

UNIVERSITY SENATE MINUTES
March 11, 2011: 1:45 pm, Rowan Hall Auditorium

Herb Appelson, David Applebaum, Smitesh Bakrania, Mark Berkey-Gerard, Lori Block, Kate Boland, Joe Cassidy, Jay Chaskes, Hanmei Chen, Jennifer Courtney, Joel Crichlow, Larry Depasquale, Robert D'Intino, Tom Doddy, Carol Eigenbrot, Jess Everett, Jon Foglein, Richard Fopeano, Zenaida Gephardt, Eddie Guerra, Karen Haynes, Greg Hecht, Erin Herberg, Marlana Herman, Sue Hersh, Jerry Hough, Donna Jorgensen, Janet Lindman, Douglas Mann, Rory McElwee, Jacqueline McCafferty, Corinne Meredith, Eric Milou, Anne

freshmen. Discussion from senate floor included expression of a need for financial literacy which could be covered under computational literacy.

- c. Diversity Committee – “Gap” report - the gap reports were released this past summer and show Rowan has the second largest gap nationally among public institutions between White and Latino graduation rates and the 8th highest for White, African American graduation rates. The diversity committee has focused on the reports this year and is trying to raise awareness and is planning a workshop in conjunction with the faculty center this spring and a panel discussion in the Fall.
- d. Resolutions: First Readings
 - i. Senate Technological Resources Committee Resolution on Equitable Scheduling of TEC Classrooms (page 6) - Jerry Hough presented this resolution to be taken back to departments for feedback.
 - ii. Ad Hoc Committee on Academic Integrity - Resolution to create a standing committee (pages 7-8) – Resolution presented by Erin Herberg to take back to departments for feedback.
 - iii. Chairs Council: Senate Resolution to revise Senate Resolution 980224-1: “Election of Department Chairpersons” 0 0 Tm7C 9t Chairpersons”

PRESIDENT'S REPORT

1. Reorganization positions & savings
 - a. Student Affairs
 - i. Dr. Carmen Jordan-Cox, has requested to return to the classroom in the department of Educational Leadership
 - ii. Richard Jones will serve as the vice president for Student Life
 - b. Administration and Finance split into three entities
 - i. Rick Hale will serve as general counsel
 - ii. Michael Harris will serve as the vice president for Operations and Facilities.
 - iii. Joe Scully will assume the duties of vice president of Finance and chief financial officer.
 - c. Academic Affairs
 - i. Dr. Jim Newell will serve as provost.
 - ii. Dr. Roberta Harvey will serve as associate provost.
 - iii. Zazzali, the associate provost for Faculty Affairs, will serve as vice president for Employee and Labor Relations.
2. Presidential Search Firm hired by the BoT is Storbeck/Pimentel of Media, PA (not to exceed \$143,000)

Report of the University Curriculum Committee
 March 11, 2011
 Submitted by Janet Moore Lindman

Process C

UCC#	College	Title	Department
10-11-312	Education	Creation/Dissolution of a Department	Educational Services, Administration, and Higher Education
10-11-317	Education	Merger of Reading and Special Education Departments	

10-11-624	Liberal Arts and Sciences	Classical Literature in Translation	English
10-11-625	Liberal Arts and Sciences	Modern European Arts and Sci	

Senate Technological Resources Committee
Resolution on Equitable Scheduling of TEC Classrooms

Background:

Over the last 15 years, instructional technology has become a mainstay of teaching pedagogy. Electronic slideshows, the inclusion of internet and personal video into lectures and recitations, and the use of diverse media sources to enrich the educational experience have become standards for modern teaching. In addition, the pervasiveness of technology in the lives of all aspects of the Rowan community expands the learning environment from the classroom into the world. Despite the numerous advantages of instructional technology, the ability for instructors and faculty to schedule TEC Classrooms is limited by the lack of rooms across campus, and a request system that is inefficient.

One of the main roadblocks to reserving a TEC Classroom for classes is the required online form an instructor or staff member must fill out well in advance of the relevant semester. Individual faculty members frequently do not have their schedules finalized until late in the semester before the class commences, and therefore cannot provide the requested time and day reservations needed to guarantee a TEC classroom. The form currently being used must be submitted almost a full year before the class, and frequently has an incorrect semester indicated on the form (the website still indicates a deadline of 11/10/09 for the 2010 year). In addition, there is no feedback to the faculty requesting a TEC room that the request was received or awarded.

