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| University Senate Agenda  February 3, 2017, 2:00-3:15 in Rowan Auditorium |

# 2:00-2:15

1. Approval of agenda
2. Introduction of visitors
3. Approval of minutes from December meeting
4. President’s report
   1. New Director of Career Advancement: Bob Bullard
   2. Diversity in hiring:

http://www.philly.com/philly/education/Diversity\_at\_colleges\_Not\_at\_the\_front

\_of\_classroom.html

* 1. Move from Linden targeted to be completed by end of Spring Break
  2. Discussion of full-time, tenure-track faculty
  3. RFP for applicant tracking software
  4. Update on buildings
  5. Next Full Senate meeting: Friday, March 3 at CMSRU
  6. Please take the tobacco-free campus survey:

https://rowan.co1.qualtrics.com/SE/?SID=SV\_6PBPxVTJNojLdEF

# 2:15-3:05

1. Parental Leave Task Force (page 2)
2. Second reading: Proposed changes to Registrar’s policies and procedures

(page 3 – Beki Golihur, the Registrar, will answer questions and concerns)

1. Curriculum report (Marci Carrasquillo, page 12)

# 3:05-3:15

1. Old business
2. New business

**Parental Leave Senate Task Force**

*Description of Charge:*  The ultimate goal of the task force is to recommend a parental leave policy for tenure track and tenured faculty to replace current practices and better meet the needs of faculty. To do this, the task force should assess existing inconsistencies in how parental leave is taken, investigate the policies of peer and aspirant institutions, and determine potential benefits and costs to the university. The task force should also coordinate with the union to ensure that recommendations align with all applicable labor agreements and law.

*Committee Makeup:* A group of 8-10 members who are diverse with respect to gender, tenure status, and childcare experiences (especially including experience with Rowan’s maternity/family leave). The committee will include Bob Zazzali, Senior Vice President, Community & Economic Development; Eileen Scott, Associate Vice President for Employee & Labor Relations; and at least one AFT representative.

*Suggested Timeline:* Group will be convened by February 1, 2017. Report of findings by December 1, 2017.

**Recommended Updates from the Registrar and the Registrar Academic Board (RAB) to Existing Registration-related Policy**

As of 04/22/16 – DRAFT – updated 10/2016 by request – SEE COMMENTS FOR UPDATES

## Rationale for Updates to Existing Registration Policy

As of January 4, 2016, the Registrar’s Office and the Registrar’s advising board, RAB, have been charged by the Provost’s Office to assess and evaluate registration-related policies, practices, and processes, to ensure that they:

