UNIVERSITY SENATE MINUTES October 29, 2010: 1:45 pm, Rowan Hall Auditorium

ATTENDEES: Herb Appelson, David Applebaum, Smitesh Bakrania, Joe Basso, Tom Bendtsen, Mark Berkey-Gerard, Lori Block, Kate Boland, Joe Cassidy, Bruce Caswell, Jay Chaskes, Hanmei Chen, Jennifer Courtney, Joel Crichlow, Larry Depasquale, Robert D'Intino, Jess Everett, Jon Foglein, Richard Fopeano, Bill Freind, Zenaida Gephardt, Eddie Guerra, Greg Hecht, Erin Herberg, Susan Hersh, Jerry Hough, Donna Jorgensen, Valarie Lee, Lili Levinowitz, Janet Lindman, Douglas Mann, Douglas Mapp, Lawrence Markowitz, Deb Martin, Rory McElwee, Corinne Meredith, Eric Milou, Darren Nicholson, Anne Phillips, Robi Polikar, Peter Rattigan, Dan Reigel, Will Riddell, Connie Rosenberger, Christine Saum, Lane Savadove, Nick Schmelz, Richard Scott, Midge Shuff, Eileen Stutzbach, Uma Thayasivam, Skeffington Thomas, Mary Beth Walpole, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Julie Haynes represented by Clara Popa, Karen Haynes represented by Alicia Groatman, Pat Alexy Stoll represented by April Ellerbe, Barbara Williams represented by Laura Beider.

NOT IN ATTENDANCE: Gregory Caputo, Tom Doddy (2nd consecutive absence), Carol Eigenbrot, Marlena Herman, Habib Jam (2nd consecutive absence), Jacqueline McCafferty, Diana Nicolae, Sonia Spencer.

- 1. Approval of Agenda -- moved, seconded, approved
- 2. Moment of Silence for Herman James
- 3. Introductions of Visitors Dean Paul Katz (CMSRU) and Associate Dean Cindy Vitto (CLAS)
- 4. Approval of Minutes from September 2010 -- moved, seconded, approved
- 5. President's Report
 - a. Summer 2010 funds to Departments & Faculty Summary -- The summer profits have been distributed to the departments; in summer departments made approximately \$400,000. Regarding the funds the Deans' and Provost office received, the Provost is asking the Senate to create a process for submitting proposals.
 - b. VP Advancement Search on hold until President's status is clarified.

Rowan Day cancellation - there will be no Rowan day this year, though there will still be an awards ceremony to recognize the winners of the major University awards. The cancellation came down to several factors:

- i. Complaints from STEM faculty that Rowan day was siphoning off their audience
- ii. Complaints from various AFT representatives that some colleges had programming that included some of the open period.
- iii. Complaints from some colleges that there were no resources provided by the central administration and that they could not afford to do events without them.
- e. BoT Resolution
 - i. Hiring of Attorney for Board It is important for more Faculty and Staff to attend future BoT meetings. The next one is in December (likely on the 15th).

6. Open Period: Dean Paul Katz

Dean Katz thanked for Faculty and Staff for their involvement in the Med School thus far and is looking forward to more opportunities to collaborate with other educators. He noted the success of the CMSRU in part is dependent on

b. Concern about electricity being turned off around 8pm in the stairways in Health & Exercise Science. Eric will follow up with Mike Harris in Facilities.

TRADITIONAL SUMMER 2010 -SUMMARY

COLLEGE	Sections	Enrollm	SCH	Revenue	Gen Fund	Inst cost	Indirect cost	Dept/Prog	College	Provost	CGCE
BUS	26	341	1062	\$400,972	\$160,389	\$82,675	\$43,542	\$57,183	\$22,873	\$17,155	\$17,155
СОМ	30	393	1179	\$425,451	\$170,181	\$120,460	\$48,339	\$43,236	\$17,294	\$12,971	\$12,971
EDU	80	1043	3179	\$1,666,425	\$666,570	\$365,235	\$130,339	\$252,140	\$100,856	\$75,642	\$75,642
ENG	2	24	64	\$22,340	\$8,936	\$8,666	\$2,624	\$1,057	\$423	\$317	\$317
FPA	25	190	529	\$188,744	\$75,498	\$57,108	\$21,689	\$17,225	\$6,890	\$5,167	\$5,167
LAS	139	1961	6369	\$2,374,516	\$949,806	\$591,967	\$261,129	\$285,807	\$114,323	\$85,742	\$85,742
Sub total	302	3952	12382	\$5,078,448	\$2,031,379	\$1,226,111	\$507,662	\$656,648	\$262,659	\$196,994	\$196,994
Under -enroll	94	324	894	\$349,657	\$158,610	\$191,047					
Totals	396	4276	13276	\$5,428,105	\$2,189,989	\$1,417,158	\$507,662	\$656,648	\$262,659	\$196,994	\$196,994

