

UNIVERSITY SENATE MINUTES

December 4, 2009: 1:45 pm, Rowan Hall Auditorium

ATTENDEES: Herb Appelson, Smitesh Bakrania, Joe Basso, Tom Bendtsen, Lori Block, Kate Boland, Gregory Caputo, Bruce Caswell, David Clowney, Nadine Connell, Jennifer Courtney, Joel Crichlow, Ronald Czocho, Larry Depasquale, Robert D’Intino, Carol Eigenbrot, Jon Foglein, Bill Freind, Zenaida Gephardt, Dorie Gilchrist, Eddie Guerra, Roberta Harvey, Karen Haynes, Greg Hecht, Erin Herberg, Marlana Herman, Susan Hersh, Phillip Lewis, Janet Lindman, Douglas Mapp, Corinne Meredith, Eric Milou, Anne Phillips, Robi Polikar, Peter Rattigan, Will Riddell, Connie Rosenberger, Lane Savadove, Nick Schmelz, Richard Scott, Kathleen Sernak, Midge Shuff, Sonia Spencer, Don Stoll, Pat Alexy Stoll, Eileen Stutzbach, Skeffington Thomas, Jia Wang, Patrick Westcott, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Mark Berkey-Gerard represented by Kathryn Quigley, Michele DiCorcia represented by Richard Fopeano, Jerry Hough represented by Rory McElwee, Cindy Vitto represented by Glenn Odom, Barbara Williams represented by Mary Cormier.

NOT IN ATTENDANCE: Joe Cassidy (2nd consecutive absence), Tom Doddy (3rd consecutive absence), Habib Jam, Valarie Lee, Lili Levinowitz, Lawrence Markowitz, Jacqueline McCafferty, Phyllis Meredith, Diana Nicolae (2nd consecutive absence), Dex Whittinghill.

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors - none
3. Approval of Minutes from October 2009 (separate file) – moved, seconded, approved
4. President’s Report (page 3)
5. Open Period: Provost Houshmand – Talked about replacement of vacant faculty lines. 56 lines to be filled over next 5 years. College of Business to get 1 line, College of Communication to get 9, Education 28, Engineering 1, FPA 2, and LAS 15. Intent is to freeze undergraduate full-time enrollment at 8600. Five year goal to have 50% living in dorms, currently at 30% in dorms. Provost won’t tell Deans which department should get the position. That is the deans’ decision to make with input from the departments. If productivity remains the same or grows then any new vacancies will remain with that college. Anyone who can come up with a new program that will cover its own expenses – then they might get new lines. Provost states he is committed to this as well as new lines for new programs with a solid business plan. Dr. Houshmand also talked about the cost center model.
6. Standing Committees & Task Forces
 - a. Curriculum Committee
 - i. Process D Resolution – Second Reading (page 7) – moved, seconded, passed.
 - ii. Curriculum Committee Report (pages 8-9) – Two process C proposals from the Marketing/BIS Department - moved, seconded and passed.
 - b. Academic Policies & Procedures Resolution – First Reading (page 10) – Comments/concerns from senators included question about how this would affect honors at graduation, note that some graduate schools and employers won’t accept this and will recalculate the GPA using all grades, suggestion that we need more data to base this on and additional concern about equity for students who do or don’t qualify for Opt Out. Roberta Harvey showed talking points on screen which will be circulated to senators by e-mail later after meeting.
 - c. Committee on Committees Appointments
 - i. Approval of external promotion committee for one candidate in Art department – Eric asked by the candidate, in light of grievance, to create an external promotion committee for a tenure track promotion candidate in Art. Suggested committee is

Kevin Dahm from Engineering, Steve Cone from Education, and Burt Greenspan from Fine and Performing Arts. Much discussion and concern from senate floor followed. Motion was made and seconded that the Dean should appoint 2 people to the committee– motion failed. Motion made and seconded that two people from the Art Department should be included on the committee – motion failed. Motion to approve committee as constituted above passed by 26-10-7 vote.

