

University Senate Agenda March 3, 2017, 2:00-3:15 in CMSRU Auditorium
--

2:00-2:15

1. Approval of agenda
2. Introduction of visitors
3. Approval of minutes from February meeting
4. President's report
 - a. Senate letter on Executive Order (page 2)
 - b. Non-tenured Teaching Faculty (page 4)
 - c. Survey on Administrative heads (separate file)
 - d. Proposals for less expensive textbooks
 - e. Update on finals schedule
 - f. Rowan Core update (Mike Grove)
 - g. Conference and Event Services: talk to Jess Porch, x5446
 - h. Administrative heads

2:15-3:00

5. Open Period: Shreek Mandayam, Vice President for Research & Executive Director, SJTP
6. Open Period: Bob Bullard, Director, Office of Career Advancement

3:00-3:10

7. First reading: Revised Library Committee Charge (Page 3)
8. Curriculum report (Erin Herberg) Note: I'll send the curriculum report next week

3:00-3:15

7. Old business 8.
New business
- 9.

Open Letter from the Rowan University Senate Regarding President Trump's Executive Order Restricting Refugees and Immigrants

Since its earliest days, the United States has welcomed those fleeing persecution. From Thomas Paine to Albert Einstein, those immigrants and refugees have deeply enriched our country.

That is especially true of higher education, where a significant number of our students, faculty, and staff have been born in countries around the globe. Consequently, we were surprised and alarmed by President Trump's executive order restricting refugees and immigrants from seven nations. That order was so broadly written that it targeted not only those who are now fleeing violence and oppression, but also many people who have been living as permanent residents in this country for years or even decades, some of whom are faculty and staff of Rowan. Our colleagues now find themselves unsure if they should leave the United States, which prevents them from conducting research abroad and divides them from their family and loved ones in other countries.

President Trump's executive order essentially invalidated the visas of tens of thousands of immigrants and refugees.

We have no doubt this will damage higher education in our nation by making it much more difficult to attract the students and faculty from other nations who are central to our colleges and universities.

As a group of diverse individuals from all over world, we support all members of the Rowan University community, regardless of their nationality, race, religion, ethnicity, sexual identity, or genderexpression. We would hope and expect that President Trump would do no less, and we urge him to revoke this immoral and un American executive order.

Revised Charge for Library Committee

Current:

Reviews available learning resources of the University including those in the Campbell Library, the Camden Campus library, the music library and educational media. The committee also reviews the policies regarding the management and use of these centers and materials and makes appropriate recommendations.

Revised:

The committee facilitates communication regarding the research needs of faculty and students and reviews policies on the support for, management, and use of the libraries' facilities and resources. Additionally, the committee makes recommendations to the University Senate to ensure library resources are of high quality and utilized appropriately to further the educational and research mission of the University.

NEW LETTER OF AGREEMENT – NON-TENURED TEACHING FACULTY

Non-tenured Teaching Faculty

Non-tenured teaching faculty (hereinafter referred to as NTTF) have the primary responsibility of teaching, or supervising clinical experiences or internships. Duties and responsibilities shall not include scholarship, research, or creative activity.

The total number of NTTF appointed shall not exceed ten percent (10%) of the regular full-time faculty lines at a College/University. Prior to each academic year, the College/University shall consult with the Local Union regarding the number of planned NTTF appointments.

NTTF shall not be eligible to participate in personnel/peer committees, but can participate on search committees as they relate to their instructional responsibilities. However, NTTF may participate in general College/University affairs or on curriculum or assessment committees relative to their teaching or supervisory responsibilities.

Teaching Load

Teaching load for a NTTF shall be a maximum of twenty-four (24) teaching credit hours for ten (10) month positions and thirty (30) teaching credit hours for twelve (12) month positions. Other duties may be assigned in lieu of the credit load. Clinical or student supervision assignments can also be made in lieu of teaching. During the period of instruction NTTF shall be present on campus as necessary to their professional responsibilities and shall also be accessible to students, faculty and staff colleagues through whatever normal, electronic, telephonic or written modes they find most convenient during the academic year.

