University Senate Agenda
March 13, 2020, 2:00-3:15 in Bozorth Auditorium

2:00-2:20

1. Approval of agenda
2. Introduction of visitors
3. Approval of minutes from February meeting
4. President's report
    a. COVID19 update
    b. Wellness update
    c. Parking
    d. Next Senate meeting: April 24 at CMSRU in Camden
    e. All changes to final exams need to go through Chris Fields. No required course work can be scheduled on reading day.
    f. Course evaluations: contact Bonnie Angelone (angelone@rowan.edu) if your department would like an overview

2:20-2:50

5. First reading: Rowan Core equivalencies (page 2)
6. First reading: Revised CUGS definition (page 5)
7. Curriculum report (Marci Carrasquillo) (to follow)

2:50-3:15

5. New and old business
6. Adjournment

2:00-2:30

 1. Approval of agenda-**Motioned, Seconded, Approved**

2. Introduction of visitors **-No visitors**

3. Approval of minutes from December meeting-**Motioned, Seconded, Approved**

4. President's report

a. Task Force on Mental Health

Bill Freind and Rory McElwee are co-chairing committee

b. QPR (question, persuade, refer) training: Allie Pearce, pearce@rowan.edu

Question, Persuade, Refer

Looking to schedule larger training

Mike Schillo and Lori Block coordinated a Crisis Training last week for AFT members.

c. Parking

Parking has gotten worse this semester. Townhouse parking garage had gate put back on it, preventing from faculty parking on the ramp and roof. Faculty and staff are then parking in student spots (we are allowed to do this, put it displaces students). 305 spots are on the townhouse roof. Proposed that we could enter a raffle to but a spot for over $300 a year.

Ramp and roof will now be open to commuter students, first come, first serve.

There will be gates put on employee lots behind Hawthorn, Bozarth, and Bole Annex .

Q-Can a commuter card be coded just for the townhouse garage?

A-Yes.

Q-What about when we teach classes in the Enterprise?

Q-We have a situation in O and O-1 Lot. These lots have become more dangerous. Any plans to provide more separation?

A-No, plans, not sure how it could be done.

Q-It is feasible to paint the entrance to label the employee and student spots?

A-That is a good idea

Q-Are there any ideas if the Wellness Center counselors getting their own reserved spot?

A-Yes, it would be good if they could use the roof of the townhouse garage

Comment-This is really affecting the student population. Commuter students feel they are being treated as second class citizens.

Q-What about the reserved spots?

A-The University claims they are all accounted for.

Comment-If you want to solve the parking problem, get rid of reserved spaces so administrators have to look for spots.

Comment-On the parking website, you can put 3 cars in, but they only send you one sticker.

Q-Are they going to have a satellite counseling center on Mick? There are no parking spaces these.

A-This is a problem

Comment-A problem is that you cannot park on Glassboro Streets.

Comment-We need some sort of motivational tool to award students and faculty that walk.

Comment-Maybe we need to go back and look how we schedule classes again

Comment-Your note that we may have a meeting in Camden shows we need to accommodate people shuttling back and forth from our other campuses

d. New Dean of Students: Dr. Kevin Koett, started February 10

e. Course evaluations: contact Bonnie Angelone (angelone@rowan.edu) if your department would like an overview

Campus Labs System-nationally normed tool. Faculty Center tool will still be available as well.

Q-Can you use the exit ticket function, even if your department doesn't use the tool?

A-Yes, you can

Based on your score, they tool will give you suggestions

f. Changes to course buyout formula

Has gone from Adjunct rate to Assistant Professor Rate

Comment- It was listed on website as 12.5% of salary and then disappeared

g. "Megauniversity"

This idea has not come to fruition. For the time being this is on hold

h. Barnes Award for Service nominations due to ennis@rowan.edu by February 15, 2020

i. Course evaluation (separate file)

j. Budget update (Chris Simons)

Still running a surplus, investing some in network security.

We have been under audit for the past 12 months from the state

k. Pride Week: April 20-24.

l. Diversity and Inclusion councils (page 2)

We passed a resolution for all departments to do this, but many have not

Comment-The Senate diversity Committee is work on a guidebook and are willing to speak to anyone who needs information

m. DEI Strategic Action Plans (separate file)

All departments have been asked to complete this planning document

n. The late deadline for submitting curriculum proposals to the Senate is Friday, February 21, 2020. If time allows, those proposals will be reviewed this semester; if not, they'll be reviewed in the Fall 2020 semester.

Proposals must be approved at the department level, the Dean's level, and the college level

Q-Anything in by today will be heard and anything in after the deadline, may or may not be?

A-Yes, Tony Lowman sent these dates out to the Deans

Q-There are some issues with the software. If you can't delete old program guides, should just attach the new ones and submit it today?

