

UNIVERSITY SENATE MINUTES
November 24, 2008, 10:50 am, Rowan Hall Auditorium

ATTENDEES: Keith Adams, Jacqueline Benevento, Mark Berkey-Gerard, Krishan Bhatia, Lori Block, Kate Boland, Joe Cassidy, Bruce Caswell, Doug Cleary, Doug Cleary, Nadine Connell, Jennifer Courtney, Kevin Dahm, Robert D’Intino, Tom Doddy, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Dorie Gilchrist, Roberta Harvey, John Hasse, Erin Herberg, Susan Hersh, Jerry Hough, Olcay Ilicasu, Allison Krufka, Lili Levinowitz, Phillip Lewis, Janet Lindman, Matthew Lund, Midge Madden, Karen Magee-Sauer, Douglas Mapp, Mark Matalucci, Donovan McCargo, Phyllis Meredith, Eric Milou, Bob Newland, Robi Polikar, Clara Popa, Natalie Reaves, Adrian Rusu, Tanya Santangelo, Nick Schmelz, Kathleen Sernak, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Chanelle Wilson (SGA), Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Sheri Chinen-Biesen (on sabbatical) represented by Keith Brand, Leslie Elkins represented by Elisabeth Hostetter, Karen Haynes represented by Alicia Groatman, Robi Polikar represented by Linda Head.

NOT IN ATTENDANCE: Herb Appelton (3rd consecutive absence), Michael Banutu-Gomez (3rd consecutive absence), Joe Basso (2nd consecutive absence), Michele DiCorcia, Demond Miller, Anne Phillips, Mohammed Rashiduzzaman (2nd consecutive absence), Peter Rattigan, Sonia Spencer.

11:00 – 11:20am

1. Approval of Agenda
2. Introductions of Visitors – six students from a journalism class
3. Approval of Minutes from October 2008 (separate file) moved, seconded, approved
4. President’s Report (page 3)

11:20 – 11:35am

5. Open Period: Provost Houshmand
 - ✦ Scheduling – task force worked together on recommendations, plus some policies from the Harley Flack and Giles Gee eras.
 - ✦ Spring schedule - rooms are much better this coming semester, only two classrooms still a problem.
 - ✦ Fall 2009 big demographic change. Shift from out of state private to public institutions – quality and quantity of applicants are up. Our challenge is to grow appropriately, deal with NJSTARS II program – big problem biggest percentage comes to Rowan. Cost 1.6 million to University this year considerably up from last year and the year before. Rowan can’t legally discriminate against stars students – which are mostly transfer students, so we could go for higher percentage of freshmen, lower percentage of transfers.
 - ✦ Currently Rowan is planning to hire 10 new lines plus two $\frac{3}{4}$ lines, currently searching for 5 replacement lines. Deans will help decide into which department/college the remaining 34 replacement faculty/lines will go using a rubric.
 - ✦ Summer school, last year a rocky start, but this year we are making several changes of revenue distribution. No one will lose money, money goes to departments. University will go back to old method unless we make increased money this summer – please help promote it.
 - ✦ Campus will be entirely wireless by middle of summer, some of general purpose labs will turn into classrooms. Admissions issue – students want to go to a wireless campus.

11:35 - 11:50am

6. Standing Committees
 - a. Academic Policies and Procedures

- i. Probation/Dismissal Policy Resolution - vote – (page 9-11) friendly amendment to change to “fall and spring” rather than fall/spring passed. Resolution carries unanimously.
 - ii. Prerequisite Senate Resolution Vote (pages 12-13) vote - motion made, seconded, approved
 - b. Recruitment, Admissions, and Retention
 - i. Undeclared Task Force Resolution – 1st reading (pages 14-16)
 - ★ Two parts, first part is looking out for policies that affect the undeclared, then the second part is the academic home recommendation. Deans had influence on the second half, academic home. Charge was to come up with an academic home – committee felt they must do that. There may be a small amount of money, perhaps \$30,000 going with this position, to offer to departments for offering new sections of courses needed by undeclared students. Theoretically, this would be a procedure independent of deans and provost. Undeclared students with over 60 credits would be put into Lib. Studies/Humanities and Social Science. Senate representatives are asked to bring this proposal back to your departments for feedback before second reading/vote next month.
 - ii. Undeclared Task Force Report (pages 17-20)
 - 7. Committee on Committee Changes – Christopher Simons is replacing Adrian Rusu on the Sabbatical Leave Committee. Sonia Spencer returning as chair of Sabbatical Leave Committee, replacing Krishan Bhatia.
 - 8. Ad-Hoc Committees
 - a. Shared Governance Committee Cindy Vitto requests to please fill out the survey recently sent out. We need a 50 percent reply. Please encourage everyone to reply to questionnaire. Today, this afternoon, RU Engaged, try to attend.
 - 9. Old Business
- 11:50 – 12 noon**
- 10. New Business
 - a. Faculty Center Resolution (page 21) Bruce Caswell made motion, was seconded, Bruce spoke about the many contribution of Frances Johnson. A motion was made, seconded and passed to suspend rules to vote on this resolution today. Remove line from title and last line of resolution regarding establishing endowment fund. Motion carries.
 - 11. Adjournment at 11:58AM