Salary

The salary ranges for the ten (10) month NTTF titles listed below shall be as follows:

Lecturer and 21	Ranges 20
Senior Lecturer 24, 25	Ranges 22, 24, 25
Master Lecturer and 27	Ranges 26

The salary ranges for the twelve (12) month NTTF titles listed below shall be as follows:

Lecturer and 23	Ranges 22
Senior Lecturer and 26	Ranges 25

Master Lecturer and 30	Ranges 29
---------------------------	-----------

NTTF who are earning more than the aforementioned ranges shall not have their salaries reduced.

Appointments and Assignments

NTTF shall be appointed to a two-year initial appointment and can be re-appointed to a second two-year appointment. After a second two-year appointment, NTTF shall be reappointed to a three (3) year term. Subsequent reappointments shall be for four (4) years and then five (5) years. All subsequent contracts shall be for five (5) full years.

Contracts tendered to NTTFs shall list specific duties for those persons. If there any changes to those duties in a subsequent year, the changes need to be communicated in writing prior to the start of the year.

Over and above satisfactory and successful performance, continued reappointment will also be based on continued programmatic need. In cases where there is no longer a programmatic need for the position or the skill-set and/or expertise of the NTTF in the position, individuals will be notified no later than February 1st of the previous academic year of their non-reappointment. In all such cases, the Union will be notified in a timely manner of non-reappointment based on a lack of programmatic need.

Procedures for Reappointment

1. Prior to its issuance, the notice of the calendar for NTTF application for reappointment shall be given to the Local Union president and candidate.
2. NTTF shall be reappointed pursuant to established procedures. Only those duties noted on their contracts are used for reappointment evaluations.

Promotion and Range Adjustment

NTTF shall be eligible for promotion pursuant to Article XIV of the State-Union Agreement and locally negotiated procedures. NTTF shall be eligible for range adjustment pursuant to Article XXI of the State-Union Agreement and locally negotiated procedures. NTTF can only be evaluated on teaching and specific responsibilities as listed in their contracts for the purposes of promotions and range adjustments.

Leaves and Holidays

Ten (10) month NTTF are eligible for sick leave pursuant to Article XXIV and holidays pursuant to Article XXV of the State-Union Agreement. Twelve (12) month NTTF are

eligible for vacation-sick leave pursuant to Article XXIV and holidays pursuant to Article XXV of the State-Union Agreement.

Exclusions

All terms and conditions of NTTF employment shall be governed by the State-Union Agreement unless specifically excluded herein.

Tentative Approval

_____ /_____/____

Rowan AFT Date
2373

_____ /_____/____

Rowan University Date

Committee for Department Heads Pilot Program
Summary Report
February 1, 2017

Task: The Provost, Jim Newell, in consultation with the AFT, formed a committee and constructed surveys to gather information from faculty, department heads, and deans regarding the recent initiative to appoint administrative department heads in selected academic departments. The data will be used to inform future decisions made by the Provost.

Summary Perceptions

Faculty are divided on the administrative performance of heads. Thirty-eight percent *strongly agreed* or *somewhat agreed* that duties were done as well or better with heads rather than chairs; twenty percent *neither agreed nor disagreed*; thirty-five percent *somewhat disagreed* or *strongly disagreed*. A variety of views on performance were expressed within departments. Only one department *somewhat agreed* or *strongly agreed* unanimously that administrative duties were done as well or better.

All eight heads either *strongly agreed* or *somewhat agreed* that compensation for heads was fairer than their previous compensation as chair. However, faculty responses regarding compensation of heads were mixed.

A substantial majority (72%) of faculty members reported that they do not prefer heads to chairs. Twenty-seven faculty-written comments across 6 departments addressed concerns regarding personnel decisions. In sharp contrast, 7 out of 8 heads (88%) *somewhat agreed* or *strongly agreed* that they would rather be heads than chairs, but were evenly divided on whether moving to an administrative head structure has had a negative impact on relationships with faculty. One head captured the contention this way, "Heads are great and needed BUT they need to be faculty with rights to serve on personnel committees."

The deans scored all four survey items favorably and left no written comments. Both deans *strongly agreed* that the operation of the college ran well (or better); the ability of heads to focus entirely on administrative duties was worth the additional compensation; and they both *strongly agreed* that they would like to continue having heads in their College. Regarding the statement "The heads were more effective in performing their job duties," one dean *strongly agreed* and one dean *somewhat agreed*.