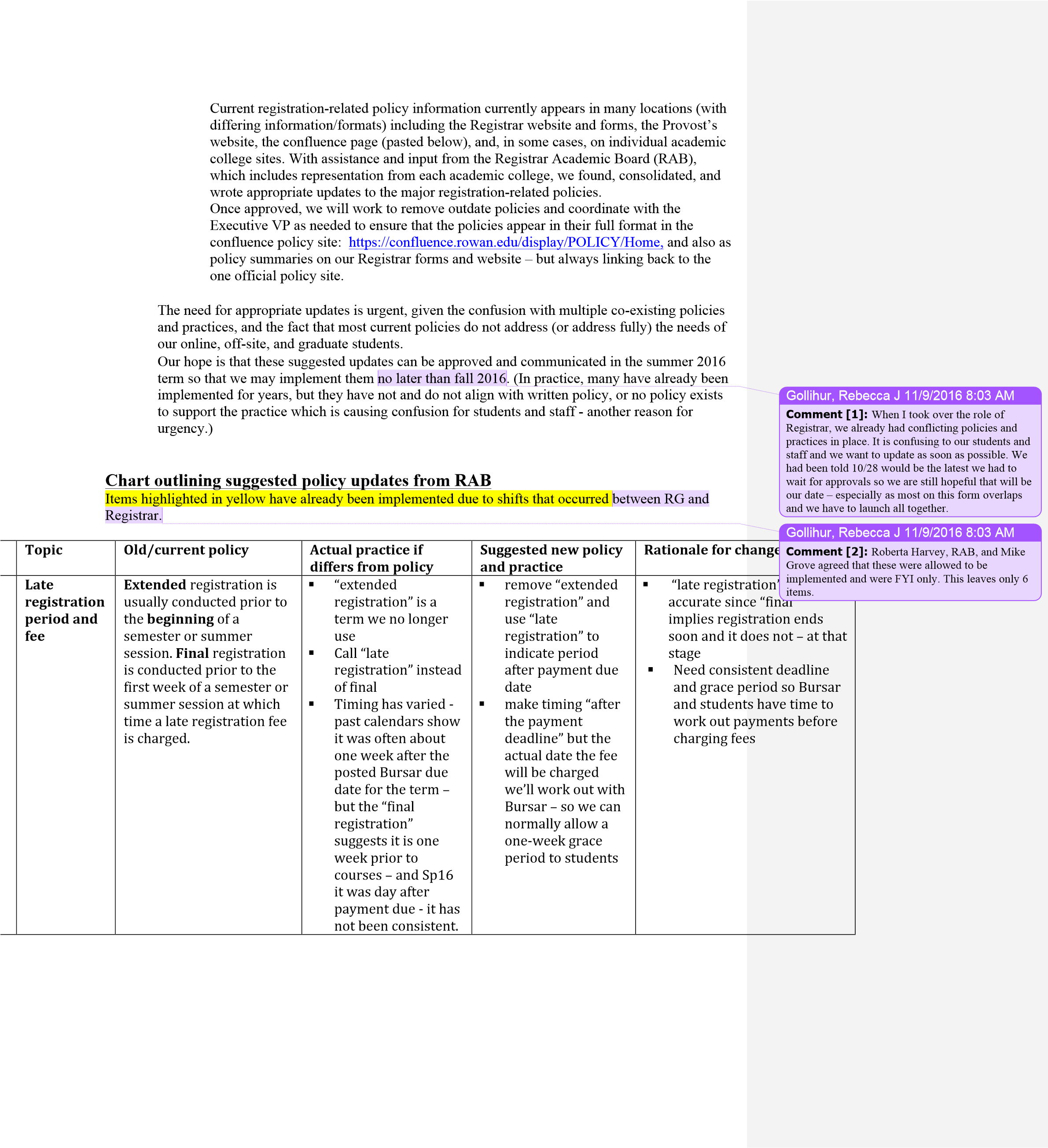
1. are fairly and consistently administered across campus, regardless of academic program or college;
2. are compliant with recent Financial Aid audit-related findings;
3. are up to date and easily found; (For example, currently, several differing versions of registrationrelated policy are found on many locations throughout the web.)
4. are student-centered, serving our current student population in the best possible ways, taking into account changes in that population such as online and off-site students, our office’s shift to include graduate students, and the addition of Rowan Global’s multiple Parts of Term and drop/add sessions;
5. written policy and office practice align, and that any changes therein are well-communicated to students, faculty, and staff. (For example, no policy or form allows advisor signatures for overrides, registration, etc.; however, there has been a significant shift in the way advisors function on this campus and, based upon the desires of many academic departments, it had been the practice of the Registrar’s Office to accept advising signatures.)

## RAB Board Members

1. One representative from the Dean’s Office of the College of Communication & Creative Arts: **Olga Vilceanu**
2. One representative from the Dean’s Office of the College of Business: **Margaret Van Brunt**
3. One representative from the Dean’s Office of the College of Engineering: **Steve Chin/Maria Perez-Colon**
4. One representative from the Dean’s Office of the College of Science & Mathematics: **Eve Sledjeski**
5. One representative from the Dean’s Office of the College of Performing Arts: **Melanie Stewart**
6. One representative from the Dean’s Office of the College of Education: **Lisa VernonDotson/Beth Wassell**
7. One representative from the Dean’s Office of the College of Humanities & Social Sciences: **Stephen Fleming/Larry Butler**
8. One representative from the Honor’s College: **Kristen diNovi**
9. One representative from GSBS: **Diane Worrad**
10. One representative from Rowan Global: **Kelly Yanek/Georg Watt/Marie Dionosi**
11. One to three representatives (as needed) from SEM/Advising: **Lori Getler and Beth Rey**
12. One representative from Student Life/Orientation: **Drew Tinnin**
13. One representative from University Scheduling: **Steve Kessel**
14. One representative from ASA: **Jeffrey Fields**
15. One representative from the Senate Academic Policies & Procedures Committee: **Mike Grove/Eddie Guerra**
16. **Rebecca Gollihur**, University Registrar or designee, which will often be **Melissa McKenna**

## Update Plan/Goals

• Part III of this document is our recommended set of updated registration-related policies that we are asking to be reviewed and approved by the Provost’s Office (and AP&P/the Senate if needed).

