Date: March 14, 2011

To: Faculty of Arts and Sciences-Newark

From: Philip L. Yeagle
Dean of Faculty

Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Wednesday, March 23, 2011 at 2:30p.m. in Smith Hall, Room 220.

The agenda will be as follows:

I. Approval of Minutes
   a. Memorial Minutes for Dr. Rodney Ian Fryer
      Presented by Dr. Frank Jordan

II. Dean’s Report

III. Committee Reports
   a. Courses of Study
   b. Governance, Bylaws and Nominations

IV. University Senate

V. Old Business

VI. New Business

*Faculty Minutes are now available on the FASN Dean’s web-site: http://fasn.rutgers.edu
To: Courses of Study Committee

From: Harold Siegel, Chair (VS)

Date: Wednesday, March 23, 2011

AGENDA
Wednesday, March 23, 2011

The committee recommends approval for the following course requests:

I. Biological Sciences

New Course
21:120:200 Concepts in Biology (4 credits)

Course Number Change
From: 21:120:322 Evolution (3 credits)
To: 21:120:222 Evolution (3 credits)
FACULTY OF ARTS AND SCIENCES MEETING
Monday, December 6, 2010

Present:

Excused:

Approved Minutes:
The Minutes of the April 21, 2010 meeting was approved as presented.

Dean’s Report

Dean Yeagle called upon Professor Graham who announced that earlier in November the College Fed Challenge team for RU-Newark had won the New York district competition in the finals. Professor Graham noted that RU-N defeated New Brunswick among other universities, which qualified RU-N for the national finals held in Washington, DC. The RU-N team came in 4th place.

Dean Yeagle began by presenting his report, which included the following comments:

- This academic year had a $1.6 million budget cut in our state support.

- Possible rescission sometime this year.

- FASN will be facing serious times during the FY 2011. Expected severe budget cuts that will affect departments and programs.

- Working with the Department Chairs and the Faculty Budget Committee on how FASN will manage and go forward.

- Hires this year are fewer than last year due to budget restraints.
Presently only five searches have been authorized:

a) Chemistry  
b) English  
c) Political Science  
d) Psychology  
e) Social work

Briefly discussed the authorization to hire process:

a) Department revises departmental plan to show how new hires meet needs of the department and fits into a scholarly community  
b) New hire meets teaching requirements of college and whether new hire can build scholarly excellence  
c) We prioritize based on budget constraints and recent retirements  
d) Look for opportunities to increase diversity in the faculty  
e) Final authorizations for searches are derived from your department and put forth by your department.

Dean Yeagle responded to questions on the above subject matters. After some discussion, the Dean concluded his report.

Course of Study Committee

Professor Harold Siegel, Chair of the Committee, moved for the adoption of Sections I, II, III, and IV of the Committee's December 6, 2010 report. After some discussion regarding the name change in Section III, Professor Siegel's motion was seconded and approved. Professor Siegel then moved for the adoption of Section V noting the following amendment:

Addition of New Minor:  
History  
(The Department of History proposes a Film Studies Minor)

Professor Siegel motion was seconded and approved. Professor Siegel then moved for the adoption of Sections VI and VII. His motion was seconded and approved.

Governance, Bylaws and Nominations

Professor Jacob Sturm, Chair of the Committee, moved for the approval of the following faculty members to serve on FASN Standing Committees:

Phylis Peterman  
Phil Huskey  
Carolyne White  
Newark Faculty Council  
Scholastic Standing  
University Senate

Professor Sturm's motion was seconded and approved.
Faculty of Arts and Sciences
December 6, 2010
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Scholastic Standing

Professor William Keigher, Chair of the Committee, moved for the adoption of the Committee’s proposal dated November 29, 2010 (appended). After some discussion, a vote was taken and the proposal was approved as presented.