Theme 1: *Need for transparency in scope of charge and delineation of responsibilities*

In open-ended comments, both faculty members and heads expressed a need for the rationale, long term goals, and defined job responsibilities of the head as well as those of the newly reconfigured department chair. Several participants noted the potential benefit of having a job description with duties listed.

Along the same vein, research expectations for the heads were understood and valued differently across departments and between heads and faculty within departments. There were contrasting views on the efficacy of heads maintaining active research programs. Some heads addressed the importance of active research; others expressed ambivalence. One head questioned his/her ability to maintain research while attending to head responsibilities.

Research for heads is secondary to main administrative responsibilities - relegated to time outside the allowable work load – and as such, is not compensated in the way teaching an overload would be. Because it is not directly compensated, this arrangement leaves the decision whether or not to conduct research to the individual heads. The role and value of heads conducting research is an area that faculty and some heads would like to see discussed.

Theme 2: *Compensation believed fair for heads, yet lacking for chairs*

All heads (100%) either *strongly agreed* or *somewhat agreed* that their compensation was fairer than it had been as chair. Almost half of faculty respondents (46%) either *somewhat* or *strongly agreed* that the “compensation was more fair for the heads than it had been for the chair.” Thirteen percent *somewhat disagreed* or *strongly disagreed*. Forty percent *neither agreed nor disagreed*. As compensation is tied to yet-to-be-defined duties, some faculty claimed confusion over how to evaluate compensation when duties and pay formulas are unknown.

Several participants called for increased fairness in compensation by 1) aligning pay with department size and 2) compensating chairs who are taking on duties and leadership roles that are no longer compensated in the new administrative model.

Theme 3: *Need for effective & efficient implementation of heads*

When changing from department chairs (in unit) to heads (out of unit) some tasks within larger jobs - i.e., progress within hiring process, curriculum tweaks, T&R pieces - are neglected. In the past, the chair would be there to move things along. The head now has to seek out someone to attend to these areas as occasions arise. Some heads report difficulty doing so. Some heads report that faculty members do not as readily respond to departmental responsibilities as compensated chairs would. Departments, and particularly heads, have adjusted to the absence of a compensated chair differently, ranging from heads being completely hands off in personnel matters to heads doing

whatever needs to be done. Several heads stated the need for more latitude in the kinds of work they do, expressing frustration in the limits of the position. "It's not an efficient way to run a department."

Attesting to the notion that some tasks were difficult to accomplish, one head (and several faculty members) suggested "administrative chairs" in lieu of heads, who would be in unit, have no teaching expectations and hold 12-month contracts. Two heads proposed the position of "assistant heads" who could do more of the heavier lifting that administrative assistants (secretaries) are not able to do and that a compensated chair may have done in the past.

Theme 4: *Heads involved in personnel evaluation such as T&R, promotion, and hiring can be a source of relational tension*

Nine participants across 5 departments weighed in on heads' involvement in personnel decisions, citing such concerns as 1) heads being unduly influenced by administration; 2) conflicts with AFT agreements; 3) heads' undetermined role as deciders or recommenders; and 4) discomfort with having administrators on committees with faculty.