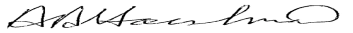
PRESIDENT'S REPORT

1. Scheduling Guidelines (pages 4-5) Item #6 of the guidelines has been questioned, bring this back to departments for feedback, contains policies/practices from as far back as 1993, doesn't say you cannot have a two day schedule, but it must be approved by the dean.
2. Summer School Model Revisions (page 6) Not approved yet by the union
3. Intersession Update (page 7)
4. 2008 Summer Survey Data (separate file)-
5. Provost Fellow (page 8) - deadline next Friday.
6. Academic Integrity Policy Implementation Issues

October 27, 2008

To: Academic Affairs Council
Department Chairs

From: Ali Houshmand, Provost



Re: Implementation of the new academic schedule – Fall 2009

After consultation with the Academic Affairs Committee and receipt of the recommendations of the Scheduling Task Force, it was determined that the scheduling principles developed during our previous transition to a new academic schedule be updated and reissued. As noted at the end, most of these guidelines were approved previously and are either being reissued or reissued with minor modifications. All academic units are expected to develop schedules that adhere to the principles and oversight procedures noted below.

Scheduling Principles

1. Scheduling must be guided by our mission and service to a diverse student population. Consideration must be given to the special requirements of first-year students and other undergraduate students, as well as the needs of graduate students and commuting students at successive stages of their programs.*
2. Courses in major programs, general education, and service courses, including basic skills courses, should be distributed according to the scheduling policy based on the recommendations of the scheduling task force:
 - a. move the open period to Friday at 1:45 – 3:00PM
 - b. balance department class loads throughout the entire day and week such that 10% or more of student contact hours begin at 8 AM, 10% or more of student contact hours occur on Fridays, and no more than 50% of student contact hours occur on Tuesday and Thursday.
 - c. schedule two 75-minute courses rather than three 50-minute courses when practical; when 50 minute courses are necessary, they should fit completely within the 75-minute course blocks.
 - d. minimize courses that lie outside of existing grid blocks (labs, clinics, studios, etc.); such courses should either start or end at a grid time. Chairs and deans should examine anomalies and reduce them to the extent possible.
 - e. utilize synergies to develop maximum efficiency. (e.g. if a 2-credit course is scheduled on Tuesday from 8 AM to 9:40 AM, likely the classroom will be open on Thursday at the same time, posing the opportunity to schedule another two-credit course in the same college at that time.)
 - f. employ alternative scheduling patterns to reduce departmental dependence on peak times (e.g. a blend of M-W, W-F, M-F courses).
3. Classes are not to be scheduled during the designated open period, Fridays 1:45 p.m. – 3:00 p.m. Priority use of the open period is confined to union, Senate, and all-university functions. Departments should schedule a second open period of their choice to accommodate departmental meetings.***
4. Flexibility in faculty load assignments should be balanced by our primary institutional commitment to student learning and development.*

5. Faculty should not be scheduled to teach more than two back-to-back single-periods in a given day.**
6. Two-day teaching schedules for full-time faculty must be approved by the appropriate college dean with review by the Provost.***
7. Departments must develop scheduling procedures that equitably assign faculty to the various time periods and days.*
8. Departmental and college scheduling requirements must be responsive to curricular and transportation requirements of both the Camden and Glassboro campuses.*