A-Yes, put a note in to explain

Q-How can we archive the older proposals?

A-The old curriculum database will be archived in OnBase

 2:30-2:50

 5. Proposal on Future of Rowan Core committee (page 4)

Formation of Learning Assessment and Rowan Core Committee (LARC)-**Motioned, Approved (with Friendly Amendment)**

Q-What is Nathan Bauer's title?

A-I am the Chair of Rowan Core Committee

Q-Will this new committee just have an elected chair or will it be some with specialized knowledge? Will there be a position where a person receives support on a 12 month basis?

A-There will be release time.

Comment-This should be laid out with guides for the Chair

Q-What happens to the Rowan Core Assessments?

A-They are in the TracDat system and the data is being analyzed now. It is anonymous for faculty, but useful for finding gaps and patterns

Comment-We should include a clause that reassign time may be attached to the Committee Chair

Friendly Amendment-Given the amount of work that may be attached to this commitment, given the University's commitment to Assessment, reassign time shall be given to the LARC Chair

6. Resolution to observe Indigenous People's Day (page 6)-**Motioned, Approved**

2:50-3:15

 7. New and old business

Update on Agora-will link the student center and library and house Center for NeuroDiversity

Q-Time between classes issues-is anyone looking into this?

A-No, adding an extra five minutes between classes will extend our days too long

Q-To what extend would that be an ADA violation?

A-I don't know

Comment-Places like Rutgers have long had to deal with this

Q-Any news on the rerouting 322?

A-They are still talking about it. Things are stalled right now

Comment-There is talk that SGA wants to put in for electric scooters.

Students are showing up 2 or 3 weeks into the semester. This is problematic. Admissions will allow students to start up to the second week of the campus.

Suggest that students consider taking classes in Camden where many courses have availability.

Q-What is the parking situation in Camden?

A-Currently there is a parking deck and students will have to pay a daily rate or a semester rate to park there. They did raise the daily rate recently to $8.

Late Drop/Add is a really big thing. Students are using this is an extension of regular Drop/Add

Professors need to sign for Late Adds.

Students coming from county colleges are used to many different start dates.

8. **Adjournment -3:10**

Rowan Core Transfer Credit Policy

(Feb 21, 2020 draft)

The Rowan Core literacy requirements are waived for transfer students with an earned A.A. or A.S. degree from a NJ community/county college. For all other students, the following criteria will be used to determine whether transfer credits fulfill Rowan Core requirements.

These criteria are intended to make it easier for students to count transfer credits earned elsewhere, while still preserving the integrity of assessment in our own Rowan Core courses. By establishing transfer equivalencies to the various Rowan Core literacies, students and advisors can easily see which courses and exams are satisfying Rowan Core requirements.

Role of the Learning Assessment and Rowan Core Committee

Starting in Fall 2020, the new *Learning Assessment and Rowan Core Committee* (LARC, merging the existing *Rowan Core* and *Learning Outcomes & Assessment* Committees) will be responsible for establishing equivalencies between transfer courses or exams and the various Rowan Core literacies.

The LARC Committee will be composed as follows:
- Chair
- One faculty member from each college and school
- Two additional faculty members
- Two professional staff advisors
- One librarian
- One AFT representative

As needed, the LARC Committee chair will recruit additional faculty and professional staff to help review proposed Rowan Core transfer equivalencies.
Prior to Fall 2020, an ad hoc group consisting of members of the *Rowan Core Committee*, advisors and Registrar staff will set up equivalencies for the highest priority transfer courses and exams. This group can begin their work as soon as the new *Rowan Core Transfer Credit* policy is approved.

Workflow for Establishing Transfer Equivalencies

A course or exam that comes in from another institution with no established transfer equivalency will go out to the relevant department chair or head on the Outstanding Data report. The chair or head can choose from the following three options:

(1) The exam or course is directly equivalent to a Rowan course that is already in Rowan Core

> Here, nothing more needs to be done. Once the equivalency is set up, students will automatically satisfy the Rowan Core literacy requirement through this transfer credit.

2

(2) The exam or course is directly equivalent to a Rowan course that is not in Rowan Core

> Here, the equivalency to this Rowan course will be set up. The chair or head will also have the option to flag the transfer course or exam for consideration by the LARC Committee as potentially satisfying a Rowan Core literacy.

(3) The exam or course is not directly equivalent to any Rowan course

> Here, the exam or course will be set up to count as either a free elective or a subject elective (e.g., *HIST 05075 GEN ED History*). The chair or head will again have the option to flag the transfer course or exam for consideration by the LARC Committee as potentially satisfying a Rowan Core literacy.