- ii. Approval of outside member of Sociology’s promotion committee – this person would be Beena Sukumaran – moved, seconded, approved.

- 7. Old Business - none
- 8. New Business – none
- 9. Adjournment – 3:30PM

PRESIDENT'S REPORT

1. Freshman Registration Changes (see pages 4-6) –
2. Continual concerns with CPCE/Summer School Funds – we are being advised to “hang in there” for another semester – be patient with concerns for now because new plan should go into effect for next fiscal year which should eliminate the current problems.
3. Medical School Advisory Committee Update – expect report next week from consultants. There was a meeting held at Cooper last week. The committee charge is still being discussed, should include curriculum discussions. The search for a founding dean should be starting next semester.
4. Formation of ad-hoc Committee: Academic Integrity Workshops Initiative
 - a. Charge: A collaborative effort with representatives from academic affairs and student affairs to organize academic integrity seminars and supporting activities/resources. Members of the committee would not necessarily design or conduct the seminars, but would be responsible for recruiting facilitators, making sure the seminars are scheduled, etc.
 - b. Membership: Bruce Caswell, Cindi Hasit, Roberta Harvey, Joseph Mulligan, Carol Gruber, Joe Coulombe. Does anyone else want to volunteer? If so, contact Eric.
5. Banner student course evaluation – this has no formal endorsement from the Senate. It is a pilot only. Each department should approve its use within that department.

Summary of Changes to Freshman Registration (by Jim Newell)

Background

As everyone in this group knows, until this year registration for fall classes closed in late April and remained closed until mid-summer. This created a series of problems including:

1. Students who failed a class could not sign up to retake it (or even find out if they could have a seat) until after summer registration deadlines here and elsewhere had passed
2. Students changing majors were stuck in a series of classes that they had no intention of taking and could not sign up for those they now needed
3. Complications with graduate enrollment, CPCE enrollment, and others resulted.

The chairs of LAS requested that this policy change and, ultimately, the senate passed a resolution leading to “open” enrollment that the Provost signed it into policy. The above problems were fixed immediately and the consensus feedback has been overwhelmingly positive from students and faculty alike. However, the change resulted in an additional consequence. The load balancing software that the registrar’s office uses to place students in classes requires that registration be frozen. That is no longer the case. The software simply will not work, nor does the registrar’s office have the manpower to create 1600 unique schedules manually. We simply cannot do what was done in the past. The question then becomes how to implement a process that benefits the students with as little disruption as possible to the other things that we value.

The old system involved the creation of Freshmen Instructional Guides (FIGs) for each major and a cluster of FIGs for undeclared (now exploratory studies) students depending on whether they were truly undecided or had a general idea of what they were looking for (something in education, something in the sciences, etc.). From these FIGs, the load balancing software created specific schedules for all Freshmen. There were two problems that we lived with using this method:

1. Schedules were created when deposits were received. In a typical year, 100-200 students deposit but never attend (they go elsewhere or decide not to go to college at all). At 5 classes per student, we currently tie up as many as 1,000 seats in classes with phantom students who will never attend. By the time we know that they are not coming, decisions about class cancellations, adjunct hiring, etc. have already been made based on faulty information
2. While the load balancing program creates workable schedules (2 classes are not scheduled at the same time), it makes no effort to optimize. A commuter student might well have a class at 8:00 AM and another at 4:45 PM on the same day with nothing in the middle, when there were multiple other sections of each course. These sections have now been filled by other students (some of whom may have preferred the morning or evening section) but now neither can change because both sections are filled.

The plan (that has been discussed at length with both the SGA and student affairs) is to create the FIGs exactly the same way as before. Each student (at orientation) will receive a list of the five classes that he/she must take. The only difference is that they will now be taken to a computer room where they will pick the time of day to take each class.