Review and Oversight Procedures

1. Course scheduling will remain the responsibility of the faculty of the academic departments working with the guidance and approval of their college deans.***
2. Department chairs are encouraged to consult with other departments and colleges to ensure that the needs of their respective majors are met.**
3. Department chairs have the responsibility of forwarding their schedules to their deans for approval.*
4. Approval by the academic deans should be informed (as relevant) by the needs of general education, input from the coordinator of basic skills, the dean of the Camden campus, and the director of the CAP Center regarding the needs of premajors and transfers, with review by the Provost.**
5. The Registrar will be responsible for (1) initiating the academic scheduling process by forwarding to the deans the new academic schedule grid, scheduling principles and timeline; (2) receiving departmental schedules approved by the college deans; (3) negotiating changes in departmental schedules through the college deans; (4) building the schedule for academic affairs administrative review; (5) proofing and printing the schedule; and (6) evaluating its functioning.*

*Originally issued Nov. 17, 1993 by Provost Harley Flack

**Originally issued Sept. 25, 2002 by Provost Helen Giles-Gee

***Slight revision to original principle

These are the suggested rates/per credit for summer 09 (non-CPCE courses)

Proposed per-credit tuition charges:

- ∞ Undergraduate: Tuition \$285 Fees \$95 (CPCE rates vary from \$380-\$395)
- ∞ Graduate: Tuition \$585 Fees \$95 (CPCE rates vary by program from \$640-\$680)
- ∞ Doctoral: Tuition \$640 Fees \$95 (same as CPCE rate)

After taking the waiver from the top of gross tuition revenue (GTR), we are left with the net tuition revenue (NTR), which will be distributed as follow:

1. Undergraduate courses:

- ∞ Enrollment from 6 to 12, the department receives \$4,000, pays for instruction salary - fringe, and keeps any possible left-over.
- ∞ Enrollment of 13 or more, the department receives 40%, pays for instruction salary - fringe, and keeps any possible left-over.

2. Graduate MS courses:

- ∞ Enrollment from 3 to 5, the department receives \$4,000, pays for instruction salary - fringe, and keeps any possible left-over.
- ∞ Enrollment of 6 or more, the department receives 40%, pays for instruction salary - fringe, and keeps any possible left-over.

3. Graduate Doctoral courses:

- ∞ Enrollment from 3 to 5, the department receives \$4,000, pays for instruction salary - fringe, and keeps any possible left-over.
- ∞ Enrollment of 6 or more, the department receives 40%, pays for instruction salary - fringe, and keeps any possible left-over.

4. Throughout it is assumed that each course is a 3-credit hour course. For courses that are not 3-credit hours, the departments' shares will be prorated accordingly. For example, for a 2-credit hour course with 6-12 students enrolled (3-6 for graduate courses), the department will receive $0.667 * \$4,000 = \$2,668$. For those lab-related undergraduate courses in which students pay for four credit hours and instructors receive five-credit hour worth of compensation, the minimum enrollment must be 10 and the department will receive \$6,500. In such cases, the 40% distribution applies when the enrollment is greater than or equal to 15.

The Departments' Share based on enrollment

Enrollment	Undergraduate	Graduate, MS	Graduate, Ed.D.
3	NO	\$4,000	\$4,000
4	NO	\$4,000	\$4,000
5	NO	\$4,000	\$4,000
6	\$4,000	40%=\$4,212	40%=\$4,608
7	\$4,000	40%=\$4,914	40%=\$5,376
8	\$4,000	40%=\$5,616	40%=\$6,144
9	\$4,000	40%=\$6,318	40%=\$6,912
10	\$4,000	40%=\$7,020	40%=\$7,680
11	\$4,000	40%=\$7,722	40%=\$8,448
12	\$4,000	40%=\$8,424	40%=\$9,126
13	40%=\$4,446	40%=\$9,126	40%=\$9,984
20	40%=\$6,840	40%=\$14,040	40%=\$15,360

IMPORTANT NOTES:

- The summer compensation for chairs will be the equivalent of one month's pro-rated salary and will be contingent upon the development and agreement between the chair and the Dean on the duties, responsibilities, and expectations during the summer and verification by the Dean of these have been accomplished.
- As part of their goals for the AY08-09, the deans are assigned specific targets to increase the summer course offerings. It is essential that the chairs work very closely with their respective dean and their faculty to reach (and hopefully surpass) these targets.
- The 12-month faculty members who teach courses as part of their contract are not eligible for extra compensation, nor will their respective department receive any tuition split for the courses they teach.

The Intersession Term

Effective academic year 2008-09, CPCE, in collaboration with the academic departments, will start offering a selected number of courses during the break between the fall and spring terms. This time period will be called intersession and will be considered a stand-alone term.