University Senate

Dr. Robert Puhak, University representative, reported on the following issues:

- Paul Panayotatos is the 2010-2011 University Senate Chairperson

- September 24, 2010 President McCormick presented his Annual Address to the University Community:
  a) Highlights of RU achievements  
  b) Address budget challenges  
  c) Review of RU campaign  
  d) Review of his visit to all three campus last year
    - Discussed with faculty and staff future plans, opportunities, and problems they are facing

- October 1, 2010 meeting was cancelled

- October 22, 2010 meeting in Camden:
  a) Allowances and restrictions on speakers addressing the Senate
  b) Modifications to 2011/2012 academic calendar
  c) Academic Reappointment and Promotion Instructions and Faculty Orientation Process

- President McCormick address to Senate:
  a) Capital Campaign
  b) New Brunswick Student Government conduct survey and recommends Camden and Newark do the same
  c) Issues raised in regard to Tyler Clementi suicide

- Camden Campus Chancellor Wendell Pritchard addressed the University Senate

- November 19, 2010 meeting in New Brunswick:
  a) Revised the University Senate Handbook
  b) Faculty Retirement Survey
There was no New Business/Old Business. The meeting adjourned at 12:25 pm.

Respectfully submitted,

Diana Karafin
Faculty Secretary
Date: December 6, 2010

To: Faculty of Arts and Sciences – Newark

From: Harold Siegel, Chair (HS)
        Courses of Study Committee

Points of Information:

Minor Suspension: Classical and Modern Languages and Literatures proposes suspension of minor in Archaeology.

Major Suspensions: Classical and Modern Languages and Literatures proposes suspension of majors in French and CEES.

The committee recommends approval for the following course requests:

I. Afro-American and African Studies

    Department Name Change
    From: Afro-American and African Studies
    To: African American and African Studies

II. Arts, Culture & Media

    Title Change
    From: 21:082:201 History of Non-Western Art (3 credits)
    To: 21:082:201 Art Beyond the West (3 credits)

III. Classical and Modern Languages and Literatures

    Department Name Change
    From: Department of Classical and Modern Languages and Literatures
    To: Department of Spanish and Portuguese Studies
IV. Earth and Environmental Sciences

New Course
21:460:325 Introduction to Geographic Information System (GIS) (3 credits)

V. History

New Minor
The Department of History proposes a Film Studies Minor

New Course
21:510:313 Cinema & Society in the Twentieth Century (3 credits)

New Course
21:512:411 Topics in Immigration History (3 credits)

VI. Political Sciences

New Course
21:790:463 Topics in American Politics and Policy (3 credits)
21:790:463 RK Topics in American Politics and Policy (3 credits)

New Course
21:790:464 Topics in Political Theory (3 credits)
21:790:464 RK Topics in Political Theory (3 credits)

New Course
21:790:465 Topics in Urban Politics and Public Administration (3 credits)
21:790:465 RK Topics in Urban Politics and Public Administration (3 credits)

New Course
21:790:466 Topics in Global Politics (3 credits)
21:790:466 RK Topics in Global Politics (3 credits)

VII. Urban Education

New Course
21:300:452 Understanding Curriculum Design for English Language Arts (3 credits)

New Course
21:300:453 English Language Arts Pedagogy: Teaching and Learning in Urban Classrooms (3 credits)
Request to Change the Name & Structure of CMLL to Department of Spanish and Portuguese Studies
Draft 10/17/2010

Overview

The Department of Classical & Modern Languages and Literatures for the past decades has been the undergraduate unit at Rutgers-Newark entrusted with the teaching of foreign languages that include Arabic, French, Italian, Portuguese, Spanish, and Russian. It offers distance learning classes in Korean, Chinese and Japanese and several foreign literatures, whether in the original target language such as French, Spanish, and Portuguese, or literatures in English translation (Arabic, French, Hebrew, Italian, Portuguese, Spanish and Latin America, Russian and Ukrainian). In addition, CMLL offers two language majors in French and Spanish; four interdisciplinary majors in Ancient & Medieval Civilizations, Hispanic Civilization, Central & Eastern European Studies, and in Portuguese and Lusophone Studies. It also offers minors in all the majors approved as well as courses in Linguistics.

