kathleen Sernak

If you can't attend a Board of Trustees Meeting then be sure to send an alternate – to show that the University Senate cares about shared governance. It is suggested that we check to be sure we get invited and have a regular reporting system to the Senate Executive Board.

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

**Resolution Regarding Dissemination of Course Syllabi  
and Information Regarding University-Wide Classroom Policies**

**WHEREAS**, syllabi are important documents specifying the expectations and responsibilities of instructors and students with respect to a given course, constituting an enforceable agreement;

**WHEREAS**, economic and environmental concerns are driving a desire to reduce use of ink and paper;

**WHEREAS**, course materials, including syllabi, are increasingly made available online, via course management software, websites, and/or email;

**WHEREAS**, the length of syllabi has continued to increase as instructors are required or encouraged to reproduce information on University-wide policies in syllabi;

**AND WHEREAS**, practices for distributing syllabi vary widely and are not governed by a formal policy;

**THEREFORE BE IT RESOLVED**, that the University should adopt a policy permitting electronic distribution of syllabi ~~provided the instructor employs a method of verifying that students received the information;~~

**AND ALSO**, to facilitate streamlining of syllabus content, permitting syllabi to refer students to information on University-wide policies, which is made available on-line and in the *Student Information Guide*, rather than reproduce this information in syllabi;

**AND BE IT FURTHER RESOLVED**, that the University should continue to investigate more effective and efficient means of disseminating course syllabi and information on University-wide classroom policies, such as a centralized system of on-line access, **as part of long-term efforts to implement paperless processes and move toward carbon-neutrality.**

The recommended policy follows, which incorporates the current syllabus policy as it appears in the *Faculty/Professional Staff Handbook* ([www.rowan.edu/provost/aft/documents/Handbook2008-09.pdf](http://www.rowan.edu/provost/aft/documents/Handbook2008-09.pdf)), pp. 43-44.

**Revisions and additions to the current policy are italicized; omissions are indicated by strikethrough.** The order of items of content for the syllabus is also rearranged slightly. The recommendation to include the full Student Accommodation Policy on syllabi has been removed; this policy is noted as one of the University-wide policies that the syllabus should refer to and that instructors should emphasize.

*Syllabi are important documents that specify the expectations and responsibilities of faculty and students with respect to a given course, constituting an enforceable agreement.*

**Content:** Prior to the end of the Drop/Add period, instructors shall disseminate to each class the following ~~written~~ information in writing:

- ∞ *Instructor's office hours and contact information*
- ∞ *The meeting times and locations*
- ∞ *A course description and statement of course objectives*
- ∞ *The proposed topical outline, where appropriate*
- ∞ *Course requirements (e.g., readings, research group work, presentations)*
- ∞ *The criteria and procedures for evaluating student performance, including the availability of a pass/no credit option*
- ∞ *The attendance policy, within the parameters of the existing University policy*
- ∞ *Additional departmental or instructor policies as appropriate*

**University-wide policies:** *Whether distributed in print or electronically, the syllabus should refer to, but does not need to reproduce, relevant University-wide policies. University-wide policies are posted on-line and are distributed to students as part of the Student Information Guide (available [www.rowan.edu/studentaffairs/infoguide/](http://www.rowan.edu/studentaffairs/infoguide/)), which constitutes verification of student receipt of the information. Instructors are encouraged to emphasize the importance of this information and verify student access as appropriate. Relevant University-wide policies include the following:*

- ∞ *Classroom Behavior Policy*
- ∞ *Academic Integrity Policy*
- ∞ *Student Accommodation Policy*
- ∞ *Laptop Computers in the Classroom*
- ∞ *University Attendance Policy*

**Distribution:** *Syllabi may be distributed in the form of printed copies or may be distributed electronically via email, an Open Area folder, website, or web-based course management software such as Blackboard. Instructors should ensure that electronically distributed syllabi are readily available in a stable location and that students have been informed of how to access the syllabus. Use of document access tracking in Blackboard is encouraged to verify that students have accessed the information. ~~If syllabi are distributed in print, presence in class and receipt of the printed copy constitutes verification that students were provided with the information. If syllabi are distributed electronically, a verification procedure should be used, which may include the following:~~*

- ~~∞ Requirement to bring the printed syllabus to class for discussion~~
- ~~∞ Return email message as confirmation~~
- ~~∞ Signature on a form distributed in class~~
- ~~∞ Records of document access available in web-based course management software~~

*Students with limited access to a computer or printer may request a printed copy. The department will designate where course syllabi will be located. Departments will determine procedures for keeping copies of syllabi on file.*

**Changes:** While making changes to the syllabus after it is distributed is strongly discouraged, in cases where alterations are unavoidable, the instructor must inform students in writing (*via printed copy, email, website, or web-based course management software are acceptable forms*) in an expeditious manner.