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o

## Timeline for Updates

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forms vary ( a few are outlined below): o Pre-req: instructor and chair

* P/NC: instructor o Duplicate Crse.

Waiver: chair o Course repeat: chair

* Hardship Withdrawal: instructor, chair, and dean Ultimately, all registrationrelated forms should go through this process.

**Topic**

**Old/current policy**

**Actual practice if**

**differs from policy**

**Sug**

**gested new policy**

**and practice**

**Rationale for c**

**hange**

**ar**

**Regul**

**Add**

**Drop/**

**Period**



The dates for the

full term drop/add

have always

reflected 5

business days

from the start of

the term.



Same with the

addition of Rowan

Global drop/adds:



If the course

length/Part of Term

in which the course

appears is

**weeks**

**3**

**or shorter:**

o

Regular

Drop/Add dates

are the first 2

business days of

the session/Part

of Term in

which the course

appears



If the course

length/Part of Term

in which the course

appears

**is over 3**

**w**

**eeks and up to 6**

**weeks:**



Regular

Drop/Add dates

are the first 3

business days of

the session/Part

of Term in

which the course

appears



If the course

length/Part of Term

in which the course

appears is

**over 6**

**weeks and up to the**

**full term (12**

**-**

**16**

**weeks):**



Reg

ular

Drop/Add dates

are the first 5

business days of

the session/Part

of Term in

which the course

appears



See “actual

practice”



change to past

This is not a

policy or pr

actice, but we

are simply p

utting Rowan

Global and

main

campus/Re

gistrar dates

togethe

r, m

aking them

d and follow

easier to fin



add dates for all

Need drop/

hs.

course lengt

7

**Late**

**Drop/Add**

**Period**

**and Form**

Up to 2 weeks after

drop/add and required

hardship

documentation and

instructor, chair, dean,

Registrar, and Bursar

signatures

Same

-

exce

pt the

deadline is violated

constantly for

legitimate reasons.

Establish shorter

deadlines because

two weeks after

drop/add is too

long

o

After the

Regular

Drop/Add

period, a grace

period

of

equal length

to the

drop/add

period

for the

(

particular

course/Part

of

Term) is

provided to

accommodate

special

circumstances

that delayed

the original

registration

adjustment.



Provide timelier,

less cumbersome

process for faculty

and student to

manage

administrative

delays and cases

like Internship and

Field Exp. that

m

ight be set

up/begin after

regular drop/add.



Reduce

to only one

or two signatures

–

depending upon

situation (adds

always need

instructor but

drops may only

need signature

from staff member

such as Bursar or

(

Aid) who can verify

delay.



Adds

can continue

to happen even

after this period if

circumstances

warrant

-

with

instructor

-

only

approval.

Current late drop/add

process is only possible

during hardship and is too

long

–

up to weeks after

regular drop/add.



RAB felt that a shorter

period would more easily

allow for the many

necessary administrative

drop/adds (without

documentation/hardship) to

occur in a more timely

manner and better serve

students. (The hardship

option is still possible

through the hardship form if

there is not an

administrative issue/del

ay.)

Gollihur, Rebecca J

11/9/2016 8:03 AM

**Comment [3]:**

Adds

would always need the

instructor AND another signature

-

but from whom

–

depends on the situation. If it is an aid issue =

-

they

need Aid. If it is an academic issue, they would need

the chair. If it were a housing issue, they would need

Housing. The Reg

istrar would work hard to make

this clear on the form and to properly advise about

this.

Most late add/drops are administrative and not

academic

-

and so we would accept appropriate

University Officers.

If a drop were confirmed (by the appropriate Univ

.

Officer) to be due to an administrative issue or error

usually aid or bursar related) then we would not

(

require an instructor signature but we would advise

them to notify the instructor and we are working on

automated emails for even better notification

.

Gollihur, Rebecca J

11/9/2016 8:03 AM

**Comment [4]:**

Late adds would have to have a

valid reason: like the course met for the first time

after the drop/add period. There was a weather delay.

It was an internship that started late anyway.