Intersession courses can be face-to-face, online, or hybrid (combination of online and face-to-face), although there is a strategic preference to offer fully online courses in order to be able to extend the number of days for classes, to avoid the need of contingency plans due to inclement weather, and to minimize the need for any special services.

Key Information about Intersession

- The official code for the upcoming intersession will be 200910.
- The intersession is a stand-alone term like fall, spring, and summer and will appear on the student transcript as such.
- Because by its nature, it is a non-traditional session, all courses during the intersession term will be CPCE courses, and therefore, setting up courses in Banner, registering students for a course, producing a contract for the instructor, etc. will follow the procedures outlined in the master MOU between CPCE and academic units (This MOU and its attachments are available to view from our website at www.rowan.edu/cpce.)
- Like during the regular academic terms, as long as the course meets the required contact hours for the number of credit hours offered, intersession courses may have different start and end dates (officially called "Part of Term" in the tally) and meet for different periods of time and in different modes of delivery.
- As is true during the summer term, students taking intersession courses will be charged the CPCE per-credit rate, no matter their status. (CPCE rates are available in the Bursar's website.)
- Instructional compensation for intersession courses will be according to the AFT contract. Teaching during the intersession does not count towards the academic year teaching load.
- No financial aid will be awarded to specifically address intersession courses. However, any refund from aid for fall/spring terms will be utilized for intersession courses.
- The same course waivers in place for fall, spring, and summer apply to the intersession term.
- The drop/add period for intersession will be the first 2 days of the course/session. Students dropping/withdrawing from a course by the end of the second day of classes will receive 100% refund.
- No other refunds will be possible.

As a pilot, two courses will be offered in Intersession 2009, starting on January 2 and ending on January 16 of 2009. This first round, registration will be performed manually by CPCE staff in conjunction with the approvals from the academic department. However, in the future, online registration will be possible during intersession just like any other term.

If you have any questions about the intersession term, or would like to discuss the possibility of offering an intersession course for Intersession 2010, please contact CPCE at 856-256-4129.

FACULTY OFFICIAL ANNOUNCEMENT – Friday, October 31, 2008

CALL FOR APPLICATIONS: PROVOST'S FELLOW

A Message from the Office of the Provost and the Faculty Center

The Provost Fellow is a one-year appointment designed to provide high-quality tenured faculty members with direct administrative experience. The position will be full-time out-of-unit and last from September 1 2009 to August 31, 2010. Under the direction of the Provost, the Provost Fellow will work with the Associate Provost for Academic Affairs on issues of Academic Affairs. Specific duties will vary, but may include advising the Provost on academic matters, producing the Provost Gram, acting as Rowan liaison to the *Education Advisory Board*, participating in the review of curriculum proposals, and representing the Office of the Provost on University Committees and Task Forces. The appointment may be extended for a second year with the approval of the Provost.

Candidates for the position must:

- ∞ Be a tenured Professor at Rowan University with a minimum rank of Associate Professor (Full Professor is preferred)
- ∞ Have demonstrated some campus-wide leadership (Chair of Senate committees and or task forces, Department Chair, etc.)

Candidates' desired qualities include:

- ∞ Excellent communication skills
- ∞ Working knowledge of campus academic policies and procedures
- ∞ Willingness to take initiative and be a self-starter
- ∞ Excellent organization skills
- ∞ Ability to be flexible
- ∞ Attention to deadlines
- ∞ Ability to be a team player
- ∞ Appreciation of diversity issues

Candidates should submit a CV and a cover letter outlining how they meet the required and desirable qualifications and their goals for the position to Dr. Sonia Spencer by **December 5, 2008** via campus mail (Faculty Center for Excellence in Teaching and Learning, Education Hall 3092) or e-mail (spencers@rowan.edu).

- Questions and concerns should be directed to Dr. Cindi Hasit, Provost's Fellow (hasit@rowan.edu / X5140) or to Dr. Sonia Spencer (spencers@rowan.edu / X4079).

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

**Resolution to Amend the Wording of the Policy on
Academic Standing – Dismissal, Probation, Suspension**

WHEREAS, a new policy was put into effect during Academic Year 2007-2008;

WHEREAS, the policy inadvertently used the word “earned” instead of the word “attempted,” thus creating a loophole whereby students who receive F’s and therefore do not “earn” the associated credits may not be affected by the policy, but students who receive D’s are;

AND WHEREAS, the policy was intended to apply to credits that were “attempted” as well as “earned”;

BE IT RESOLVED, the policy shall be amended, replacing the word “*earned*” with the word “*attempted*” as shown in the attached version.