## Report of the University Curriculum Committee

May 11, 2009

Submitted by Janet Moore Lindman

**Process C**

<b>SCC#</b>	<b>College</b>	<b>Title</b>	<b>Department</b>
08-09-121	Business	COGS in MIS	Marketing
08-09-226	Communication	COGS in Integrated Marketing and New Media	Journalism
08-09-512	FPA	Art History, Sequence B: LS/HSS	Art
08-09-615	LAS	Minor in Religion Studies	Philosophy/Religion
08-09-618	LAS	Minor in Romance Languages	Foreign Language
08-09-622	LAS	Philosophy and Religion Studies, Sequence A: LS/HSS	Philosophy/Religion
08-09-623	LAS	Minor in Philosophy and Religion Studies	Philosophy/Religion
08-09-624	LAS	United States History Specialization	History
08-09-625	LAS	Ancient History Specialization	History
08-09-626	LAS	Global History Specialization	History
08-09-717	LAS	Minor in GeoScience	Geography/Anthropology
08-09-719	LAS	Anthropology/Human Geography Specialization	Geography/Anthropology
08-09-815	LAS	COGs in Web Development	Computer Science
08-09-816	LAS	COGS in Networks	Computer Science
08-09-818	LAS	COGS in Software Engineering	Computer Science
08-09-904	LAS	Asian Studies Program, Sequence B: LS/HSS	Asian Studies
08-09-906	LAS	Africana Studies Program, Sequence A: LS/HSS	Africana Studies

**Process B**

<b>SSC#</b>	<b>College</b>	<b>Title</b>	<b>Department</b>
08-09-617	LAS	Anthropological Linguistics	Geography/Anthropology

**Process A**

<b>SCC#</b>	<b>College</b>	<b>Title</b>	<b>Department</b>
08-09-211	Communication	Broadcast News Writing	Radio, Television, Film
08-09-220	Communication	TV Production I, Film Production I, and Radio Broadcasting 2 – new prerequisites	Radio, Television, Film
08-09-223	Communication	Internship 4	Radio, Television, Film
08-09-229	Communication	Field Experience name change	Communication Studies
08-09-340	Communication	PR/AD Field Experience name	Public Relations

		change	
08-09-336	Education	Kinesiology	Health/Exercise Science
08-09-337	Education	Field Experience in Med in Teaching Leadership	Educational Leadership
08-09-412	Engineering	Electrical Communication Systems	Electrical & Computer Engineering
08-09-413	Engineering	Digital I	Electrical & Computer Engineering
08-09-707	LAS	MA in Law/Justice – minor change	Law/Justice
08-09-715	LAS	Math Requirement Options Change	Psychology
08-09-716	LAS	Statistics Prerequisite Change	Psychology
08-09-718	LAS	Water Resources Planning	Geography/Anthropology
08-09-720	LAS	Geo Research Clinic/Studio	Geography/Anthropology
08-09-721	LAS	Seminar Course in Law/Justice	Law/Justice
08-09-903	LAS	Add Non-credit Portfolio and Self- Assessment	Women's & Gender Studies
08-09-905	LAS	Asian Studies Program – minor change	Asian Studies
08-09-907	LAS	Senior Seminar in Africana Studies W/I	Africana Studies

## Assessing General Education learning outcomes at Rowan University

WHEREAS the Learning Outcomes Assessment Committee (LOAC) has focused on the general education programs on the Rowan campus over the past several years responding to the charge of recommending an approach to assessing the student learning outcomes from the program;

WHEREAS before being able to effectively recommend assessment measures, the committee needed to identify the desired learning outcomes of General Education;

WHEREAS the LOAC collected and analyzed data from faculty currently teaching General Education courses in all five banks, shared their findings with the departments and schools involved, and determined that while there were discipline-based differences between the banks, there was much more in common than different.

WHEREAS the LOAC identified the common outcomes as the following:

- ✦ Students should be able to demonstrate the ability to recognize and understand the different “ways of knowing” that characterize each of the four disciplines. “Ways of Knowing” encompasses ways in which truth is discovered and pursued in various disciplines; for example, in science, truth is discovered using the scientific method.
- ✦ Students should be able to demonstrate critical thinking and problem solving skills across all of the disciplines. Evidence of critical thinking may be understood as demonstrating the ability to
  - find analogies and other kinds of relationships between pieces of information,
  - determine the relevance and validity of information that could be used for structuring and solving problems and distinguish it from invalid or non-applicable data,
  - find and evaluate solutions or alternative ways of treating problems.
- ✦ Students should be able to appreciate and demonstrate communication and expression skills in each of the various disciplines. Appreciating and demonstrating communication and expression skills may be understood as
  - demonstrating a working knowledge of discipline-specific terminology,
  - identifying various discipline-specific rhetorical strategies,
  - expressing appropriate discipline-specific sentiments and truths in the language and conventions of the discipline.
- ✦ Students should be able to demonstrate their understanding and appreciation of how knowledge and practices in various disciplines are similar to and different from those of other disciplines. Further students should be able to demonstrate their ability to integrate knowledge from one discipline to others.
- ✦ Students should be able to demonstrate their mastery of written and spoken communication skills.