Students who need changes to their schedule, major, etc., will meet with professional advisors at orientation exactly the same as before. The computer rooms will be staffed by PROs who have been clearly trained to provide help with the computer process of selecting a section. They will not do advising. Students who need help with selecting alternative courses will be sent to professional advisors. Let me be unambiguous. Freshmen are not choosing what courses to take. They are selecting the time of day to take them, using the exact same system that they will use for the next 7 semesters they are here.

I have now spoken about this plan with many groups. Let me provide a FAQ summary.

1. What about Rowan Seminar?

The list of courses that the students receive will indicate one course as a Rowan Seminar and they will be told that they must take the specific section of that one course.

2. What stops the students from taking different classes than they are given in the list?

Nothing. Of course, under the current system, nothing stops them from walking to the nearest computer terminal and dropping the five classes to which they were assigned and adding any five courses that have open seats and no unmet prerequisites.

3. What about Placement in math and comp?

Students needing placement below COMP I (integrated Comp or Improving Personal Writing Skills) or CALC (College Algebra or lower) will have the appropriate course appear on their list of courses. After registration, a scrubbing run will be performed that insures that all students who need Integrated Comp are in a section of Integrated Comp (the same for the others). Prerequisites should block students from signing up for a higher level course, but any who manage to get through will be dropped by the registrar from their section of COMP I and placed in the appropriate writing course (same with math). Students whose placement scores come after registration will not be impacted by the change.

4. What changes need to be made to the FIGs?

None are actually necessary, but an opportunity arises. Many majors have some courses that they really need and some courses that are really about getting the students started in any Gen Ed. If the current FIG for a major included “Western Civilization to 1660 and World Regional Geography” as courses, it is possible that the department needs the students to take American History but selected the geography course because it fulfilled the M/G requirement of the Rowan Experience. The program could now choose to offer an alternative M/G course (perhaps Cultural Geography) that would still fulfill the SBS and M/G requirements. The list that was sent to the student could say:

HIST05.100 Western Civilization to 1660

*GEOG 06.111 World and Regional Geography

*If all sections of GEOG 06.111 are filled, you make take GEOG 06.102 Cultural Geography or POSC 07.100 Intro to Government Politics as an alternative

Or the program could chose not to do this and leave things exactly as they are.

5. How will this impact seat availability

The only direct impact is that up to 1,000 seats are open because no phantom students are filling them?

6. How will this impact orientation?

Student affairs expressed great concern that giving the students schedules or scheduling information before orientation would reduce attendance. Now the student actually creates the schedule (not the courses, but the times) at orientation, providing even more incentive to attend. The registration period will extend by one hour to provide additional time and PROs will be present in the computer room, but otherwise not much should change. We have proposed giving the students their course lists on the morning of Day 2 rather than the afternoon

7. Will the seats in the good sections fill up during the first 2 orientations, leaving no good times for those who come to Day 3?

We propose opening 40% of the seats in courses saved for Freshman for the first orientation, raising it to 70% for Orientation 2, and then to 100% for the third thus insuring seat equity.

8. What about learning communities, honors, etc.?

Students will be placed in learning community courses if identified by the faculty members in advance. Schedules can be altered for those who join late (not so different than what we do now). The honors coordinator places honors students in honors courses before registration and that will continue. They will place themselves in the remaining courses during orientation.

9. What about students who do not come to orientation?

The registrar's office will contact all students who have deposited but did not attend registration. Those who are coming to Rowan but missed Orientation will be placed in schedules manually. They will, of course, receive the last choice of sections, but no matter what system is used, someone gets the last pick. Those who are not coming will not be placed. Inevitably, someone will decide to show up without a schedule and they will be placed in courses before the start of classes in the fall.

10. Why didn't we all hear about this sooner?

Registration is still 8 months away. We have lots of time to iron out some of the details. The decision to make a change was not optional. We cannot do what we did before. I perceived having the students walk to a computer as a minor change (they still take exactly the same classes created exactly in the same way) with a few benefits. Clearly, I misjudged the level of interest this would spark on campus, so I am making the rounds now. I have met with student affairs, the SGA, the Academic Affairs Council, a group with senate (Carol Eigenbrot and Nick Schmelz) and student representation that discussed the details. I am meeting with you now and the associate/assistant Deans on Friday. I am running out of people to talk to.