Essentially, the currently practice of allowing special

late adds wi

th special reason has already been

happening and is not changing.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | |  | |
|  | **Topic** | **Old/current policy** | **Actual practice if differs from policy** | **Suggested new policy and practice** | **Rationale for c** | **hange** |  |
|  | **Late start registration and adjustment**  **form/proce**  **ss** |  There was no real policy or process – students who wanted to take late-start courses had to complete the cumbersome late drop/add process, that technically, required  hardship documentation and had to be completed within 2 weeks of start of term – even though the course in question still had registration open. |  Same - except the deadline is violated constantly for legitimate reasons. | * Establish a late start registration and adjustment policy and form that allows students to easily register for latestart courses (those that begin in   October/March) that have availability and/or to drop those same courses within the appropriate drop/add periods   * Establish and better   communicate that the drop/add periods for latestart courses differ from full-term courses. | * Need formal form so stud don’t unnec complete lat class that ha * Eliminate co need for mul * Working to t   start registr  online but in manual proc type is need   * Also need to anyone goin notifies Aid packaged/a with the pro credits | process and  ents and staff  essarily  e add form for a s not yet begun nfusion and tiple signatures  ry to put late-  ation process the meantime,  ess of some  ed.  ensure that  g through this  so that they are  djusted correctly  per number of |
|  | |  | 8 |  |  |  |

Currently, there are 3 withdrawal periods that reference weeks of the course

**Withdraw**

**al**

**Form/proce**

**ss**

Same as poli

cy.

Change

weeks/terms

to %

of Part of Term but

keeping overall

timelines the same



Remove the

hardship

withdrawal and

make a separate

process



Have one

withdrawal form

for Regular and

Late and keep

those processes

and signatures for

each (as outlined

under

current

policy column)



In addition to

recommending that

students consult

with their advisor,

we are adding a

student verification

section where they

confirm they have

spoken with other

offices around

campus so the

student is fully

aware of the

financial a

nd other

consequences of

this action.



Clarifying

that the

signature is

verifying last date

of attendance and

“grade” as opposed

to approval.

Confirm

withdrawals at this

stage should be

guaranteed

for the

student who

follows proper

process and

deadlines

De

adlines have to be

percentages and not actual

weeks, and must reference

course/Part of Term (not

term) in order to serve our

many courses of differing

lengths.



There is confusion about

being able to withdraw for

academic reasons and we

would like to make t

he

withdraw process more

streamlined and remove

hardship from at least this

portion/form to make it

clear that students can

withdraw for any reason up

to the 75% point of the

course (See hardship form.)



With 6 (or more) academic

colleges addressing

hardsh

ip issues, it is not

possible to be fair and

consistent across the board

-

and currently, it happens

that a student who

withdraws from 2 classes in

2

different colleges are

allowed to withdraw in one

and not another



Since students no longer

receive a refun

d with course

withdrawals at any stage,

and they must still pay for

the course and have it

appear on their transcript

with no credit, it was

suggested during the recent

financial aid audit, that there

should not be obstacles to

withdrawing, and RAB felt

th

at at least before hardship

stage, withdrawals should

be guaranteed.

Gollihur, Rebecca J

11/9/2016 8:03 AM

**Comment [5]:**

% would be 25

-

50

50

%,

-

75

% and

then the last 25 %. This % follows the current date

practices.

Gollihur, Rebecca J

11/9/2016 8:03 AM

**Comment [6]:**

The W would be for the 25

-

50

%

period and the WP/WF is for after that. This is not

changing.

Gollihur, Rebecca J

11/9/2016 8:03 AM

**Comment [7]:**

Ma

ny of these changes are

necessary based upon direct feedback from the

recent audit and designed to allow us to be compliant

with process and timelines.

* Regular Withdrawal is after drop/add and before mid-term & requires instructor signature only and uses a W grade
* Late Withdrawal is between mid-term & last 4 weeks and requires instructor and chair signatures and uses either a WP or WF
* Hardship Withdrawal is last 4 weeks of term, requires instructor, chair, and dean signatures and uses either a WP or WF AND can only be used in documented hardship cases

period/process, use

**Hardship**

**Form/proce**

**ss**

Currently hardship

withdrawal is the

final/latest part of

course withdrawal

–

which is re

-

pasted

below:

o

Hardship

Withdrawal is last

4

weeks of term,

requires

in

structor, chair,

and dean

signatures and

uses either a WP

or WF AND can

only be used in

documented

hardship cases

Same as policy but

we often need many

exceptions and often

documentation is

not attached or

there isn’t verifiable

documentation,

which puts

individual academic

colleges in difficult

position.