Therefore, this resolution intends to remedy this inequity by requesting that the academic scheduling office post more accurate information on the Tech classroom reservation form, and to allow faculty to reserve TEC rooms up until the month before final examinations to allow all faculty to have equal opportunity to be scheduled in the room that is the best fit to the class's needs. This will increase the number of classes that are properly assigned TEC classrooms, and decrease room changes that occur when instructors find that the room scheduled does not have the required technology.

Resolution:

Whereas the use of instructional technology has become a standard practice in teaching pedagogy over the last 15 years

Whereas there are limited TEC Classrooms at Rowan University

Whereas the reservation system requires faculty and staff to reserve a room well in advance of the date of final instructional scheduling by Departments.

Whereas many individuals do not have their instructional schedules finalized until several months before the academic semester begins.

Whereas each individual should have an equal opportunity to schedule a TEC Classroom if it is his/her choice, even if it necessitates a change in day or time of the class.

Be it also resolved that the University Senate recommends to the Office of the Registrar to institute a reservation policy that provides all faculty the opportunity to schedule a TEC Classroom until the deadline for Departments to finalize their instructional schedule. Non-TEC classroom scheduling will not be affected by this resolution.

Be it also resolved that the Registrar schedule TEC rooms based on the reservations received ONLY after the end of that Departmental deadline for final instructional schedules. Requestors will be notified in a timely fashion that the TEC request has been received, awarded, or denied due to space limitations. If a TEC classroom is unavailable for the days and times of the class, the faculty member and/or the Department will be given the opportunity to reschedule the class to accommodate the TEC request.

RESOLUTION
TO CREATE A UNIVERSITY STANDING COMMITTEE ON ACADEMIC INTEGRITY

Submitted February 28, 2011, by Bruce Caswell on behalf of the Ad Hoc University Senate Committee on Academic Integrity.

Whereas, academic integrity is a core value of the university,

Whereas, as a core value of the university academic integrity should receive the constant vigilance, involvement, and promotion of the University Senate,

Therefore, be it resolved the University Senate establish through its by-laws a standing committee to be known as the Committee on Academic Integrity with the charge and membership provided below.

Rationale

The Academic Integrity Policy was developed by a University Senate Task Force created when three existing Senate Committees -- Professional Ethics and Welfare, Student Relations, and Academic Policies and Procedures -- raised questions about the adequacy of existing university policies, procedures, and training on academic integrity for both faculty and students.

Since the three aforementioned committees have distinct charges that do not meet the needs for academic integrity, the task force determined that a comprehensive approach is preferable if academic integrity policy is to maintain the high profile essential to the quality of the learning environment. With the creation of the Academic Integrity Policy, the Ad Hoc University Senate Committee on Academic Integrity was established to address the complex challenges of promoting a culture of academic integrity among instructors and students, raising the awareness of instructors and students, and enhancing professional expertise on academic integrity issues and strategies on campus. Since academic integrity is first and foremost a pedagogical and scholarly concern, the locus for these activities should remain in the University Senate. The hearing of individual offenses and the enforcement of policies would remain with the appropriate administrative units. This collaboration is consistent with the principle of shared governance and will serve to strengthen the University Community.

Charge

The University Senate Committee on Academic Integrity would be charged as follows:

- Develop expertise and serve as a resource on issues and strategies relating to academic integrity, including discipline-specific practices, copyright issues, the impact of digital media, and pedagogical best practices
- Organize design and delivery of curricular and co-curricularⁱ resources and activities to support instructors and students including the Academic Integrity Seminarⁱⁱ

(Note: The content of the Academic Integrity Seminar, along with the content of three faculty workshops and supporting materials and a presentation for doctoral students, has already been developed and will be made available to the committee.)

- Develop and deliver programming through the Division of Student Life to introduce new freshman and transfer students to our academic integrity policy and to support all students

The adjudication process as described in the Academic Integrity Policy will remain the responsibility of the Office of Academic Affairs, with the exception of the Academic Integrity Seminar. The committee will not replace the Academic Integrity Review Board nor be expected to participate in the adjudication process.