11. Can we Propose Changes?

Sure. We have lots of time to get the details right. What we cannot do is go back to what we used to do. It will not work. This approach also offers several benefits that we could not get the other way.

**Resolution Recommending Adoption of New Curriculum Process
For a Major's Admission to and Removal from Restricted Status**

WHEREAS, The Provost appointed a Task Force on Restricted Major Status in the spring of 2009 to develop criteria for restricted major status, to coordinate the submission and initial review of requests, and to develop long-term process with the University Curriculum Committee to consider future requests for restricted major status.

AND WHEREAS, the first two duties of the Task Force on Restricted Major Status have been completed.

THEREFORE BE IT RESOLVED, that the University Senate create a new curricular process, called process D, for departments and programs to apply for restricted major status. The Process D form will be used to request a major's admission to or removal from restricted status and will follow the traditional process of consideration: by the department, dean, College Curriculum Committee, University Curriculum Committee, and the Provost's office.

AND BE IT FURTHER RESOLVED, that the deadline for submission for restricted major status to the Senate office will be December 1 of each academic year.

Report of the University Curriculum Committee
December 4, 2009
Submitted by Janet Moore Lindman

Process C

SCC#	College	Title	Department
08-09-120	Business	COGS in Business	Marketing/BIS
08-09-122	Business	Specialization in MIS for MBA Program	Marketing/BIS

Process A

SCC#	College	Title	Department
09-10-302	Education	School & Family Issues for Children with Ongoing Health Care Needs - Add course to School Nursing Certification Program	Special Education
09-10-303	Education	School & Family Issues for Children with Ongoing Health Care Needs – change course description	Special Education
09-10-304	Education	School & Family Issues for Children with Ongoing Health Care Needs – change prereqs	Special Education
09-10-305	Education	Practicum in School Nursing – change credit hours	Special Education
09-10-306	Education	Internship in Health Teaching – change credit hours	Special Education
09-10-307	Education	Health Teaching Methods for School Nursing Seminar – delete course	Special Education
09-10-308	Education	Human Exceptionality – change requirement	Special Education
09-10-309	Education	Teaching: An Introduction to the Program – delete course	Special Education
08-09-335	Education	Applied Biomechanics	Health/Exercise Science
09-10-395	Education	Conducting & Analyzing Qualitative Research	Educational Leadership
09-10-			
09-10-400	Engineering	Sustainable Civil & Environmental Engineering – minor change	Civil Engineering
09-10-402	Engineering	Mechanical Design – new non gen ed	Mechanical Engineering
09-10-403	Engineering	Mechanical Engineering Lab – new non gen ed	Mechanical Engineering
09-10-404	Engineering	Machine Design – new non gen ed	Mechanical Engineering
09-10-405	Engineering	Materials Science and Manufacturing – new non gen ed	Mechanical Engineering
09-10-406	Engineering	Thermal Fluid Science I – new non gen ed	Mechanical Engineering
09-10-407	Engineering	Thermal Fluid Sciences II – new non gen ed	Mechanical Engineering
09-10-408	Engineering	System Dynamics & Control I – new non gen ed	Mechanical Engineering
09-10-409	Engineering	System Dynamics & Control II – new non gen ed	Mechanical Engineering
09-10-410	Engineering	Water Resources Engineering – minor change	Civil Engineering
09-10-411	Engineering	Sophomore Engineering Clinic I	
09-10-412	Engineering	Engineering Graduate Research – minor change	Electrical & Computer Engineering
09-10-413	Engineering	Chemical Engineering courses – minor change	Chemical Engineering
09-10-414	Engineering	Math requirement for Chemical Engineering – minor change	Chemical Engineering
09-10-501	FPA	Singing for the Actor	Theatre/Dance
09-10-502	FPA	Fundamentals of Ballet Dance	Theatre/Dance