CMLL has contributed to the general education requirements of the School of Arts & Sciences by offering courses that fulfill the interdisciplinary and literature requirements of the undergraduate curriculum. Moreover, it not only provides students the opportunity to embark on the study of a foreign language, but offering venues to those heritage learners who wish to improve the oral and written skills in their heritage language. The Department also has worked closely with the Writing Program by offering a good number of courses that fulfill the added “Writing Intensive” requirement for graduation, and with the Department of Education by offering state language requirements. For example, Grammar & Composition in approved language majors and “Methodologies for World Language Teaching are state requirements for those pursuing a teaching career in world languages. The faculty of the Spanish and French programs has also engaged in supervising student teaching in those language areas.

CMLL has served Rutgers-Newark well, but it is overstretched. Its mission is simply too ambitious for its human and scarce resources. Therefore, the faculty has reached a moment in which it has re-imagined a new educational and research space and agenda that take into consideration the professional strengths of the faculty and the connection of Rutgers-Newark with two of the largest and most diverse Iberian and Latin American/Caribbean/Latino populations in the area.

The faculty wishes to transform CMLL into a Department of Spanish & Portuguese Studies and place the study of other foreign languages and literatures under an Institute for Global Languages and Cultures.

Rationale
The Department offers a plethora of languages, majors and minors. It is no longer realistic to expect the department to maintain its standards of excellence in scholarship and teaching within the framework of the present structure. It has a strong reputation as a unit composed of a dedicated faculty of languages and literatures, and some of its members have been recognized for their excellence in teaching. However, in order to sustain most majors and minors, the faculty has had to sustain not only a full teaching load of 3/3 for decades, but adding one or two or more Independent Study in order to help students meet the requirements for a minor or major. This was the history for many years of programs in French, Central & Eastern European Studies, Ancient Mediterranean Civilization, and Portuguese & Spanish. On many occasions, those courses had to meet the requirements of “writing intensive courses”. The work and time devoted to the teaching of 3 courses, advising, mentoring, developing new courses, organizing events, participating in committees at all levels curtailed scholarly productivity and teaching innovation based on technology and state of the art media resources.

The current title of the department is problematic and misrepresents the real composition and research interests of the unit. For more than a decade it has not been responsible for the teaching and scheduling of the “classical” languages (for example, Greek & Latin are housed in the Department of History). In addition, students wishing to improve their fluency in languages such as Italian, Persian, Chinese, Japanese, Korean or Russian cannot do so because lack of resources prevent offering second year acquisition in those languages. German and Hebrew have not been taught in decades. In addition, the umbrella title does not reflect faculty professional expertise or their standing within their academic disciplines. It does not recognize either that the only two viable majors or minors that the Department has honestly offered, with assurance of a timely completion are Spanish and Portuguese.

To complicate matters, the recent retirement, for example, of the director of Ancient & Medieval Civilizations has made it difficult to continue the major in that discipline, which is now (partly as a consequence) housed in the History Department. Furthermore, it is becoming very difficult for students to minor or major in French and in Central and Eastern European Studies, partly because of retirements and inability to offer courses at the intermediate, second, third and four levels with fewer than 10 students.

In sum, recent retirements, the loss of tenure-track lines in some language areas, difficulty in attracting majors and minors in others, lack of full- fledged funding and resources to fully develop all language areas make it clear that the department would not be able to continue to provide academically sound opportunities to develop the required fluency, proficiency and literacy, cultural and historical competencies in all languages nor can develop its reputation by dividing scarce resources in all its operating language units in the current climate of budget shortage and crisis in the state of New Jersey. Under these conditions, the Department has been undergoing a process of self-study to consider a trajectory for the future that capitalizes on current strengths.

Proposal
CMLL is proposing to change the name of the department to better reflect its current faculty scholarship, curricular strengths, course offerings, and students’ academic interests and to become a new Department of Spanish and Portuguese Studies.

The last three hires in the Department, one tenure-track line for Portuguese Studies and two for Spanish, effective July 2009, complement and open new areas of Spanish/Portuguese inquiry. These young scholars are already contributing with their scholarship and teaching in areas such as contemporary Spanish Peninsular narrative, poetry and theater, Caribbean and Latin American literature and Brazilian & Japanese art and poetry during the late 1950s and 1960s.