Like withdrawal

long process



enable

ensure timelier











% instead of weeks

* Separate from withdrawal process and make it its own year-round/term-

Have the hardship form and process managed between the Registrar and VP Student Life to

better/faster/more consistent processing  Logging of forms/request will take place to

completion of entire process (course and costs and aid) adjustments) which is necessary per aid audit and for return of Title IV funds which must be done within 45 days

Deadlines have to be percentages and not actual weeks, and must reference course/Part of Term (not term) in order to serve our many courses of differing lengths.

By separating from the Gollihur, Rebecca J 11/9/2016 8:03 AM withdrawal form, it will **Comment [8]:** The idea was to recognize that mean fewer forms overall hardship can happen in the first week or the last

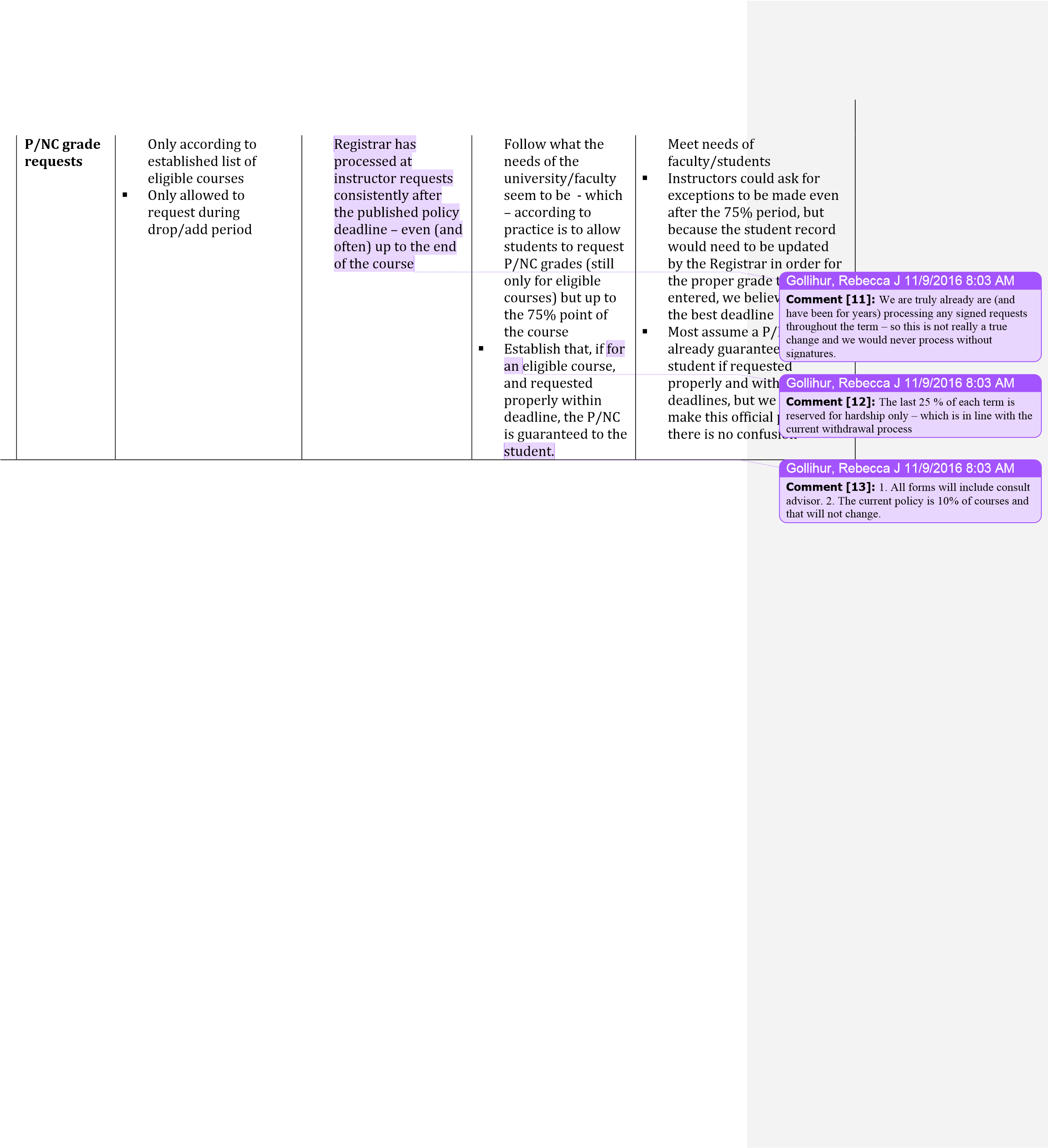
and less confusion regarding week and with courses session =- including winter and summer. This was of any length and in any when documentation is and important to note b/c due to the audit, if there is a is not needed withdrawal, there are only 45 days from the initial New process acknowledges request to finalize return of Title IV $ so we have to that hardship could occur at be diligent year-round.