RESOLUTION #16f

APPOINTMENT OF BROWN & CONNERY AS LEGAL

SUMMARY STATEMENT

This Resolution authorizes the engagement of the law firm Brown Connery to provide legal services to the Board of Trustees upon the determination by the Board that utilization of the University's General Counsel would not be appropriate The payment to the separate legal counsel shall not exceed without further authorization by the Board

Constituency. The University Senate constituencies are defined as follows

a Each academic department is one constituency. The number of members of that constituency shall be the number of full time equivalent faculty excluding adjuncts and overload full time equivalent librarians and full time equivalent coaches who are appointed to that department plus the number of full time equivalent professional staff appointed to that department. An individual with appointments in more than one department must select one of the departments ashis her constituency for the purposes of Senate membership.

b The library is one constituency The number of members of the library constituency shall be the number of full time equivalent librarians plus the number of multi year full time professional staff appointed to the library staff

c The athletics department is one constituency The number of members of the athletics department constituency shall be the number full time equivalent faculty professional staff and coaches appointed to the athletics department

d The professional staff is one constituency The professional staff constituency shall consist of all the number of full time equivalent members of the professional staff who are not members of an academic department the athletics department or the library constituency

e The Canden Campusis a constituency The numbers of members of the Canden Campus constituency shall be the number of full time equivalent faculty multi year professional staff and librarians who spend more than fitted and the constituency for the canden Campus constituency and the canden Campus constituency shall be the number of full time equivalent faculty multi year professional staff and librarians who spend more than fitted and the campus constituency for the campus constituency shall be the number of full time equivalent faculty multi year professional staff and librarians who spend more than fitted and the campus constituency for the campus constituency shall be the number of full time equivalent faculty multi year professional staff and librarians who spend more than fitted and the campus constituency for the campus constituency staff.

of their time working on the Camden Campus who choose to be considered part of the Camden Campus for Senate representation and who choose not to be counted towards the membership of any other constituency

f. The Medical School is a constituency. The number of members of that constituency shall be the number of full-time equivalent basic science medical school faculty and full-time professional staff appointed to the basic science faculty.

Apportionment to constituencies. The number of Senators from each constituency is determined as follows

a The academic department library the athletics department the professional staff Camden Campus and Medical School constituencies shall be apportioned senators as follows

Fewer than constituency		members	One	senator
At least	but fewer than	constituency members	Two	senators
At least	but fewer than	constituency members	Three	senators
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And so forth in increments of fifteen

employees being assessed; prepares a report to the President containing its recommendations concerning the allocation of Career Development funds

Eligibility: 7 *Faculty (one from each College)*

1 Librarian

2 Engineering Faculty

2 Fine & Performing Arts Faculty

2 Communication Faculty

2 Education Faculty

3 Liberal Arts & Science Faculty

1 Medical School Faculty

1 Professional Staff

1 AFT Rep

4 SGA Reps

1 Librarian

Total 21

7 Faculty (one from each College)

1 Director of Athletics

2 Professional Staff

2 SGA Reps

Total 18

LEARNING OUTCOMES ASSESSMENT: Engages in the ongoing review of the University's assessment principles and observes the application of the principles in practice; reviews and recommends assessment plans from academic programs general education and student development; assists in the establishment of a process for the systematic review of assessment information collected each year

Eligibility:

Eligibility: Note: Only tenured faculty are eligible – Rank of Full Professor preferred. Cannot serve concurrently on College Promotion Committee and University Promotion Committee.

Note: Librarians are not eligible.

