

## **Faculty Senate Meeting Notes: 4/19/19**

Meeting called to order at 12:46.

March meeting minutes accepted.

### **Information Item: Enrollment update – strategic enrollment plan.**

Major accomplishments:

- Working on research and planning.
- Research on adult learners.
- More information on registration holds.
- Research team analysis of retention.
- Student success team evaluating solutions and administration of survey and pilot of Early Alert Form.

Q: What will happen with the next academic year?

A: We will have a retreat to assess our progress and we will send out a request for participation.

### **Digital Media Design and Practice (second reading)**

We have addressed all issues brought up in the first readings. These included how this is different from other programs, impacts on enrollment, sequencing of courses, and others:

Where the program should be housed: Met with ARHU and GENS deans and we all agreed with it being in GENS.

Lab: We are still not sure where the lab would be housed.

Strategies to grow enrollment: We expect to attract students who would not otherwise come to Stockton. We have not necessarily discussed a specific plan.

Course work adequate to train students for specific jobs: We don't know what the job market will be like. Our goal is to provide students with a general education in the field so they will be prepared for the unknown character of the future job market.

Q: Would you be taking existing lab space?

A: We will be requesting new lab space.

Comment: Expression of support given job opportunities for students with this training.

Vote: Unanimously approved.

### **Minor in Urban Education (second reading)**

There were no questions or comments submitted online and there were not a lot of concerns in the first reading.

Q: Can we have a brief summary of the changes?

A: We added the prerequisites to one course that has them. We also looked at courses in Social Work and will be willing to work with the Social Work program.

Q: Where will it be housed?

A: EDUC

Vote: Passes 31-1

### **Masters of Business Admin in Healthcare Admin (second reading)**

We have enough faculty for accreditation. There are no similar degrees at Rowan. Regarding the questions about the human component in the major, we retitled some of the courses and change course descriptions. We included some SOBL courses that could be included as electives. We now have no courses that are also in the general MBA program; it is now a completely different degree. We provided some brief background on the AtlantiCare MBA cohorts. We included a number of ways that we can reach out to encourage minority hires and applicants to the program.

Comments and Questions:

C: I am still a concern about the human element. Changing names of courses is not enough. The program should require students to learn about inequalities in healthcare.

A: I think the problem is nomenclature differences across disciplines. The human component is in our courses.

C: I would like to see experiential education that allows your students to get experience working with the people who are being seen.

A: We have discussed this.

Q: Where are the faculty coming from to teach the courses that will get to the human component?

A: The faculty will come from the faculty in the program including myself. I have degrees and experience in these areas. Other faculty as well.

Q: So there will be no faculty that will have had experience in the field?

A: Our hope that we will hire faculty that have experience in this. We have other faculty in Health Sciences that have this experience.

Q: This is a business degree and my concern with the issues is that I fail to see healthcare as a business. I am concerned that there are no courses dedicated to health disparities across race, class, and other areas.

A: Healthcare is a business and we are training the administrators who will be managing the business side of healthcare.

A: I have a PhD in health psychology and will be teaching in this program. So not all faculty will be from business. Some of us have training in these issues.

C: My concern is that we live in the poorest region of the most diverse state and all of the major health issues in the US are found here. I don't think we should be training students to manage healthcare without understanding the disparities in healthcare. I don't see change in the program that emphasizes these issues.

A: We aren't evil business people. We have these in our program.

Q: Will people who get this degree have the background to address these issues of inequality in healthcare? I support this degree, but believe there should be a core course in this area.

A: This curriculum has a lot of courses that need to be in it so don't have a lot of room for another required courses. But the courses that we do have incorporate the human component more than most other similar programs. To add another courses may turn this into a different degree.

C: Given the emphasis on diversity by the University, I encourage you to add more information about the learning goals, and emphasize the extent to which diversity is incorporated.

A: [Shows curriculum map on overhead showing where these issues are included in the learning goals. See presentation available at Senate website.]

A: I teach a course in this program that deals specifically with ethical issues. So I think that the human component is found within many of these courses. It is an MBA program, not Master's in Public Health.

C: I think that this – the curriculum map information – has addressed my concerns. It seems that these issues have been infused within the courses.

C: I want to speak in support of the program. I agree that these concerns have been met with changes in the proposal.

C: On the list of electives from SOBL: I teach one of the courses. Since these are not required, students would not need to and would be unlikely to take the course.

A: This is a tentative list. We would encourage students to take these courses in SOBL.

Q: Can we move the vote to a different date?\

A: You can move to return the proposal to a standing committee.

C: I move to do this – move the proposal to a standing committee.

Discussion on merit of motion to move to standing committee:

C: I wonder if we can just ask them to show us more about what is in the courses rather than move it to a standing committee and then vote at our retreat in a few weeks?

C: I am opposed to this motion. I am convinced that these concerns have been address adequately and I trust our colleagues on this issue and believe they are aware of the concerns raised.

Q: Do these issues have to be addressed through curriculum?

C: I withdraw recommendation to move the vote to the retreat.

C: I don't think it should go back to a standing committee because it passed APP unanimously.

Vote on motion to move back to standing committee: Motion fails 7 yes, 22 no.

Vote on proposal: Proposal passes 21 yes, 8 no.

Since we are running out of time, we will just get to the questions on these programs that were submitted online.

### **Clinical Nurse Leader track in Masters of Science in Nursing (first reading)**

Question: are there any additional faculty lines or other costs for this program? Are there requirements for students to learn about inequalities in health?

### **Coastal Zone Management Masters (first reading)**

Questions: Will the lab in Atlantic City be available to other programs? How will the program address the impact people are having on the environment? The ELOs look like they are for undergrads. Also a question about the capstone courses.

### **New concentrations in Economics (first reading)**

Questions: How will the history of social welfare policy be incorporated in the public policy concentration? What anti-oppression frameworks will be included? For pre-law concentration, there is a request for data or information on the need of this concentration. Request for more information on the need for this.

**Strategic planning document (first reading)**

C: Need to be clear about commitment to smaller class sizes and maintaining full-time faculty.

C: Concern about inclusive student success and diversity. I have suggestions for changes to wording in order to make clearer the difference between priorities 1 and 2.

May 17 is the retreat and we will discuss these issues related to first readings then.

Meeting adjourned at 1:59.