09-10-503	FPA	Fundamentals of Tap Dance	Theatre/Dance
09-10-504	FPA	Fundamentals of Jazz Dance	Theatre/Dance
09-10-505	FPA	Concentration in Theatre Design	Theatre/Dance
09-10-506	FPA	Ballet III – Delete course	Theatre/Dance
09-10-507	FPA	Jazz III – delete course	Theatre/Dance
09-10-701	LAS	Crime Prevention Analysis	Law & Justice
09-10-702	LAS	Psychology of Scientific Thinking	Psychology
09-10-703	LAS	Psychology of Scientific Thinking	Psychology
09-10-705	LAS	Practicum in Applied Behavior Analysis	Psychology
09-10-706	LAS	Special Topics in Applied Behavior Analysis	Psychology
09-10-708	LAS	Practicum in Applied Behavior Analysis	Psychology
09-10-709	LAS	Case Management in Sociological Practice	Sociology
09-10-710	LAS	Sociology of Social Work	Sociology
09-10-711	LAS	Sociology of Migration	Sociology
09-10-714	LAS	Introduction to Planning	Geography/Anthropology
09-10-715	LAS	Community Planning & Site Design	Geography/Anthropology
09-10-806	LAS	Minor in Biology	Biological Sciences
09-10-805	LAS	Bioanalytical Chemistry	Chemistry/Biochemistry
09-10-800	LAS	Computer Science Learning Community	Computer Science
09-10-801	LAS	Mathematics for Engineering Analysis I	Mathematics
09-10-802	LAS	Mathematics for Engineering Analysis II	Mathematics
09-10-803	LAS	Structures of Mathematics II	Mathematics
09-10=804	LAS	Structures of Mathematics I	Mathematics
09-10-808	LAS	Statistical Design of Mathematics II	Mathematics
09-10-809	LAS	Liberal Studies: Math/Science – minor change	Liberal Studies: M/S
09-10-811	LAS	BS in Computer Science – add more course options to science requirement	Computer Science
09-10-812	LAS	Introduction to Systems Simulation & Modeling	Computer Science
08-09-903	Interdisciplinary	Minor Change: Non-Credit Portfolio and Self-Assessment Requirement	Women’s and Gender Studies
08-09-907	Interdisciplinary	Senior Seminar – WI	Africana Studies Program

Resolution Allowing Undergraduate Students to Opt Out of an Early Poor GPA

WHEREAS, for a variety of reasons, some freshman undergraduate students perform very poorly when they first come to the University and end up leaving with a weak academic record;

AND WHEREAS, such students may wish to return later, having matured or otherwise resolved the issues that caused their earlier poor performance;

AND WHEREAS, these students would be discouraged or prohibited from returning to Rowan if the earlier poor performance remained part of their record, and since they could go elsewhere and choose not to report their previous academic record;

THEREFORE BE IT RESOLVED,

that undergraduate students who started at Rowan University as native freshmen, earned a cumulative GPA less than 2.0 during their first academic year at Rowan University, and have not attended classes at Rowan University for a minimum of two consecutive years may apply via a written request to the Academic Dismissal Committee asking to have their grades forgiven and their GPA restarted at 0.0.

- ✦ The **maximum** cumulative GPA that could be forgiven will be 1.9.
- ✦ A **maximum of 36** attempted credits could be forgiven (based on the normal maximum number of credits permitted).
- ✦ Rowan University courses in which the student received a C or better will automatically be accepted as transfer credits. The grades will not count toward GPA.
- ✦ Students seeking to have their grades forgiven are required to write a statement requesting to be readmitted under the policy and presenting evidence of readiness and/or continuing progress, such as successful completion of 24 credits at a community college or another accredited institution, regular employment, or military service.
- ✦ Approvals would be handled by the Academic Dismissal Committee, which hears appeals from students requesting reinstatement in the University.
- ✦ The policy would not apply to graduate students.