The request to change the name of the department

-is only a change in a name that will accurately reflect the faculty composition of the department as well as the mission of the only two majors that the department can afford to instructionally offer to its student body.

-Spanish will retained its 940 nomenclature and Portuguese its 810 numbers.

-it does not require new resources to implement the change requested, except for the cost of new stationary and business cards.

-it does not involve a merger or consolidation with another department

-other languages currently supported by CMLL will be housed in a global language institute that will be created for the teaching of foreign languages.

-an Academic Excellence Fund received will allow the timely creation of the institute and the new department

Benefits

Under the new rubric of Spanish & Portuguese, CMLL’s two major & successful undergraduate programs, Spanish & Portuguese will position themselves as the prime intellectual and academic destination for the teaching and learning of said languages and cultures in northern New Jersey. The benefit to the new restructuring of the department include:

1. A new globally and systematic understanding of the diverse cultures and spoken variations of the languages, Spanish and Portuguese, spoken by more than 550 million people in Spain, Portugal, Africa, Asia, Latin American, the Caribbean and the United States.

2. Consolidation of a long tradition in the Spanish program, and recently, by the Portuguese program, of the past history of innovative teaching for both Spanish & Portuguese, curriculum development, creative national and international cultural programming (Images and Identities: The Puerto Rican in Literature, 1983; the First International Conference in the Dominican Republic, 1986; the First International Conference on Portugal and Portuguese-
Speaking Literatures, 1998; Jose Saramago’s Visit to Newark in 2001 and many others), the number of students sent to graduate school and who have received graduate degrees in Spanish, and past funding successes.

3. The newly outstanding hires the programs would make a distinguished contribution to the study of those languages and to producing knowledge in those disciplines. The scholarly interests of the new faculty will make it easier to interconnect academically and professionally with other departments and programs not only at Rutgers-Newark (Department of Arts, Culture and Media, Women’s Studies, MFA, American Studies, Anthropology, History, English) but with Rutgers-NB (Comparative Literature, Spanish and Portuguese, Linguistics, Latino and Hispanic Caribbean).

4. New hires working together with faculty of similar educational interests at Rutgers-Newark will contribute to a visible, vibrant, exciting and healthy Latino and Luso community of scholars.

A Department of Spanish & Portuguese Studies would bring reputation to the Faculty of Arts & Sciences, new access to funding, and a new departmental structure that would be responsible for exposing students to traditional and new trends in scholarship, new methodological questioning and thinking, and contribute to a better global understanding.

Rutgers-Newark’s ideal urban location, its proximity to the Ironbound and other neighborhoods with residents from the diverse and multicultural countries of Spain, Portugal, Latin America, the Hispanic Caribbean, Africa, Asia and the growing Latino population in the area could signal the way for a new innovative and collaborative partnership between scholarship in Spanish, Portuguese and Latino-Luso areas and the Iberian, Latin American, Lusophone and Latino surrounding communities.

A name change from CMLL to Department of Spanish & Portuguese Studies does not necessarily need to be accompanied by a full curriculum change, since all current courses address the main areas of inquiry in Spanish & Portuguese Studies. However, it requires a new descriptive declaration of its mission, objectives or learning goals and a new revision of the major of Spanish (but not for the Portuguese major) to develop the courses that would lead eventually to the academic presence of Latino and Latin American Studies.

None of the proposed changes require additional lines.

Toward a New Department of Spanish and Portuguese Studies

The new Department of Spanish & Portuguese Studies will be dedicated to the study, learning and appreciation of the languages, literatures and cultures of the Iberian Peninsula, Latin America, Brazil, the Hispanic Caribbean, the Lusophone world and Latina/o populations in the United States. The Department will balance an emphasis on literary studies with a more diverse,
humanistic set of approaches to cultural and social studies. Our faculty will be made up of scholars in fields as diverse as contemporary Catalan literature, twentieth-century Spanish poetry and Spanish theater, Latino/a culture and literature, Latino bilingualism, child language bilingual acquisition, contemporary Latin American literature, performance and politics in Portuguese popular traditions, Iberian/IberoAmerican Civilizations, Caribbean literatures, Brazilian abstract poetry and oral history of the Ironbound.