Please note that the attached version is excerpted from a longer document and therefore makes reference to sections that are not shown. The purpose of the excerpt is to provide the context and, in particular, to show that the term “attempted” is used elsewhere in the document.

Academic Standing – Dismissal, Probation, Suspension

PLEASE NOTE: This academic standing policy is for all new students after Fall 2007.

Academic Dismissal

Definition

As outlined above, academic dismissal takes place under the following circumstances:

Students who have **attempted** at least 15 credits and have been on probation for the academic year (Fall/Spring) will be dismissed from the University. Their dismissal is in effect as of the upcoming Fall semester.

Procedures

The Registrar's Office will notify the appropriate University officers when students are academically dismissed and will note the dismissal on the student's academic record.

The College Deans or the Director of the Career and Academic Advising Center will notify students in writing when they are dismissed. The notices will include a statement that registration for the next semester will be cancelled.

Students so dismissed cannot register in either academic year or summer terms, as full or part-time students, nor as non-matriculated students.

Students who have been academically dismissed from the University may apply for readmission through the Admissions Office after one academic year.

Students who have been academically dismissed may not participate in extra-curricular or co-curricular activities sponsored by the university.

Academic Probation

(For GPA Falling Below 2.0)

Definition

At the end of each Spring semester, matriculated students who have **attempted** 15 credits or more and have a cumulative GPA below 2.0 are placed on academic probation. This probationary period begins with the Fall semester. Students have one academic year in which to achieve a cumulative GPA of at least 2.0. Those who have not attained a cumulative GPA of at least 2.0 by this time will be dismissed from the university.

In addition,

1. Full-time students must attempt 12 or more credits each semester of probation. An attempted credit is defined as credit for any courses in which a student receives a grade of A, B, C, D, F, P, S, W, WP, or WF, or IN.
2. Students will be considered on probation until they attain a cumulative GPA of at least 2.0
3. Summer courses may be taken to help students reach the 2.0 cumulative GPA.

Procedures

Students will receive a warning letter following any semester in which their cumulative GPA falls below 2.0.

The College Deans or the Director of the Career and Academic Advising Center will notify students when they are placed on academic probation. Such notices will include a requirement that students consult an academic advisor in their college early in the first probationary semester and in no event later than the end of that semester. The Registrar's Office will notify the colleges of students who are placed on academic probation and will note the academic probationary status on the student's academic record.

Students will meet with their academic advisors to develop appropriate plans for achieving satisfactory academic performance.

Students on academic probation may not participate in extra-curricular or co-curricular activities sponsored by the university. These policies apply to all students.

Academic Suspension

(For Failure To Meet Basic Skills Requirements)

Definition

Matriculated students must fulfill the basic skills requirements by the time they have attempted 30 credits at the university. Transfer students who enter with 30 or more credits must pass basic skills requirements by the end of their second semester at the university. Failure to meet this deadline will result in suspension.

Procedures

Students who are academically suspended may not register for regular university level courses in either the summer or academic year terms, but may register for basic skills courses.

Students on academic suspension may not participate in extra-curricular or co-curricular activities sponsored by the university.

Students may be removed from academic suspensions at any time by presenting to the appropriate dean or, for undeclared students, the director of Career and Academic Planning, evidence of successful completion of all the basic skills requirements.

Students may not remain on academic suspension status for more than one academic year (Fall/Spring semesters). Students who are not removed from academic suspension after one academic year are subject to dismissal from the university. Exceptions may be made for special programs (e.g., EOF, Specialized Services).

Appeal Process

The Office of the Provost serves as the focal point for the academic suspension, probation and dismissal. The Office of the Associate Provost for Academic Affairs is responsible for the implementation of this process.

1. Written notification of the appeal process and dates will be sent to the student.
2. Student contacts the Dean's Office in the College of their major or the Career & Academic Planning Center for undeclared majors, to make an appointment with the appeal committee.
3. Student completes and returns the Request An Appeal Hearing form with any supported material.
4. Students who do not appeal and students whose appeal is denied will be dismissed from the University. Decisions concerning academic dismissal are made independently of decisions governing financial aid awards. Appeals regarding the discontinuance of financial aid must be made to the Director of Financial Aid.