7 Teaching Faculty (one from each College)

1 AFT Rep

Eligibility:1 Business faculty1 Communications faculty1 Education faculty1 Engineering faculty1 Engineering faculty1 Fine and Performing Arts faculty1 Liberal Arts and Sciences faculty (History and Humanities)1 Liberal Arts and Sciences faculty (Mathematics and Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Liberal Arts and Sciences faculty (Social and Behavior Sciences)1 Medical School faculty1 Librarian1 AFT RepTotal 11

STUDENT RELATIONS: Evaluates existing and proposed relations and procedures and initiates recommendations for changes

Eligibility:	10 Faculty and/or 10 Professional Staff	
	1 AFT Rep	
	1 CWA Rep	
	5 SGA Reps	Total 17

TECHNOLOGICAL RESOURCES: Monitorstechnological resources to insure that the services and resources meet the needs of the campus community in research and academic pursuits. By soliciting and compiling input from the campus community the committee attempts to insure that the faculty staff and students a

5 additional Faculty from any college

3 Professional Staff

1 Librarian

1 AFT Rep

1 IFPTE#195 Rep

1 AFT Rep

1 SGA Rep

Total 17

ALL UNIVERSITY COMMITTEES

AWARDS: selects the students whose names are submitted as nominees by their sponsors to receive honors for outstanding achievement in various areas most of which are related to the curriculum

Eligibility:	5 Faculty	
	3 Professional Staff	
	1 AFT Rep	Total 9

BOOKSTORE: Mediates faculty student and bookstore relations and concerns This committee provides an ongoing evaluation of staffing levels of the bookstore works on improving the perceptions about the bookstore's work both within the bookstore and externally among the rest of the campus and facilitates cooperation of the faculty with bookstore needs and the bookstore with faculty and student needs

Eligibility: 7 College Reps (one from each College)

1 Professional Staff 1 Bookstore Director 1 VP Administration/Finance 1 Student Rep (possibly involved in PRSSA)

Total 11

INTERNATIONAL EDUCATION COUNCIL: Plans and presents programs related to education in all countries

Eligibility: An open invitation to all faculty and professional staff.

Maximum Total 22

LIBRARY: 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.

Eligibility: 5 Faculty

1 AFT Rep	
3 Professional Staff	
1 Library Dean	
3 SGA Reps	Total 13

UNIVERSITY SCHOLARSHIP: Reviews and revises application procedures for University awarded scholarships and awards scholarships on the basis of academic achievement financial need and contribution to the University and the community

Eligibility:	6 Faculty
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4 Professional Staff

1 AFT Rep

Total 11

ADHOC COMMITTEES

CALENDAR: Sets the academic calendar several years in advance One representative is appointed by the Senate President

CAMPUS HEARING BOARD: Ispart of the student judiciary system It hears alleged student misconduct in violation of University rules then decides the guilt or innocence of students and makes cases of recommendations. Three representatives are appointed by the Senate President

COMMENCEMENT: Meets to recommend commencement activity and appropriate speakers. One representative is appointed by the Senate President

HONORARY DEGREE: Considers and recommends people for an honorary degree One representative is appointed by the Senate President

STUDENT GRIEVANCE: Listens to student appeals regarding grades and makes recommendations as to a final disposition of the complaints Two representatives are appointed by the Senate President

revised: 10/10/bf

COMPUTER COMPETENCY TASK FORCE

REPORT TO THE PROVOST

September

The Computer Competency Task Force has completed its charge to formulate a new policy on the Computer Competency requirement for students at Rowan University This work was necessitated by the passage of a joint resolution brought forth by the Technological Resources Committee and Curriculum Committee of the University Senate in April to dissolve the Computer Competency Exam and to suspend the Computer Competency requirement This occurred due to a number of problems with this requirement including rapid advances in technology lack of proper oversight and increasing costs This resolution also specified the formation of a task force to design and implement an effective model for assessing computer and technological competency The task force met in August and September of to complete this work which included consulting the recommendations of the Middle States Commission on Higher Education studying the requirements at other institutions George Mason University University of Connecticut George Mason University the University College of the University of Maryland and West Chester University and reading articles on information literacy accessed through EduCause

After extensive discussions we compiled the attached set of core competencies and objectives for students to fulfill the computer competency requirement which we termed the Information and Technology Literacy ITL requirement. The ITL requirement will reflect the broader range of competencies needed by students in the twenty first century. The core competencies encompass concepts skills and behaviors that are necessary to demonstrate proficiency in information and technology literacy. In creating this new policy the committee was cognizant of the variety of curricular needs existing among University departments and programs. To encompass this variety, we devised four core competencies that emphasize skills behaviors and conceptual knowledge that are inclusive and wide ranging.