any time (not just final 25% Gollihur, Rebecca J 11/9/2016 8:03 AM of course/term) and we **Comment [9]:** This is actually already need to provide more implemented b/c we had no choice with the varying term lengths. flexibility and options to students This change would make the hardship process a one-stop shop so that hardship cases are evaluated fairly and consistently across colleges by having the same individual (VP of Student Life) who currently handles hardship university/term withdrawals manage the course withdrawal process as well.

The above also allows us to Gollihur, Rebecca J 11/9/2016 8:03 AM better streamline **Comment [10]:** Due to the recent shift with coding/processing for Student Affairs, Dr. Hand has informed me that he financial aid audit purposes and I and RAB will work together to decide who oversees which portions to make sure it is audit-

across both course and compliant, fair, and timely. It is likely this will be a university/term committee – which was one of RAB’s suggestions. withdrawals Otherwise, processing we suggest will be the same.

This change also removes UPDATE: I still have to talk to Dr. Hand, BUT we additional obstacles from will ensure we follow best practice and that a process the course withdrawal for oversight and review will be developed in process and therefore, is consultation with all academic colleges/Dean’s again, more in line with the Office. financial aid audit findings



**Curriculum Senate Report February 3, 2017**

**Prepared January 27 by Erin Herberg Senate Curriculum Chair**

**The following proposals are being submitted for Senate Approval**

**Process Q: Quasicurriculum Proposals**

**Proposal # College Department Proposal**

**16-17- CCCA Rename the " Master of Arts in Public Relations" with "Master**

**PR/Advertising**

**2.002 of Arts in Strategic Communication" 16-17- CCCA PR/Advertising Rename "Advertising Minor" with "Strategic Communication**

## 2.006 Minor"

The department of Public Relations and Advertising requests the name change for these two programs as it better reflects the nature of the breadth of the courses in the curriculum and the applicability of the master’s degree and minor.

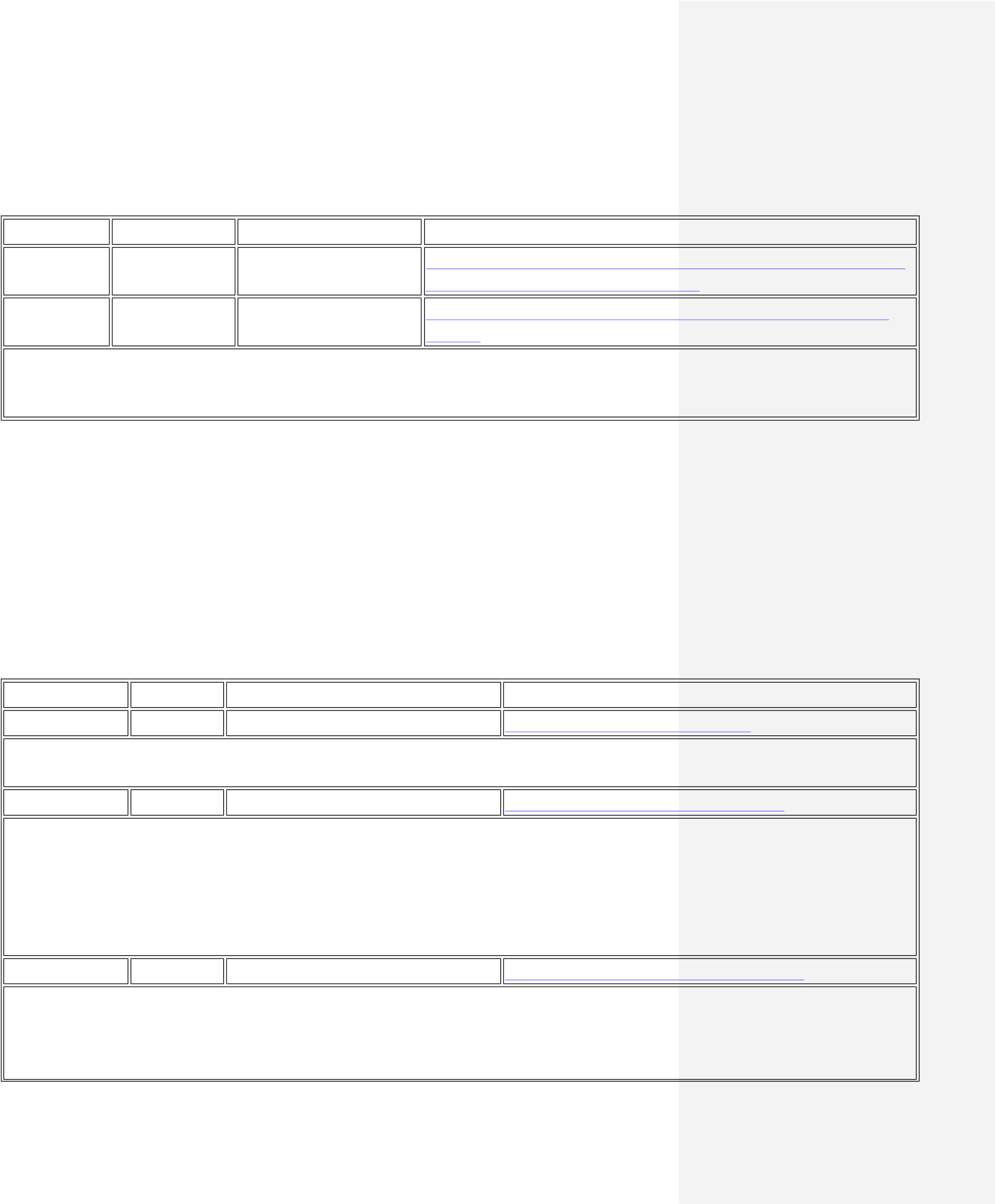
**Process F: New Degree Proposals (\*Approved by the Senate Curriculum Committee Pending Revisions)**