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

WHEREAS, the following Resolution was passed by the University Senate in Spring 2008;

WHEREAS, the Prerequisite Waiver form currently only requires the signature of the department chair;

WHEREAS, instructors have an understanding of the role of prerequisites to their courses and have to deal with the consequences of prerequisite waivers;

AND WHEREAS, faculty should be equal participants in deciding when prerequisites should be waived;

BE IT RESOLVED, the "Prerequisite Waiver" form shall now require two signatures—the instructor of the course and the chair of the department where that course resides—using the wording in the version below.*

***The version referred to was the same as the one now attached except for the highlighted wording that is proposed with this amendment.**

AND WHEREAS, the Resolution has not been signed and approved to become policy for the following reasons:

- In some cases, students are placed into their courses via a placement exam or portfolio review.
- Since instructors are generally not involved with reviewing placement exams or portfolios, their signatures may be unnecessary.

BE IT RESOLVED, the "Prerequisite Waiver" form shall be revised to include the changes outlined in the original resolution and an additional statement clarifying the above exception, as shown in the attached version; and the policy governing use of the form shall read:

The "Prerequisite Waiver" form normally requires two signatures—the instructor of the course and the chair of the department where that course resides. This reflects the fact that instructors have an understanding of the role of prerequisites to their courses and have to deal with the consequences of prerequisite waivers, and should therefore participate fully in decisions about waiving prerequisites. The policy does not, however, apply to the initial placement of students in programs where such placements are based on standard performance measures such as placement examinations or portfolio reviews.

Whereas: Undeclared students require more intensive advisement than Declared students.

Whereas: Many Rowan students who are unable to gain admission to restricted degree programs enroll in a “shadow major”, i.e. a degree program the student has no intention to complete that bears some similarity to the desired course of study; this is a practice that lowers graduation rates and is not in the interest of the student.

Whereas: Many Rowan students remain Undeclared beyond 60 credits.

Whereas: Undeclared students often encounter barriers to speaking with faculty and degree program advisors.

Whereas: Undeclared students currently have no academic home, no dean to advocate for them, and no institutional mechanism to ensure that they have access to the courses they require.

Whereas: Undeclared students often have greater difficulty internally transferring into Rowan degree programs than similarly qualified external transfer students.

Whereas: Rowan’s President, the Provost, and the Senate President decided to form the Provost’s Task Force on Undeclared Students in 2007-2008, whose report¹ was then vetted through the Senate RAR Committee and the Deans in order to produce a set of resolutions to address the issues with the Undeclared students.

Therefore Be It Resolved:

General Policy Recommendations:

1. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
2. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
3. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
4. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.

¹ This report is included as an appendix to this resolution.

5. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
6. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
7. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeably, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.
8. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

Be It Further Resolved:

Academic Home Recommendation:

Incoming undeclared students will be placed in the *Exploratory Studies Program* within the College of Liberal Arts and Sciences' *Center for Interdisciplinary Studies* (which houses all of LAS's interdisciplinary majors). This proposed program within LAS will serve as the academic home for the entire undeclared student population.

Rather than creating another administrative position, it is recommended that the *Exploratory Studies Program* be directed by a faculty member (with 3 credits per semester of reassigned time) to insure the academic integrity of the process; additionally, it is recommended that a fulltime AFT professional staff member handle the day-to-day operations of the *Program*. The *Exploratory Studies Program* director will collaborate with the CAP Center to ensure that undeclared students are informed about their the degree programs available to them and have access to representatives of degree programs across campus (as mentioned in 6. above). Furthermore, the program director will keep an eye on the retention data for undeclareds and will oversee the program to ensure that the students are able to get into the classes they need and migrate into degree programs by 60 credits. The *Program's* director will be nominated by the program coordinators of the other LAS interdisciplinary programs and will be approved by the Dean of LAS. The undeclared students will continue to be advised by the staff of the CAP center, supported by faculty from across campus. The housing of the undeclared students within LAS offers several advantages:

- A. A significant majority of undeclared students ultimately enroll in majors within the college of LAS. Thus, the majority of undeclared students will start in the college from which they will eventually earn their degree.
- B. Students who reach 45 credits without selecting a major are asked to meet with the CAP Center to plan for their entry into a major. These students would also be asked to meet with the advisor

from LS:HSS to prepare for their entry into the LS:HSS major unless they have chosen and are accepted into another major by 60 credits.

- C. Since the students are housed in LAS, they will have a dean to look after their academic interests. Furthermore, their course needs will be met because a special fund will be created for that purpose. Under this model, we recommend that a pool of funds (~\$30k) be set aside to ensure that courses essential to the progress of undeclared students get staffed. This fund will be administered by director of the *Exploratory Studies Program* upon recommendations from the CAP Center, the LAS Dean's office, and the *Center for Interdisciplinary Studies's* advisory board. Thus, the undeclared students will have an academic dean, an advocate for the creation of new course sections, and the financial support to ensure the creation of needed courses.