The Office of Academic Affairs will handle procedural matters pertaining to the Academic Integrity Seminar, including identifying and contacting students who are required to attend.

The Academic Policies and Procedures Committee will continue to have responsibility for refinements to the policy with comment and recommendations from the Committee on Academic Integrity.

The content of the Academic Integrity Seminar, along with the content of three faculty workshops and supporting materials and a presentation for doctoral students has already been developed and will be made available for use and/or adaptation by the committee.

The committee will be supported by the Office of Academic Affairs, the Faculty Center for Excellence in Teaching and Learning, and the Division of Student Life, which will sponsor appropriate activities and provide support such as assistance

Senate Resolution to revise Senate Resolution 980224-1:
"Election of Department Chairpersons"
2-28-2011

1. WHEREAS there are no provisions in the "Election of Department Chairpersons" guidelines in the event that a chairperson steps down before his or her term is completed,

THEREFORE BE IT RESOLVED that the following be added after the eighth paragraph (beginning "If a chairperson cannot be elected"):

In the event that a chairperson resigns before the end of his or her term, an election will be held according to the guidelines above. The person elected will then serve out the remainder of the term of the departing chairperson, and the department will hold another election at the end of the original chair's term.

2. WHEREAS there are no provisions in the guidelines for a tie or a three-way election,

THEREFORE BE IT RESOLVED that the following be added after the sixth paragraph (beginning "The person receiving"):

In the event that no candidate receives a majority of the votes of those eligible, a run-off election will be held. This could be the case if:

* There is an election of three or more candidates, in which case the two candidates receiving the greatest number of votes will participate in the run-off election.

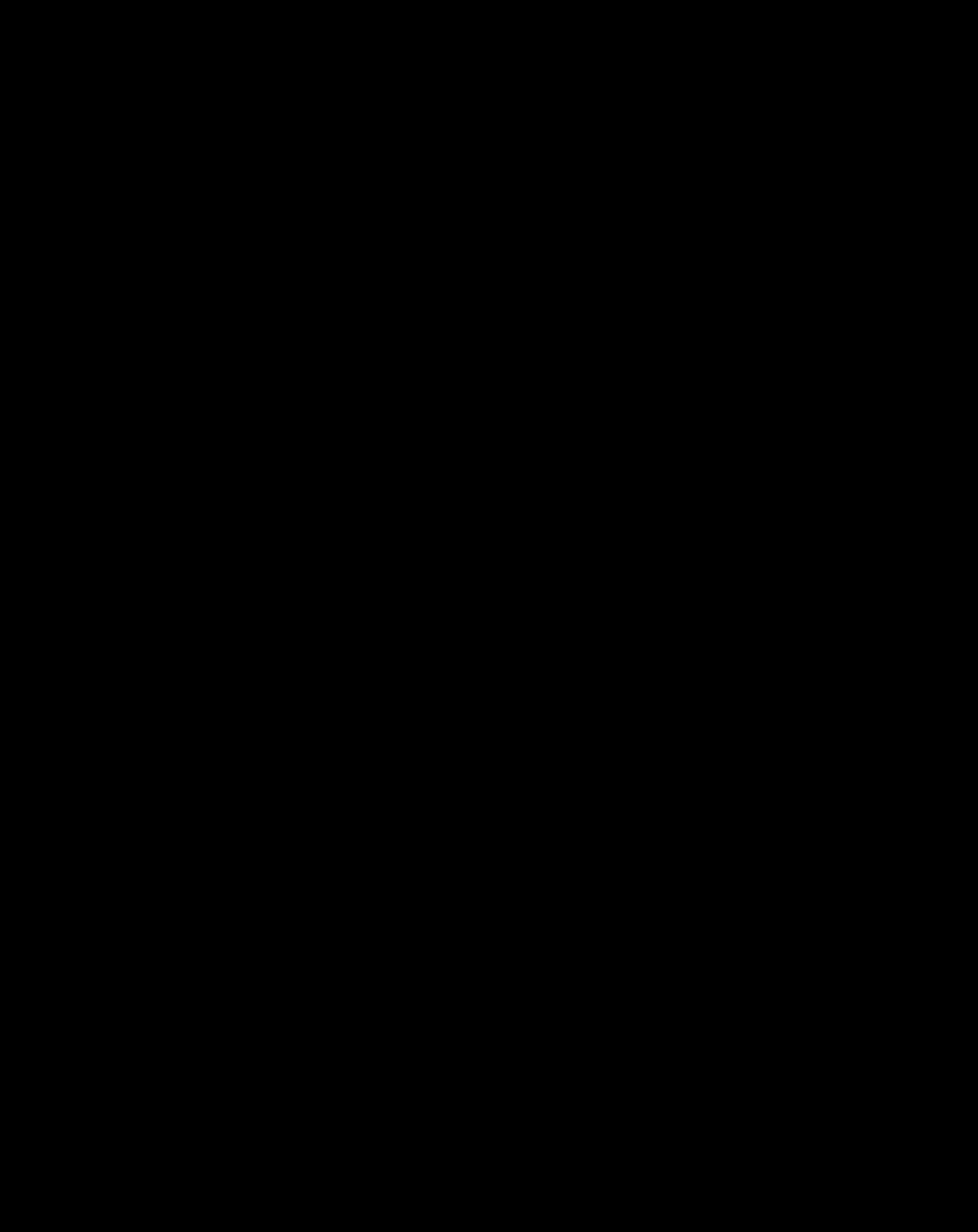
* There is an election of two or more candidates and they receive an equal number of votes. In this case, a run-off between the same candidates will be held. This may be repeated in the case of another tie, or the department may vote to have the Dean or Vice President/Provost appoint a temporary chair as detailed below.