**Proposal # College Department Proposal**

### 16-17-1.001\* COB Management/Entrepreneurship MS in Organizational Leadership

A 30 credit hour master’s program designed to prepare students for organizational leadership positions in corporations and institutions and to become effective leaders.

### 16-17-3.018\* CoED Ed Services and Leadership BA in Leadership & Social Innovation

A 36 credit hour interdisciplinary undergraduate program designed to prepare students to work in newer industries and with newer technologies, such as start-ups, foundations, non-profits, and community organizations, as well as business, government and policy institutions. Students will come to understand leadership and organizations, diversity, the design and evaluation of organizational initiatives, and grant acquisition and management. The program requires 18 credit hours of CoEd Leadership coursework and the selection of one 18-hour concentration. Concentrations for this program are drawn from existing CUGS and Minors across the university with the approval of the related programs/departments.

## 16-17-3.026\* CoEd STEAM Ed MA Educational Technology (Graduate)

A 33 hour credit hour master’s program designed for students who desire to take leadership roles in their school organization. This program serves students who seek, or desire to continue, employment in P-12 schools and districts as teacher leaders or wish to pursue coordinator or supervisor positions. The program provide expertise in using technological tools and resources to support learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | |  | |
| **16-17-10.019\*** | **Earth and**  **Environment** | **Environmental Science** | **BS in Environmental S** | **cience** |  |
|  |
| A 68 credit hour undergraduate program designed to prepare students to become profess  (STEM  professionals). It includes an environmental science core, concentration, and restricted el are prepared to become Environmental scientists (industry or government agency) and ar in environmental science | | | | ional environmental scientists  ectives. Students in this program  e prepared for graduate study |
| **16-17-10.020\*** | **Earth and**  **Environment** | **Environmental Science** | **BA in Environmental S** | **cience** |
|  |
| A 39 credit hour undergraduate program designed for students who wish to become part These students would be prepared to join non-STEM Professions that require an understa the environment (STEM skills). It includes an environmental science core and free elective double majors, minors, or CUGS in related subject areas. | | | | of the STEM-capable workforce. nding of the human impact on  s that provide options for |
| **16-17-11.012\*** | **Health**  **Professions** | **HES** | **BA in Health Promotio** | **n and Wellness** |
|  |
| A 68 credit hour undergraduate program that replaces the B.A. in Health and Exercise Scie Health Promotion and Wellness with a stand-alone degree. | | | | nce with a concentration in |
| 13 | | | |  |