Provost's Task Force on Undeclared Students

Report to the Provost

August 17th, 2008

Carol Eigenbrot, CAP Center
Lizziel Sullivan, CAP Center
John Robert Cart, Dean of the College of Fine and Performing Arts
Kathleen Pereles, Department of Management
Patrick Spearman, Department of Foundations of Education
Tricia Yurak, Department of Psychology
Muriel Frierson, Registrar
Jose Aviles, EOF/MAP
Jim Newell, Provost's Office, Co-Chair
Matt Lund, Philosophy and Religion, Co-Chair

Charge to the Provost's Task Force on Undeclared Students:

Last year, I convened an Undeclared Majors task force to begin to look at issues with the large population of undeclared students at Rowan University. This task force concluded that the CAP center was best suited to address the advising needs of undeclared freshman. I fully concur with this recommendation, but many substantial issues beyond advising remain in the way the university handles undeclared students. As such, I charge this new task force to develop specific recommendations that will enable to do the following:

1. Improve our ability to anticipate the needs (course offerings, seats in eventual majors, tutoring, basic skills assistance, etc.) of our undeclared students.
2. Insure that sufficient seats in courses are available to allow undeclared students to advance toward eventual transfer into majors.
3. Discuss the possibility of finding an academic home for all students so that someone with budgetary and curricular influence is looking out for their needs directly.
4. Be certain that all students are making progress towards a degree while eliminating students artificially entering majors in which they have no intention of pursuing a degree.
5. Review barriers to the transfer of students into majors and remove those that are unnecessary.

I would like to see this task force generate specific recommendations that can be implemented immediately while also considering longer-term changes. I also expect this task force to work closely with the Strategic Enrollment Management task force as some issues clearly cross boundaries between the task forces. The Senate leadership and I are hopeful that this exercise in shared governance can lead to meaningful improvements for the University.

Statement on Retention Status of Non-EOF/MAP Undeclared Students:

There has been a common impression that undeclared students have a markedly reduced graduation rate in comparison with declared students. The retention numbers for 4999 are often cited in an effort to change the way undeclared students are handled by the university. However, a close look at the data

discloses that students who begin their Rowan career as 4999 who are not EOF/MAP students have nearly identical 6 year graduation rates to those who enter in degree programs. For instance, the 2000 cohort's overall 6 year graduation rate was 68%, 4999 was 56%, EOF/MAP was 41.3%, and the 4999 excluding EOF/MAP rate was 66.6% -- only 1.4% shy of the overall rate. Similarly, the 2001 cohort's overall 6 year graduation rate was 65.8%, 4999 was 56%, EOF/MAP was 43.1%, and the 4999 excluding EOF/MAP was 65%.² These numbers demonstrate that non-EOF/MAP undeclared students do not have a significantly different graduation rate compared to declared students.

General Policy Changes Recommended:

Some of the principal difficulties encountered by undeclared students are the following: obstacles to internal transfer, insufficient access to advising and faculty, and the temptation to remain undeclared too long in the hopes of getting into a restricted major. The following recommendations attempt to alleviate these problems.

2. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
9. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
10. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
11. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.
12. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
13. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
14. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeable, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.

² IRP Resource Book 2007 and IRP Retention and Graduation Rates for First-Time Full-Time Freshmen

15. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

Recommendation for Academic Home:

It is the shared judgment of the task force that undeclared students would be best served by having an academic home. Currently, undeclared students do not belong to any college, and so have no dean to look out for their course needs or advocate for them. The following recommendation for an academic home for the undeclared students has been produced through the efforts of the Task Force, the Senate RAR Committee, and the Deans of the colleges.