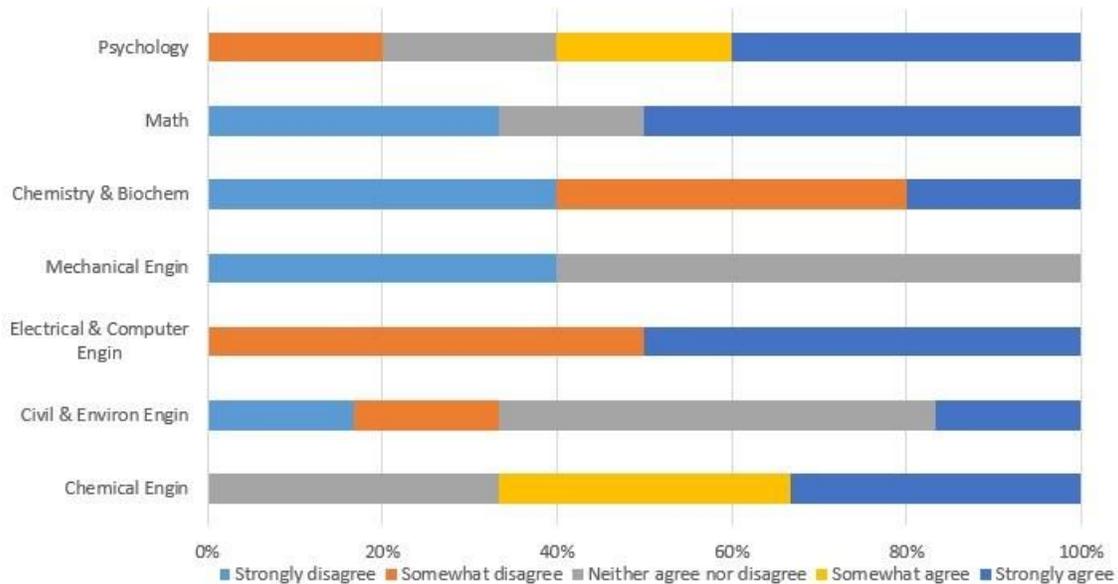
Asked if "[t]he involvement of the heads in departmental issues (tenure, promotion, hiring, budget, etc.) was *impacted negatively* by his/her becoming a head instead of a chair," 61% of the faculty *somewhat agreed* or *strongly agreed*. Twenty-three percent *somewhat disagreed* or *strongly disagreed*. Heads were evenly divided between agreeing and disagreeing.

Theme 5: *Faculty perceive heads limit their involvement*

Faculty rated heads higher in their performance of administrative duties than in their establishment of positive relationships with faculty. One piece of evidence that offers a possible explanation for the discrepancy between ratings of job performance and quality of relationships is the perceived decrease in shared governance. Faculty members from four departments stated that decisions are made with less discussion; budget issues are not as commonly shared; and feelings of detachment are greater with a head in place of a chair.

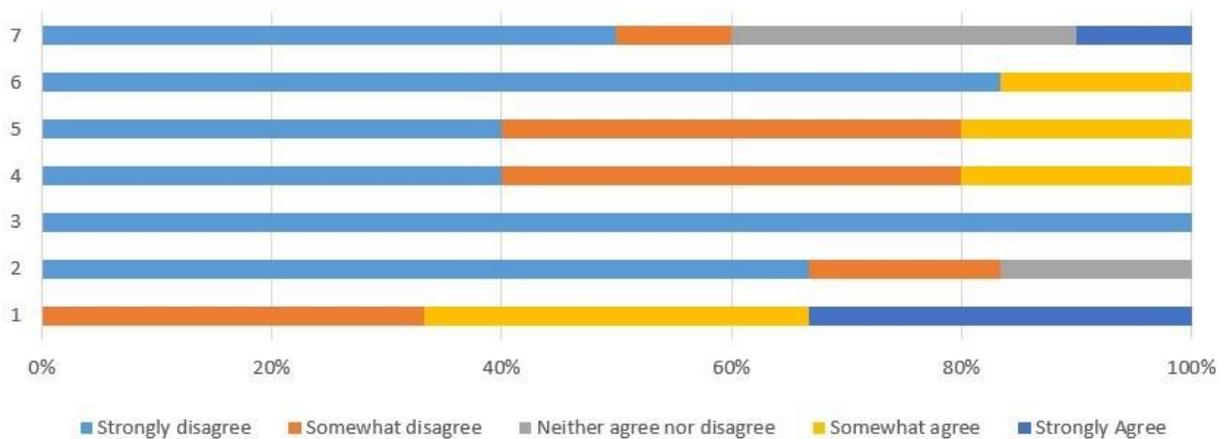
Related to the notion of limited faculty involvement are concerns about lack of input from faculty during the head's hiring process. While heads (who have all been formerly elected chairs) have positive approval ratings now, some wonder about the limited role that faculty may have in choosing their next head.

Duties are being performed as well or better than chair



While faculty generally agreed that heads are performing as well or better than chairs, they would still prefer to have chairs.