We also devised a spreadsheet of sample outcomes both general and advanced This was done to tie the competencies to curricular outcomes not only to ensure skill and knowledge acquisition but also to provide a means to assess student performance. These general and advanced outcomes are meant as samples not specified requirements to help departments and programs identify those skills behaviors and concepts that are most important to their students. Attaining both general and advanced outcomes will ensure that student proficiency will

continue as they progress through their programs and throughout their professional and personal lives. Lastly the committee wanted to allow for future growth and evolution in technologies that can be easily inculcated into the existing ITL requirement.

Recommendations

Name Change To reflect the expanding nature of computer literacy today we recommend that the title of this requirement be changed to "Information and Technology Literacy ITL" This term includes a variety of programs and formats through which students access information analyze data and fulfill course requirements Computers are not the only means whereby students access digital information or communicate online nor do they only use one particular program to complete course work Implementation We recommend that these requirements be embedded in the curriculum of individual departments and programs Recognizing the variety of curricular needs across campus we recommend that each department and or college should assess their ability to fulfill these core competencies and specify how they will institute this requirement for their majors Their assessment may point to an existing course or courses that can do this or they may need to revise a course or create a new one to fulfill this requirement Departments which lack expertise in this area may recommend that their students take the proposed Computer Science course "Information and Technology Literacy" to fulfill the ITL requirement Each department and or college must dearly articulate their plans to achieve this requisite component of the curriculum The Technological Resources Committee and Curriculum Committee will also play roles in implementing this new policy e.g. introducing a Senate resolution to institute the new ITL requirement Assessment To ensure ITL proficiency in all Rowan students we recommend that assessment be an important component of each department or program's ITL requirement. In particular the core competencies should be integrated into General Education courses especially the Rowan Seminar and the First Year Writing Sequence to ensure that students attain these competencies early in their college career We also recommend that the ITL requirement become a written policy of the curriculum process similar to the Writing Intensive component

Respectfully submitted

Computer Competency Task Force

Janet Moore Lindman Chair

Seve Hartley

Roberta Harvey

Susan Hersch

Gerald Hough

Mark Matalucci

Cindy Vitto

JJ Vogel

Rowan University

Joint Senate Provost Task Force on Computer Competency

September

Information and Technology Literacy

Information and technology literacy is an umbrellaterm encompassing abroad array of concepts skills and behaviors relating to the use of computer systems and applications. Students will gain conceptual knowledge acquire sufficient skills and exhibit appropriate behaviors in fulfilling the requirement for information and technology literacy. All Rowan students are to demonstrate proficiency in the following core competencies.

- !" Develop expertise in navigating systems and applications,
- #" Develop expertise in accessing information through a variety of digital sources;
- \$" Understand the ethical legal and security implications of electronic information and communication;
- %" Evaluate and integrate new technologies

Sudents fulfill the core competencies by demonstrating that they are able to:

Concepts:

Understand the socio cultural and historical context of technology

Understand key concepts and systems as	8 378 cm BT	Т	8 9 8 (
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Use a variety of programs and products word processing spread sheets visual images

Navigate the Internet

Communicate electronically e.g. email web pages blogs and social media

Use databases search engines courseware e.g. Blackboard and records management systems e.g. Banner

Behaviors:

Implement efficient and effective search strategies

Evaluate information for accuracy objectivity consistency timeliness and cultural sensitivity

Use effective critical research methodologies specific to their disciplines

Use digital technologies ethically fair use copyright digital information laws file sharing

Use digital communication technologies responsibly email social media

Apply appropriate privacy and security measures in storing information and communicating online

The competencies and objectives for information and technology literacy are outlined in the following table. These competencies and objectives will be demonstrated through both general and advanced outcomes. General outcomes will be achieved in General Education introductory and lower level courses; advanced outcomes will be achieved in upper division discipline specific courses. These outcomes are sample suggestions not specified requirements to be used by departments to assess their programs and to ensure that their students achieve proficiency in information and technology literacy.

Joint Senate Provost Task Force on Computer Competency

Navigate the Internet	Use Internet navigation tools such as a customized home page or bookmarks Distinguish among types of domain names com edu org etc Access a department website to find information on program requirements identify an advisor etc Post or edit an entry on Wikipedia	Create acustom set of bookmarksfor a research topic: databases journals funding agencies writing style guides and government regulations or permitspertaining to the topic Use adata set available through an online database to conduct research Be able to upload download files to and from the Internet and use Internet file sharing websites Use an application such as Google Docs to collaborate on aproject with colleagues Prepare apublic web page for prospective employers displaying aprofessional portfolio
Use databases search engines courseware and records management systems	Post a response on a discussion board in Blackboard Look up available courses through Banner Complete a student course evaluation through Banner Complete the online Alcohol Wise course and assessment	Access course content through Learning Modules in Blackboard Assess academic progress through GRAD DegreeWorks