The Department offers language courses ranging from beginning to advanced courses in grammar and composition, Spanish and Portuguese for business, the production of literary texts from Medieval through contemporary times, civilization, feminine and feminist production, slavery and race in Spanish-America to Iberian thought, national literatures, Brazilian & Hispanic film, independent or individual studies, seminars and internships. Both the Spanish/Latin American/Latino literary and cultural as well as the Portuguese and Luso-phone productions are examined within interdisciplinary modes of analysis, and from a perspective that looks at their systems of knowledge, respecting their own and distinct developments as the first two modern global languages, and cognizant of the complex, conflicting and richly historical, socio and political formation of the different nation-states and the racial diversity, hybridity and fluidity of these societies in the past and present state of globalization. It seeks to familiarize students with the historical and cultural connections, contacts and clashes that have existed in the complex relationships between Spain & Portugal and those nations within Latin American and the Lusophone worlds.

The Department will actively nurture cooperative relationships and collaborations with other departments and programs within the Faculty of Arts and Sciences, the School of Business, Public Administration and Global Affairs. This approach will facilitate related intellectual inquiry in areas such as anthropology, philosophy, history, linguistics, Mediterranean studies, medieval and early modern studies, European and Latin American politics, performance, feminist, film and diasporic studies. For example, a Spanish or Portuguese track for business, nursing or public administration students could be developed, as well as a minor in Spanish or Portuguese Journalism, or a concentration on Iberian/IberoAmerican Cinema Studies, Latin/Latino interdisciplinary Studies and so forth.

The Department will be committed to three main educational goals: (1) to provide students with a contextualized knowledge of the literatures and cultures of the Iberian Peninsula from the medieval period to the present, of the Spanish and Portuguese-speaking communities of Latin America, of the Lusophone cultures and literatures and of the Spanish and Portuguese communities of the United States; (2) to prepare undergraduate students for advanced study in those areas and /or in a range of professional fields; and (3) to provide students with a high level of mentoring and support.

The new Department of Spanish and Portuguese Studies will offer the following majors and minors:
1) Spanish and Spanish-American Studies (940 A)
2) Iberian and Ibero-American Civilizations (940 B)
3) Portuguese & Lusophone Studies (810)

and minors in:

1) Linguistics (615)
2) Latino/a Cultural Studies

1) Spanish and Spanish-American Studies (940 A)

Mission and Learning Outcomes

1. Providing superior instruction to assist our students in attaining excellent skills in the Spanish language: oral and written fluency, more sophisticated reading and oral comprehension, understanding and application of correct grammar;

2. Inculcating in students the understanding and appreciation of the target language & literature as an expression of the cultures by integrating the study of culture into language instruction at all levels;

3. Offering a varied and impressive set of courses, reflecting different approaches (i.e., period, genre, nationality, history of ideas, interdisciplinary, comparative) and new theoretical methods (deconstruction, new historicism, cultural studies, feminism and gender studies, etc.);

4. Applying analytical skills in a language other than their own

5. Providing a solid preparation for those undergraduates wishing to attend graduate school;

6. Encouraging students to study abroad

7. Involving and encouraging students to do research by stressing excellence in teaching by exposing students to new methodologies and technologies, and by carefully supervising and assisting adjunct faculty who teach in the program

2) Iberian and Ibero American Civilization (940 B)

Mission

1) to offer students at NCAS a multidisciplinary grasp of the language, history, peoples and cultures of the Hispanic & Lusophone world, targeted to those students who otherwise are not attracted to pursue the language/literature/teacher certification major.
2) to encourage students, and make it viable for them, to maximize their intellectual development by double-majoring in another discipline or by designing well-balanced Major/Minor (or Major and two Minor) concentrations. Within its mission, the program gives high priority to encourage students to pursue postgraduate studies and to afford them with the course of studies that awakens their interest for intellectual inquiry, the value of research methods in the Human Sciences and of literary theory and criticism.