WHEREAS the learning outcomes identified above do not constitute the entirety of the outcomes of Rowan’s General Education program insofar as they do not address several other outcomes such as exposure to multi-cultural/global literacy issues or information literacy; rather these outcomes reflect the existing practice of the Rowan General Education Program to require students to gain exposure to a variety of disciplines.

BE IT THEREFORE RESOLVED that the University Senate accept these student learning outcomes as those appropriate for Rowan University’s General Education program.

BE IT FURTHER RESOLVED that the Senate Curriculum Committee put in place a process whereby those courses proposed for inclusion in the General Education Banks indicate how the proposed courses will teach the skills and content necessary for students to reach the desired student learning outcomes.



**Resolution on Smoking at Building Entrances**

**Whereas** under NJ State Law New Jersey State law (N.J.S.S. 26:3D-17), smoking or ignition of any tobacco or other product or substance is prohibited in all buildings on campus, including but not limited to classroom buildings or administrative office buildings including the Chamberlain Student Center;

**Whereas** there are ash cans placed at the doorways to these buildings;

**Whereas** individuals are often exposed to second hand smoke upon entering a building;

**Whereas** smoking is prohibited within 50 feet of entrances to residence halls;

**May it therefore be resolved that** smoking also be prohibited within 25 feet of any building on campus, including but not limited to administrative and classroom buildings and that the SGA take the lead in addressing the issue of smoking on campus in collaboration with the Center for Addiction Studies, University Senate, Health Center, and Public Safety.

## Diversity in Hiring Resolution

WHEREAS, the most recent version of the Rowan University Mission, and the Academic Master Plan affirm diversity as one of the University's core values, and a desired characteristic of the university community for reasons of justice as well as educational breadth and effectiveness.

WHEREAS, the mission statement mentions "highly qualified and diverse faculty, staff and students", and the Academic Master Plan lists "diverse perspectives" as a core value of the institution.

WHEREAS, commitment to this core value, and experience in implementing it, is distributed across campus, and works from the ground up as often as from the top down. Yet by several measures, including the definition of diversity promulgated in our Master Plan, Rowan University is not where it should be with regard to diversity.

WHEREAS, as the legal environment has changed, the methods by which Rowan seeks to maintain and deepen this commitment have also had to change. Many departments need assistance in finding ways to do this in their job searches, while complying with the current state of the equal employment opportunity law, and maintaining their commitment to finding the best candidate to fit the particular needs and mission of the department.

WHEREAS, the Office of Equity and Diversity is well positioned to provide such assistance. The Office knows the law as it bears on diversity and hiring. It collects institutional research on diversity issues. As methods and resources used to promote diversity on campus prove to be effective, it will be able to share these methods and resources with others, and will gain a more comprehensive picture of what is being done on campus to pursue this part of the university's stated mission and goals.

WHEREAS, at present, there is no standardized university-wide method of promoting diversity in hiring at the departmental level, or of keeping track in a reliable and informed way of what is being done toward this end within the university. Consultation with the Director of Diversity and Equity is optional, and occurs in only a minority of departmental hires.

WHEREAS, the fact that as of November 1, 2008, there were three African American, four Asian/Pacific Islander, no American Indians, and no Hispanic/Latino full-time faculty members in tenure-track positions constitutes a campus crisis.

THEREFORE, the Diversity Committee offers the following resolution to increase university-wide interest in and commitment to the core value of diversity, as it affects the hiring process.

**BE IT Resolved, that** when departments are authorized to search for full-time, tenure track faculty, the department or its search committee shall meet with the Director of Equity and Diversity, or with her or his representative, prior to advertising the position. The purpose of this meeting shall be to discuss appropriate strategies for attracting a diverse pool of applicants for the job, as well as ways in which the department can further the university's commitment to the value of diversity in the process of fulfilling its departmental mission.

**Resolution To Increase the University Senate's Contribution to the Joseph Barnes Award**

Submitted by Bruce Caswell

Whereas, the Rowan University campus experience as we understand it depends upon the service of faculty, librarians, professional staff, and coaches,

Whereas, maintenance of the University's high professional standards requires the service of many faculty, librarians, professional staff, and coaches on peer review committees,

Whereas the full college experience as students understand it would not happen without the extraordinary service -- above and beyond the requirements of the job description -- of many faculty, librarians, professional staff, and coaches, to students as advisors and mentors,

Whereas, the University Senate and the American Federation of Teachers Local 2373 established the Joseph Barnes Award to recognize extraordinary records of service to the university, with matching stipends of \$500,

Whereas, the American Federation of Teachers Local 2373 raised its stipend to \$1,500 to emphasize the importance of service to the university community,

Therefore, be it resolved, that the University Senate increase its stipend to \$1,500 effective for the academic year 2009-2010.