I would prefer to have a head



Procedures: Surveys were distributed to tenured and tenure-track faculty in the following departments: 1) Psychology; 2) Mathematics; 3) Chemistry & Biochemistry; 4) Mechanical Engineering; 5) Electrical & Computer Engineering; 6) Civil & Environmental Engineering; 7) Chemical Engineering. The one eligible faculty member from Biomedical Engineering chose to respond as a former member of Chemical Engineering. If faculty had no experience by which to compare department chairs to department heads, we asked that they not complete the survey.

Similar surveys were sent to the deans of the two colleges which have heads, College of Engineering and the College of Mathematics and Science, and to the 8 administrative heads of the above named departments. The surveys consisted of 4-5 Likert-type statements and an open-ended comment box. Respondents were encouraged to participate and assured anonymity. Both the open-ended data and the questions have been analyzed by the committee and disseminated in this summary report.

The survey was open for two weeks prior to the ending of fall semester, 2016. After some confusion in wording on 2 survey statements was noted, these 2 statements were revised for clarity and resent to the faculty and heads. Responses to the reworded statements were used in data analysis. We did receive and incorporate additional written feedback.

Response Rates

- 100% response rate from deans (2 of 2)
- 100% response rate from heads (8 of 8)
- 51% response rate from faculty (37 of 73) $N=37$

Psychology $n=10$; Math $n=6$; Civil $n=6$; Chemistry/Bio Chem $n=5$; ME $n=5$; Chem Eng $n=3$; EE $n=2$

Math posted the lowest percentage of participants (6 of 22) 27%

Psychology had the highest participation rate (10 of 11) 90%

Respectfully,

Deb Martin, Provost Fellow (committee chair)

Keith Brand, Dept. Chair, Radio, Television & Film

Eddie Guerra, Dean's Fellow, School of Earth & Environment

Elizabeth Hostetter, Dept. Chair, Theatre & Dance

Manuel Pontes, Marketing & Business Information Systems (AFT rep)

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

2:00-2:15

1. Approval of agenda- Motioned, Seconded, Approved
2. Introduction of visitors-Dr. Marci Carrasquillo, Kaitlin Mallouk, Justin DePalo
3. Approval of minutes from December meeting- Motioned, Seconded, Approved
4. President's report
 - a. New Director of Career Advancement: Bob Bullard
 - Hiring two new career counselors and one staff member for work study
 - Bob Bullard will speak at future Senate Meeting
 - b. Diversity in hiring:
http://www.philly.com/philly/education/Diversity_at_colleges_Not_at_the_front_of_classroom.html
 - Go out and help recruit to increase diversity
 - c. Move from Linden targeted to be completed by end of Spring Break
 - d. Discussion of full-time, tenure-track faculty -Will become more difficult to gain adjusted load
 - Not clear what new standards will be
 - Provost has stated that he wants an active research agenda to qualify for adjusted load
 - Concerns about quality versus quantity
 - 50 percent adjuncts last fall, looking to lower that number

Comment- Concerned that stipends for service-time is often more valuable than money

This is a short to medium term solution-in the future we will have more retirements and more active researchers. Who will teach?

Research faculty cannot teach a 4/4 load

Q-If we are seeking to become more diverse and increase hires, are there mechanisms to have this happen?

A-Still having the same conversations on this topic for over 20 years

Q-How do we have the time to recruit more diverse candidates? This should be a university initiative that they have best practices for.

Q-Can we tell the Diversity Committee to work on this?

A-Yes, they can look at this. HR should be doing this as well.

e. RFP for applicant tracking software

-We are leaving our relationship with TechnoMedia. New software on the horizon- 6-8 months to implement new package.

f. Update on buildings

-Academic Building-location to TBD-possibly Linden site, Boshart Green, or Cassidy site

-Classrooms and Chemistry Labs, other functions/offices TBD

g. Next Full Senate meeting: Friday, March 3 at CMSRU

h. Please take the tobacco-free campus survey:

https://rowan.co1.qualtrics.com/SE/?SID=SV_6PBPxVTJNojLdEF

i. Barnes Award: Due by February 10, at Noon

j. Senate letter on Executive Order

-Would it be advisable for the Senate to draft a letter to support our colleagues this affects?

Yes!

-Bill will draft and send to local and state politicians

2:15-3:05

5. Parental Leave Task Force (page 2)-Kaitlin Mallouk
Taskforce Charge Review

Would like to propose new maternity and child leave procedures and policies

Q-Who is on the taskforce?