The Program was designed to serve the needs of those students planning careers for which a thorough knowledge of the Ibero-American world, its people, its cultural, political and social history would be a highly desirable asset, and of those students considering positions in fields such as Foreign Affairs, International Trade, Business, Management or Banking, Education, Law, etc. The major was structured in such a way that it could be articulated into a double major with many other disciplines or with our International or Global Affairs major. Proficiency in Spanish and Portuguese must be requirement for graduating in this major. To enhance their educational experience students will be encouraged to participate in study-abroad programs such as Rutgers' Program in Valencia, or summer programs in Salamanca, Spain; Perú, Argentina or programs in Portugal & Brazil.

Learning Goals:

- To develop awareness and appreciation of the different societies and cultures that comprise the diverse, complex & rich civilizations of the Iber/Iberian American world systems.

- To familiarize students with the historical, theological and intellectual ideas, concepts, figures, events and traditions that have shaped Iberian/Hispanic & Spanish-American formation.

- To gain an understanding of the comparative development of societies in Iberia and what it is going to be called the New World since pre-Roman times to 1492, and from 1492 to the contemporary times both in Spain/Portugal and Latin America.

- To expose students to the concepts of gender, race & hybridity in the Ibero/Iberian American worlds.

3) Portuguese and Lusophone World (810)

Portuguese and Lusophone World Studies (PLWS) has both an undergraduate major and minor. The minor was approved in 2000 and the major was approved in 2003. The program serves an average of 210 students annually in classes that include Portuguese language at all levels, Portuguese Brazilian and Lusophone African Literature, Civilization and Culture of the Portuguese-Speaking World, Oral History, and Internships in local Portuguese-speaking businesses, government offices and not-for-profits. In addition to a wide array of advanced classes conducted in Portuguese, it also serves non-majors by regularly offering classes that
fulfill literature, interdisciplinary and writing intensive general education requirements. It also has an average of 10-15 majors and minors in any given year.

The major offers internships, so that students can develop skills in language, critical thinking and cross-cultural fluency through participation in Newark’s Lusophone businesses, newspapers, non-profits, cable televisions stations, and government offices. Majors and minors are required to complete a two-semester capstone course “Portuguese and Lusophone World Civilization and Culture” where class readings and discussions provide a point of departure for independent research projects which culminate in lengthy oral presentations and critical essays. Close ties with the Portuguese-speaking community of Northern New Jersey provide exciting opportunities for students to combine experiential learning with classroom instruction. The objective of the Bachelor of Arts in PLWS is to provide students with an intensely interdisciplinary education that takes advantage of cross-departmental collaboration and strong ties to the Portuguese-speaking community of Newark. PLWS’ curriculum will produce graduates who are not only proficient in Portuguese language, but also thoroughly versed in Lusophone world literature, culture and history. The PLWS curriculum affirms Rutgers commitment to local outreach through its development of the Ironbound Oral History Project, where students do research on Portuguese immigration history and learn the methods involved in its study.
TO: FASN members
FROM: FASN Scholastic Standing Committee
DATE: November 29, 2010

RE: Proposed Changes in Scholastic Standing Policies

Add the following conditions to the statement of circumstances under which a student is placed on academic probation:

- failure to complete successfully 60% or more of all credits attempted within seven years immediately prior to the time of the academic review;
- failure to enroll in a composition course, or preparatory course, as determined by the established placement standards at the college and prior course history, each and every term until the Writing Proficiency requirement is satisfied, unless otherwise advised in writing by the Director of the Writing Program or the Office of the Dean of Student Affairs;
- failure to enroll in the mathematics course, as prescribed by the placement standards at the college and prior course history, and continue to enroll each and every term until the Mathematics Proficiency requirement is satisfied;
- failure to complete successfully any given course after three attempts.