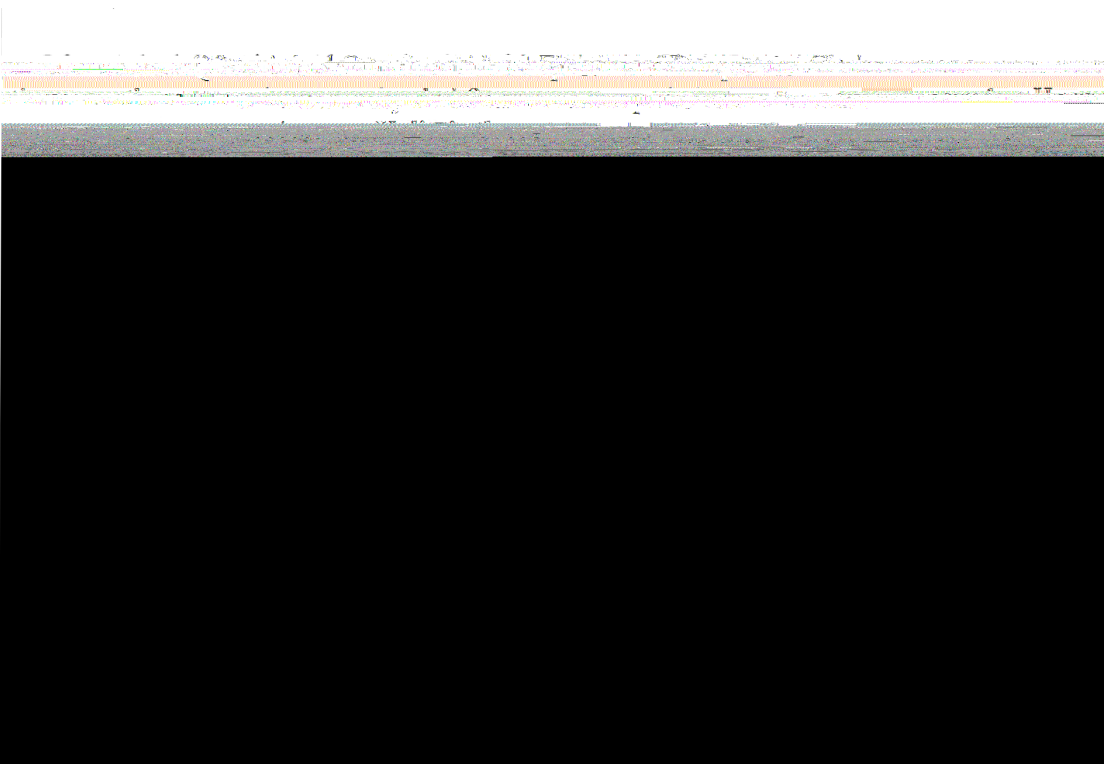
3. WHEREAS the number of members on the election committee is not relevant in the case of a tie vote in the department,

THEREFORE BE IT RESOLVED that in the "Often Asked Questions" section, question 6 should be deleted.