A-8-10 members, B. Zazzali, E. Scott, and 1 AFT member, along with faculty.

Q-How are you choosing peer universities to look for policy?

A-We've looked at Temple, Penn, George Mason, UDel. Not decided on specific ones yet.

Q-Any considerations on including professional staff? A-The goal is to have these new policies apply broadly Q-What about CMSRU?

A-Up to the taskforce, you can communicate your needs to us.

Friendly Amendment to include one or two professional staff members in addition to proposed committee composition.

Vote to waive second vote on taskforce- Motioned, Seconded, Approved

Vote to approve taskforce- Motioned, Seconded, Approved

6. Second reading: Proposed changes to Registrar's policies and procedures
(page 3 – Beki Golihur, the Registrar, will answer questions and concerns)

We need date alignment and electronic forms to meet needs of compliance and timeliness. All of this connects. Policies already approved by the Senate have allowed Registrar's Office to revamp Late Drop/Add forms and procedure. We need to have consistency across colleges and schools for Hardship Withdraws. We wanted to be audit compliant for financial aid. One office needs to log every type of withdraws to be complaint and keep track of data.

For Hardships, there will be pre-existing categories that the registrar's can grant. Hardship Committee will be online and made up of stakeholders outlined in document.

Q-Can you explain what RAB is?

A-Registrar Academic Board-standing committee of stakeholders to strengthen relationship between Registrar and other offices on campus.

Q-Does the hardship form apply to one course or full semester?

The new form will be customized for any registration adjustment.

Q-Do you have the tech to do have these forms electronically submitted? A-

Working on it with IT for it to happen ASAP. Currently, we have secure forms on Open Area for the Hardship Committee

Q- Concerns about losing a human touch for students in crisis. Will

Registrar's Office staff have crisis and wellness center training?

A-Yes, there will also be private spaces to deal with personal student issues

Q-Is the Chair's signature required for regular withdraw?

A-Yes. We may revisit this later. The Chairs wanted to be in the know for now.

Q-Faculty and staff will not approve withdraws?

A-Not technically an approval, more like a verification of last date of attendance, etc.

Q-Will faculty still list WP or WF?

A-Yes

Q-Is this replacing a retroactive withdraw?

A-Yes, this will be for all hardships.

Q-Are there any other advisors on RAB?

A-Mike Schillo will be added to the board ASAP.

Q-Does the Chair's signature is definitely needed?

A-We can revisit at a later date.

Withdraw Policies - Motioned, Seconded, Approved (vote on both policies)

#7-Withdrawal Form/Process

#8-Hardship, Form, Process

7. Curriculum report (Marci Carrasquillo, page 12)

Process Q-CCCA

16-17-2.002- Motioned, Approved

16-17-2.006- Motioned, Approved

Process F-COB

16-17-1.001*- Motioned, Approved

Process F-CoEd

16-17-3.018*- Motion to delay vote until March Meeting-voted down
Motioned,-4 opposed, 3 Abstentions, motion carries

Q-Why is this coming out of Education instead of instead of another college?

A-This is BA has been proposed with consultation with departments throughout the university. Education is a field, not a discipline, that draws from all disciplines.

16-17-3.026*- Motioned, Approved

Q-Can a student apply the existing certificate to new MA?

A-Yes

Process F-Earth and Environment

16-17-10.019*- Motioned, Approved

16-17-10.020*- Motioned, Approved

Q-How does the BA in Environmental Science differ from the BA in Environmental Studies?

A-Environmental Studies focuses on the more human aspect.

Environmental will be more scientific research based. But there is program overlap.

Science and Math courses in each major are distinct. Differing career paths from each curriculum.

16-17-11.012*- Motioned, Approved

President's Note-We are using older (14 years old) curriculum system.
Meeting with CS students to develop a new system.

3:05-3:15

7. Old business

Encryption issues-working to have this removed for people who do not have HIPPA data.

Sexual Assaults in Holly Pointe Commons last fall. Information transparency. Is there a rapist on campus? There have been alleged sexual assaults. Bill will ask for a complete answer.

8. New business

9. Adjournment-3:11pm