With these additions, the full statement of circumstances relating to academic probation would read:

"Students meeting any one of the following conditions are automatically on academic probation:

1) a cumulative grade-point average of less than 2.0;
2) term grade-point averages of less than 2.0 for two consecutive terms of enrollment at Rutgers University, full-time or part-time;
3) failure to complete successfully 60% or more of all credits attempted within seven years immediately prior to the time of the academic review, including attempts for which W-grades are received;
4) failure to enroll in a composition course, or preparatory course, as determined by the established placement standards at the college and prior course history, each and every term until the Writing Proficiency requirement is satisfied, unless otherwise advised in writing by the Director of the Writing Program or the Office of the Dean of Student Affairs;
5) failure to enroll in the mathematics course, as prescribed by the placement standards at the college and prior course history, and continue to enroll each and every term until the Mathematics Proficiency requirement is satisfied;
6) failure to complete successfully any given course after three attempts, including those for which W-grades are received."
In addition, add the following to the statement of circumstances under which a student may be dismissed from the colleges:

- He or she fails to complete satisfactorily 60% or more of credits attempted in any given term while on academic probation.

With this addition, the full statement of circumstances relating to academic dismissal would read:

"A student is dismissed from the college when:
1. His or her cumulative grade-point average is less than the minimum listed below:

<table>
<thead>
<tr>
<th>Degree Credits</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-55</td>
<td>1.500</td>
</tr>
<tr>
<td>56-89</td>
<td>1.700</td>
</tr>
<tr>
<td>90-123</td>
<td>1.900</td>
</tr>
<tr>
<td>Over 123</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Or
2. His or her term grade-point average is less than 2.000 for three consecutive terms of enrollment at Rutgers University, full-time or part-time, and his or her cumulative grade-point average is less than 2.000.

Or
3. He or she fails to complete satisfactorily 60% or more of credits attempted in any given term while on academic probation, including attempts for which W-grades are received.

Or
4. He or she fails to satisfy the conditions of an academic contract on which he or she has been placed.

Or
5. The college determines that it is improbable that the minimum average or other graduation requirements will be met.

No student is dismissed for academic reasons until 24 credits have been attempted at Rutgers. No student is dismissed without having been on probation in the immediately preceding term."

Finally, add the following statement to the policy on academic dismissal and reinstatement:

_Students dismissed from Newark College of Arts and Sciences and University College Newark a second time for failure to meet any of the standards listed for dismissal above are not eligible to return to any matriculating program or unit within the Newark College of Arts and Sciences or University College._

_Rationale_

_The Problem_

The Scholastic Standing Committee has seen numerous cases in which students have large numbers of withdrawals, with some students having withdrawn from more than twenty classes. It is not at all rare for the committee to see transcripts with more than ten withdrawals. Obviously, there are all kinds of reasons why students withdraw from courses after the
drop/add period, and many of these are quite justifiable from a personal and even academic perspective. The committee believes, however, that some students are giving up too easily and are withdrawing from classes they could have passed. It also believes that the numbers show that some students are habitually using withdrawals, accomplishing little more than delaying their dismissal from the university.

When students withdraw from classes, it amounts to a waste of scarce university resources, as seats in classes go unused and students forfeit any further possibility of learning in that course. If roughly four students withdraw from each class of forty, then in a campus with five thousand students taking an average of five classes per term, a total of over sixty classes' worth are wasted each semester through withdrawals.

Students repeating classes and taking advantage of the R-credit option poses a similar problem. To be sure, the Office of the Dean of Student Affairs (ODOSA) and the Scholastic Standing Committee itself often recommends that a student on or close to academic probation repeat particular courses to mitigate the effects of an individual D or F grade on the student's cumulative GPA. Problems occur when a student repeats the same course again and again, perhaps in hopes of gaining entry to a specialized program in business or of meeting the expectations outlined by the Pre-Health Office, and even more so when he or she persists in doing so against the advice of academic advisors in ODOSA and on the faculty, who typically recommend that students change majors when repeatedly struggling to pass courses fundamental to the program they originally intended to pursue.