QUADRIBOON

presented to the appropriate Dean and the University Senate office by





Resolution to Revise Senior Privilege Policy

WHEREAS, the current policy regarding senior privilege does not require approval from the instructor of a graduate course.

WHEREAS, there are antiquated versions of the policy in circulation that should be replaced with one that uses current terminology.

THEREFORE BE IT RESOLVED,

That the policy regarding senior privilege should be changed to include the requirement for instructor approval.

AND BE IT FURTHER RESOLVED,

That the attached policy be revised as shown in the attached version

AND BE IT FURTHER RESOLVED,

That a revised senior privilege form be implemented that includes all necessary signatures reflected in this revised policy.

Undergraduate Senior Privilege

Seniors at Rowan University who have earned a 3.0 GPA may request permission from The College of Graduate & Continuing Education (CGCE) to register for one graduate level course per semester for two semesters, not to exceed a total of six (6.0) credit hours. Students may take a graduate course for application to an undergraduate degree. If the number of graduate semester hours is to be applied to a graduate degree, the student must request a transfer of credit from The College of Graduate & Continuing Education (CGCE). Approval from the instructor of the graduate course(s), the department chair of the graduate program, the undergraduate program advisor, and The College of Graduate & Continuing Education (CGCE) is required for a student to be allowed to enroll in a graduate course for undergraduate credit. Permission and final approval for exceptions to the policy must also be obtained from the Director of The College of Graduate & Continuing Education (CGCE), who reserves the right to limit the number of graduate courses in which seniors may register. Undergraduate students who register for graduate level courses without permission of the Director of The College of Graduate & Continuing Education (CGCE) will have their registrations withdrawn.

Senate Curriculum Committee and Technological Resources Committee
Resolution to Endorse the Curriculum and Assessment Framework
for Information and Technology Literacy (ITL)
as Proposed by the Computer Competency Task Force

BACKGROUND: Following a resolution approved by the University Senate, Rowan University suspended its Computer Competency exam and basic skills remediation requirement in Spring 2010. The exam was costly and outdated, and very few students evidenced a need for remediation because the competencies being assessed by the exam were low-level. The Provost formed a Computer Competency Task Force in Fall 2010 to investigate current needs and practices regarding computer competency and make recommendations regarding curriculum and assessment. Based on its findings, the Task Force expanded the domain of computer competency and renamed the new set of competencies Information and Technological Literacy (ITL). ITL, as its name reflects, encompasses all aspects of technology, not just the basic ability to use computers and applications assessed by the exam that was formerly in use, as well as information literacy as it relates to technology. Both technological competency and information literacy are recognized by our accrediting body, The Middle States Commission on Higher Education, as essential learning objectives. The Task Force identified a set of four Core Competencies and specified objectives for each. The Task Force also proposed a curriculum and assessment framework based on two levels of outcomes: General Education and Discipline-Specific. The "general education" outcomes would be delivered through a common curriculum that would likely include communication courses, Rowan Seminar, dedicated computer literacy courses, and/or co-curricular activities. These outcomes would be fairly standardized and the learning experiences fairly uniform. The "discipline-specific" outcomes would be more advanced and would be developed within the context of the student's major through what Middle States refers to as a "distributed curriculum." Although all students would be meeting the same key objectives, in this case the outcomes would be customized and the learning experiences much more diverse.

The Provost has now appointed a General Education Tactical Team to reform the Gen Ed curriculum and develop an assessment strategy, which will begin its work in Spring 2011. Although the specific forms this will take are unknown, we can expect that ITL will be one of the institution-wide learning objectives the tactical team focuses on. This resolution asks the University Senate to endorse the framework described in the Task Force report (see below) and to forward it as a recommendation to the General Education Tactical Team for consideration.

WHEREAS, the Computer Competency Task Force has recommended a curriculum and assessment framework for Information and Technological Literacy that reflects current needs and practices;

WHEREAS, Information and Technological Literacy is recognized by Middle States as an essential learning objective;

WHEREAS, Rowan University is undertaking a reform of its General Education curriculum and assessment;

THEREFORE BE IT RESOLVED, that the University Senate endorses this curriculum and assessment framework for Information and Technological Literacy and asks that it be taken under consideration by the General Education Tactical Team in its reform efforts.