College of Liberal Arts and Sciences: Exploratory Studies Program

Incoming undeclared students will be placed in the *Exploratory Studies Program* within the College of Liberal Arts and Sciences' *Center for Interdisciplinary Studies* (which houses all of LAS's interdisciplinary majors). This proposed program within LAS will serve as the academic home for the entire undeclared student population. [The *Center for Interdisciplinary Studies* will have the directors of the LAS interdisciplinary programs serve as its advisory board, and a center director will be elected from the ranks of the board. (Comment: I doubt that this needs to be part of this report. MDL)]

Rather than creating another administrative position, it is recommended that the *Exploratory Studies Program* be directed by a faculty member (with 3 credits per semester of reassigned time) to insure the academic integrity of the process; additionally, it is recommended that a fulltime AFT professional staff member handle the day-to-day operations of the *Program*. The *Program's* director will be nominated by the program coordinators of the other LAS interdisciplinary programs and will be approved by the dean of LAS. The undeclared students will continue to be advised by the staff of the CAP center, supported by faculty from across campus. The housing of the undeclared students within LAS offers several advantages:

- D. A significant majority of undeclared students ultimately enroll in majors within the college of LAS. Thus, the majority of undeclared students will start in the college from which they will eventually earn their degree.
- E. Students who reach 45 credits without selecting a major are asked to meet with the CAP Center to plan for their entry into a major. These students would also be asked to meet with the advisor from LS:HSS to prepare for their entry into the LS:HSS major unless they have chosen and are accepted into another major by 60 credits.
- F. Since the students are housed in LAS, they will have a dean to look after their academic interests. Furthermore, their course needs will be met because a special fund will be created for that purpose. Under this model, we recommend that a pool of funds (~\$30k) be set aside to ensure that courses essential to the progress of undeclared students get staffed. This fund will be administered by director of the *Exploratory Studies Program* upon recommendations from the CAP Center, the LAS Dean's office, and the *Center for Interdisciplinary Studies's* advisory board. Thus, the undeclared students will have an academic dean, an advocate for the creation of new course sections, and the financial support to ensure the creation of needed courses.

Optional Policy Changes Relating to Aspirants:

Many students at Rowan remain undeclared since they aspire to get accepted into restricted degree programs. The creation of prospective major programs could make the process of internal transfer fairer to the students. Students who have a specific major preference could be placed in prospective majors within each college. The benefit of such programs would be that they would address all the items in the task force charge and provide the colleges with better information on perspective transfers. The colleges have expressed concerns about receiving this population. The concerns fall into two categories – concerns that many aspirants will never achieve enough to be admitted to the program or reluctance to have any additional role in advising these students (even though primary advising would remain in the CAP Center).

The nine policy recommendations that preceded this section work equally well with or without the creation of prospective majors. If the prospective majors were to be created, the following policy recommendations would work in concert with all the previous recommendations:

1. A series of prospective-major FIGS and degree codes need to be created, both for students aspiring to get accepted into restricted programs and for those who know their general area of study, but are still unsure which specific program to choose.
2. A prospective-major structure would look like the FIGs given out now by the CAP Center, only they would be 2 semesters long. If, at the end of 2 semesters (depending on the program), a student does not qualify for the desired program, the student would need to pick a new degree program.
3. Having prospective majors use FIGS would lessen the severity of the problem of course availability since we could forecast. Since the prospective population is not the last in line for getting courses, we may not have as many problems with finding spaces in courses for them.
4. Colleges housing prospective major programs would be responsible for setting up Rowan Seminars and Learning Communities, and possibly for providing advising, for the students. The CAP Center would probably also be involved in the advising for these students.
5. Internal transfer numbers should be based on CAP Center Projections for which degree programs incoming freshmen are interested. Rather than accepting a firm number of external transfers, which until recently has been the practice, we propose forecasting slots for qualified prospective internal transfers.

RESOLUTION
CHANGING THE NAME OF
THE FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
TO
THE FRANCES JOHNSON FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
AND ESTABLISHING AN ENDOWMENT FUND
Motion by Bruce Caswell, November 6, 2008

Whereas, Dr. Frances Johnson served the Faculty Center for Excellence in Teaching and Learning with distinction for ___ years as advisory board member, acting director, and director;

Whereas, Dr. Johnson successfully expanded the program of the Faculty Center to the great benefit of the faculty;

Whereas, under the leadership of Dr. Johnson, the Faculty Center greatly raised its profile both on campus and in the profession;

Whereas, Dr. Johnson was a strong and effective advocate for the Faculty Center in the institution;

Whereas, the Faculty Center has ben a priority of the Rowan University Senate; and

Whereas, Dr. Frances Johnson also served many years on the Executive Committee of the Rowan University Senate with distinction;

Therefore, be it resolved, the Rowan University Senate urges the name of the Faculty Center be changed to The Frances Johnson Faculty Center for Excellence in Teaching in honor of the exemplary work of Dr. Frances Johnson;

Be it further resolved, that an endowment fund be established for The Frances Johnson Faculty Center for Excellence in Teaching.