Any transfer courses or exams flagged by the chair or head for consideration as potentially satisfying a Rowan Core literacy (in options 2 or 3) will be forwarded to the LARC Committee by the Registrar's Office. The requested equivalency will be examined either by the whole committee or by a sub-group of the committee. LARC will use the provided course descriptions to determine whether the course adequately aligns with some of the outcomes of that Rowan Core literacy. (Note: an approved transfer course or exam can be used to satisfy only one Rowan Core literacy.)

If the committee approves this request, then one of the following actions will be taken:

(A) If the transfer course or exam is directly equivalent to a Rowan course that is not in Rowan Core (option 2 above), then a Rowan Core literacy attribute will be added to the equivalency.

> For example, suppose a county college course called *Acoustical Physics* was established as equivalent to the Rowan course *Physics of Sound and Music*, which is not currently in Rowan Core. If the LARC Committee approved the transfer course as satisfying the Rowan Core Scientific literacy, then this attribute would be added for all students who have earned transfer credit for this exam or course (from this specific institution).
>
> Importantly, however, adding a Rowan Core attribute to a transfer course or exam does not change the Rowan Core status of any equivalent course here at Rowan. So, in this example, students who took the equivalent *Physics of Sound and Music* at Rowan could not use it to satisfy the Rowan Core Scientific literacy, since this course is not currently included in Rowan Core. This policy is important for two reasons. First, it protects the right of departments to decide which courses they want to include in Rowan Core. Second, it preserves the integrity of our general education model, where departments need to have an approved plan for assessing students in the course based on the outcomes for that literacy. This policy should not create any impediments for students here at Rowan, since they will have easy access to advising on which courses satisfy Rowan Core requirements.

(B) If the transfer course or exam is not directly equivalent to any Rowan course (option 3 above), then it will be made equivalent to a generic Rowan Core placeholder course, showing which Core literacy it satisfies—and potentially also which attribute from the former general education model that it satisfies.

The Registrar's Office will build these placeholder courses, using the CORE subject code, for each Rowan Core Literacy—and, as needed, for each combination of a Rowan Core literacy and an attribute from the former general education model. Since these are not actual courses, no curriculum proposals will be needed to set them up

Applying and Appealing Transfer Credit Decisions

Newly approved Rowan Core transfer credit equivalencies are not date dependent, so they will also apply to students who previously took the transfer course or exam. A record of all approved Rowan Core transfer credits will be maintained at the existing transfer credit database, which can be found here:

- https://sites.rowan.edu/registrar/transferring-credits/transfer-credit-evaluation-database.html

Advisors and faculty are not permitted to add a Rowan Core exception to a particular course or exam if there is not an established equivalency. However, students, faculty or advisors can appeal to have a transfer course or exam count as satisfying a Rowan Core literacy. These appeals follow the existing credit appeal process run through the Registrar's Office, and they will be forwarded to the LARC Committee for review. The LARC Committee will maintain a record of all transfer credit decisions and their rationales, along with any appeals.

Proposed CUGS and Concentration Definitions

Concentration: a focused area of study constituting 12 to 17 credit hours of coursework within a major degree. Generally, a Concentration is composed of program electives. Completion of a concentration is noted on students' transcripts provided students declare the Concentration through their advisors. Concentration coursework counts toward the total required for the major degree, and students must complete all degree requirements for the Major to receive credentialing for a concentration. While special circumstances may warrant a proposed concentration to vary in the recommended credit hours (12 to 17), the variation will need to be sufficiently explained and justified in the program proposal.

If individual majors offer students concentration options for their respective degrees, the total degree credit hours (120) must be the same for all students regardless of the option that they take. Additionally, all options for the degree must share a core set of course requirements (generally a minimum of 12 credit hours).

For majors proposing one or more CUGS instead of concentrations, please see the CUGS section below for more details.

Certificate of Undergraduate Study (CUGS): provides credentialing for students completing a coherent and definable area of study constituting at least four courses totaling 12 to 17 credit hours. Completion of the CUGS is noted on students' transcripts provided that students declare the CUGS through their advisors. A CUGS is usually intended as a supplement to majors, minors, and other concentrations, and may be open to either or both matriculated and non-matriculated students.

The CUGS may require additional prerequisites associated with upper-level courses or prerequisites for the CUGS itself beyond the core course work of 12 to 17 credit hours. While there is no cap on the number of prerequisite credits, sponsors must indicate the prerequisites for any courses within the CUGS*. Generally, a CUGS within a major may double count no more than two courses. A CUGS may double count more than two courses when there is a demonstrated business or industry demand, a need to provide stackable credentials within the major, or a demonstrated inability to provide a concentration that does not exceed the 120 credit limit.

 *For courses within the CUGS that have a long list of prerequisites courses, a list or flowchart indicating those courses must be included within the proposal.