In aggregate, only 21% of the students enrolled in the spring of 2008 were repeating a course with the R-option, 80% of whom were repeating exactly 1 course (of a 5 course median enrollment). When we look at students in academic jeopardy (2.5 cumulative GPA and below), however, more than half (52%) are repeating at least one course, a quarter of whom are repeating more than one course and a few are only repeating courses. As the previous paragraph suggests, the repeats are heavily concentrated in a few courses, with 4.8% of all courses offered during spring 2008 accounting for 77.45% of all R-credit enrollments. W grades, by contrast, do not show as much concentration by course, but there are great disparities in their distribution by student. Whereas 63% of all students enrolled in spring 2008 had 0-2 Ws on their transcript, there were over 400 (close to 10%) that had more than 10 and two dozen had more than 20.

The Proposed Solution

The Committee recognizes, once again, that both the W-grade and the R-option, when used thoughtfully and sparingly, have a legitimate academic role to play at the undergraduate level (and, in any case, their use is sanctioned by University policy). Problems arise when they are used often. From a technical perspective, it is tedious and costly to count systematically the number of W-grades and R-options that individual students have taken, and in any case what is ultimately important academically is not the number of Ws or Rs or both that a student has taken, but rather the effectiveness with which a student is making progress towards his or her degree, with the Ws and Rs only being signs of problems in this area. University policy (10.2.5) makes explicit provision for schools to incorporate academic progress into their scholastic standing policies in one of two ways: in terms of the number of credits that a student must
complete each semester or in terms of the percentage of attempted credits that are successfully completed. While both definitions can be used to capture students with multiple Ws and Rs, the former is not well suited to part-time students (who attempt fewer credits per semester than full-time students by definition) and thus would not be particularly appropriate especially for students in University College Newark. The Committee believes, therefore, that any attempt to manage NCAS and UCN students with multiple W and R grades via a single scholastic standing policy should define academic progress in terms of the percentage of attempted credits successfully completed.

Based on a recent report produced by the Office of Institutional Research and Academic Programs (OIRAP), we know that, of the 4,980 returning students enrolled spring 2010, 519 (10.42%) failed to maintain a 2.0 or better cumulative GPA or better and thus were placed on probation under the current scholastic standing policy. An additional 861 (17.29% of total population or 19.3% of those in good scholastic standing under the current policy) had completed fewer than 75% of the credits attempted during the time that they have been matriculated at NCAS or UCN. 102 of these 861 students had failed to complete even half of the credits that they attempted.

ODOSA and the Scholastic Standing Committee do not believe that they would be capable of effectively managing an additional 861 students on academic probation and, furthermore, students at the 25% non-completion mark may not necessarily be in significant academic jeopardy in any substantive sense, (a) since this can be achieved relatively quickly by an illness or military activation early in a student's academic career that forces him or her to withdraw entirely from a semester and (b) since the definition of uncompleted credits used in the report included successfully completed developmental and support courses for which students receive N-grades (which, by definition, are not degree credits). The University policy mentioned above explicitly recommends 40% non-completion as a point of action for schools measuring academic progress, which would add an additional 218 students to the ranks of those on academic probation, a number that both ODOSA and the Scholastic Standing Committee believe to be effectively manageable.

The proposal, therefore, licenses the Scholastic Standing Committee to place on academic probation students who fail to complete 60% of the credits that they attempt (excluding attempted N-credits) and, like all students on academic probation, consequently will be subject to stricter forms of scrutiny from academic advisors in ODOSA and may have their registration restricted or be placed on "academic contracts" requiring that they register (or refrain from registering) for specific courses, mandating that they receive certain kinds of academic support, and the like. Students who continue to withdraw from or to repeat multiple courses while on such probation would then be subject to dismissal. As with all scholastic standing actions, the Scholastic Standing Committee, working with the Dean of Student Affairs, can suspend applications of the policies (and thus of the probation or dismissal decisions) in individual cases as a student's circumstances and considerations of equity may demand. In addition, the proposal includes provisions for regulating students who fail to register for mathematics and composition courses every semester until their proficiency requirements in these areas are satisfied—a requirement passed by the FASN faculty in spring of 2003, but without any specified consequences for students failing to satisfy it.