Resolution to Recommend Recognition of Sustainability as an Institutional Learning Objective

WHEREAS, in 2004, the University Senate unanimously passed an Environmental Resolution calling for Rowan University to make a commitment to environmental responsibility;

WHEREAS, in 2007, President Donald Farish (and over 650 other presidents and chancellors to date) signed the American College and University Presidents' Climate Commitment, a pledge to reach climate neutrality in our campus operations (and which requires Rowan University to establish a plan for integrating sustainability into the curriculum and make it a part of the educational experience);

WHEREAS, the Senate formed an Ad Hoc Committee on Integrating Sustainability into the Rowan Curriculum in order to further build a culture of sustainability on our campus;

And WHEREAS, sustainability, defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development 1987) and "the ability of an ecosystem to maintain ecological processes, functions, biodiversity and productivity into the future" (US Regional Ecosystem Office 2009), is a global value as well as a complex and difficult challenge;

THEREFORE BE IT RESOLVED that the Rowan University Senate recognizes the importance of producing graduates with knowledge, skills, and dispositions that will prepare them to fulfill their civic, professional, and personal responsibilities regarding sustainability and recommends that sustainability be designated as an Institutional Learning Objective for all students and formally integrated into the curriculum.

Further details regarding the goal to 2050, Rowan University's sustainability plan, and the integration of sustainability into the curriculum are available at www.rowan.edu/sustainability.

- The current situation regarding sustainability, such as human-caused climate change, population growth, biodiversity loss, pollution, etc.
- The human causes of non-sustainability, including individual and institutional contributions
- The best proposed solutions to return to sustainability
- The relationship between sustainability and the triple bottom line (environment, society, and economics issues)

Rationale

Rowan Students will be faced with significant challenges during their lifetimes. The current world population is part of a grand and novel experiment: “What happens when more than six billion people live on the Earth?” Past population crises have been avoided through technological advances, e.g., the green revolution of the mid 20th century; however, population can grow beyond the possibility of terrestrial technological solutions. Estimates of how many people can be sustained by the Earth vary greatly, and include values both below and above our current population. The possibility that we have already exceeded the Earth’s carrying capacity is a prime reason to include sustainability in the curriculum.

While there is some upper theoretical limit to the Earth’s carrying capacity, practical limits depend on how we choose to live, how we let other species live (or die), how we maintain the Earth’s environment, and the technologies we employ in the pursuit of these objectives. Managing these issues will have significant social and economic impacts. Currently, the USA comprises approximately 5% of the World population, but accounts for 20-25% of the resources consumed annually. Most estimates indicate that it would take approximately five Earths to sustain the entire Earth’s population in the manner of the average USA citizen. The populations of emerging economies, such as China, India, and Brazil, are looking to take back some or all of the excess resources we consume. Our students must be prepared for the coming environmental, social, and economic challenges by including sustainability in the Rowan University curriculum.

The Earth is in the midst of an anthropogenic extinction event. Extinction rates are many times higher than the background extinction rate, with the current rate reported to be as high as 140,000 species per year. There are many reasons, both self serving and altruistic, for students to understand the link between choices we make and the well-being of other species.

Major environmental challenges face us, such as human caused climate change. There is scientific consensus that human caused climate change will have significant effects on sea level, storm intensity, flooding and drought, and agriculture. This scientific consensus is clearly demonstrated in the reports of the Intergovernmental Panel on Climate Change; however, many students do not understand the scientific process well enough to adequately process common misinterpretations promoted by their friends and family, the media, and politicians. Other environmental challenges that need to be understood to be an intelligent actor in our society include depletion of easily obtainable energy sources, access to clean water, and toxins in air, water and soil.

Just maintaining the current world population will require changes in lifestyle and improvements in technology. Buildings and travel must become more efficient. Clean energy must become more prevalent. Individuals may need to make lifestyle changes, such as living in smaller houses, living closer to work, or using public transportation. Students that understand sustainability will be better able to both influence and adapt to the environmental, social, and economic challenges of the future.

!