Communicate electronically via email web pages blogs social media	Send an appropriate professional email to a professor Choose an appropriate communication medium according to the audience and purpose of the message e g formal email message versus text message	Send an unsolicited persuasive email to a person in an official position Analyze the appropriateness of a weblog Facebook page or Twitter for aparticular communication need Publish and maintain a blog directed to a specific audience and purpose
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 Accessing, analyzing, and using digital information 	Use efficient and effective search strategies	Learn and practice search capabilities of alibrary database	Compare the hits yielded by use of various general and specific search terms refining the search as needed to target desired results
	Evaluate information for accuracy objectivity consistency timeliness and cultural sensitivity	Learn and practice criteria and strategies for evaluating web sites Understand the nature and origin of electronic sources	Keep aresearch log documenting how sources were located and why they were chosen for a certain project Compare the quality of results obtained from searches using library databases and Internet search engines
	Implement an effective critical research methodology	Develop aresearch strategy for a term paper by identifying library databases appropriate to the research need	Investigate previously conducted work on a research topic by searching appropriate databases for previous citations and summarize the findings in a literature review
	Understand the conventions and practices of access citation and application of digital information	Learn that different disciplines have different ditation and reference formats but all share common principles Discern plagiarism from appropriate paraphrasing or quoting	Produce an article or report following the style guide of a particular scholarly journal Synthesize and properly cite information from multiple sources

4.	Evaluating and	While life long learning is a vital component of all areas of knowledge it is particularly
	integrating	important in the context of information and technology literacy All of the above objectives
	new	must continue to be applied and adapted astechnology evolves and changes
	technologies	

Resolution to Rename the Academic Status Regarding Basic Skills Requirements and Insert Minor Revisions to the Academic Standing Policy

WHEREAS the term "suspension" refers to a sanction for disciplinary matters barring a student from taking courses at Rowan University AND the academic status resulting from failure to meet the basic skills requirement within the first academic year is a "restriction" that students take only basic skills courses

WHERAS the minimum credits attempted by a full time student in two semesters is AND the intent of the basic skills policy is to compel students to take only basic skills courses if they have not fulfilled the basic skills requirement within their first academic year

WHER EAS the Academic Standing Policy for undergraduate students differs from the one applied to graduate students

WHEREAS the Academic Standing Policy would benefit from a separation of the basic skills policy from other academic standing policies AND minor changes are needed to darify these policies

THEREFORE BE IT RESOLVED

That the term used for the academic status of a student who fails to meet basic skills requirements by the end of their first academic year be changed from "suspension" to "restriction"

AND BE IT FURTHER RESOLVED

That the academic policy regarding basic skills be changed so that it is invoked after a student attempts credits

AND BE IT FURTHER RESOLVED

That the Academic Standing Policy be revised as shown in the attached version to enact the changes mentioned above and darify the application of these policies

UNDERGRADUATE ACADEMIC STANDING POLICY (Academic Good Standing, Probation, Dismissal, and Restriction)

Academic Good Standing

Rowan University has established standards for academic standing which apply to all matriculated undergraduate students as follows. Students who have attempted or more semester hour credits and have a cumulative grade point average GPA of at least are considered to be in good academic standing.

Academic Probation For GPA Falling Below 2.0

At the end of each Spring semester matriculated undergraduate students who have attempted credits or more and have a cumulative GPA below are placed on academic probation. This probationary period begins with the Fall semester. Students have one academic year in which to achieve a cumulative GPA of at least. Those who have not attained a cumulative GPA of at least by this time will be dismissed from the university.

In addition

Full time students must attempt or more credits m Bsose 18 88 cm BT credits and

Fall Spring will be dismissed from the University Their dismissed is in effect as of the upcoming Fall semester

Procedures

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or academic year terms but may register for basic skills courses

• Students on academic restriction may not participate in extra curricular or co curricular activities sponsored by the university

• Sudents may be removed from academic restrictions at any time by presenting to the appropriate dean or for exploratory studies students the director of Career and Academic Planning evidence of successful completion of all the basic skills requirements

• Sudents may not remain on academic restriction status for more than one academic year Fall Spring semesters Sudents who are not removed from academic restriction after one academic year are subject to <u>dismissal</u> from the university Exceptions may be made for special programs e.g. EOF Specialized Services