

ATTENDEES: 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, Marlena Herman, Sue Hersh, Jerry Hough, Donna Jorgensen, Janet Lindman, Douglas Mann, Rory McElwee, Jacqueline McCafferty, Corinne Meredith, Eric Milou, Anne Phillips, Peter Rattigan, Dan Reigel, Will Riddell, Connie Rosenberger, Christine Saum, Lane Savadove, Nick Schmelz, Richard Scott, Sonia Spencer, Eileen Stutzbach, Uma Thayasivam, Skeffington Thomas, Mary Beth Walpole, Barbara Williams, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Tom Bendtsen represented by Jen Thwing, Gregory Caputo represented by Amos Mugweru, Valerie Lee represented by Xiufang Chen, Lawrence Markowitz represented by Larry Butler, Darren Nicholson represented by Berrin Guner, Robi Polikar represented by Ravi Ramachandran, Pat Alexy-Stoll represented by April Ellerbee.

NOT IN ATTENDANCE: Joe Basso, Bruce Caswell, David Clowney, Bill Freind, Julie Haynes, Lili Levinowitz (2nd consecutive absence), Douglas Mapp, Deb Martin, Diana Nicolae (2nd consecutive absence), Midge Shuff.

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors – Cindy Vitto, Associate Dean, College of Liberal Arts & Science; Roberta Harvey, Provost Fellow; Jeff Maxson, Chair of Department Chairs; Mira Lalovic-Hand, Office of Institutional Effectiveness. Cindy Vitto reported that LAS is in the process of instituting several operational and staffing changes that will take place beginning July 1, 2011. This reorganization was summarized in an e-mail to CLAS Faculty and Staff.
3. Approval of Minutes from February 4, 2011 (attached as pages 17 and 18) – moved, seconded, approved.
4. President’s Report (page 3)
5. Committee Reports
 - a. Curriculum Committee Report (pages 4-5) – Process C, item #312 – moved, seconded, motion carries with one abstention. Process C, item #317 – moved, seconded, motion carries with one abstention. Process C, item 321 – tabled until next meeting. Process C, item 700 – moved, seconded, motion carries with two abstentions. Process C, items 711 and 712 – motions made, seconded and carried with one abstention to each item vote. Process C, item 730 – motion made, seconded and carried with no abstentions.
 - b. General Education Tactical Team - Janet Lindman reported that the General Education Tactical Team has now met with the colleges, deans, department chairs, and advisors about General Education reform. The minutes of these meetings as well as a list of FAQs are available online through the Faculty Center: www.rowan.edu/provost/facultycenter/campus_initiatives/. The team will also be meeting during spring break to cull through all the collected questions and suggestions that came out of the various meetings. Please keep your ideas coming! The Tactical Team will hold two campus-wide meetings about Gen Ed on the following dates: Friday, March 25th at 3:15 p.m. in 3091 Educational Hall Friday, April 1st at 3:15 p.m. in 112 Bozorth Hall. These meetings are open to all members of the campus community. Please encourage your colleagues and co-workers to attend. Questions or comments can be sent to any of the contacts listed below. Contacts: Roberta Harvey, Provost Fellow, Academic Affairs Office, harvey@rowan.edu Extension: Janet Lindman, Professor, History, lindman@rowan.edu, Extension: 3995, James Newell, Associate Provost for Academic Affairs, Academic Affairs Office, newell@rowan.edu, Extension: 4012. The timeline for reform is: Spring 2011 – develop core literacies, plan implementation, continually seek input from constituencies, and issue preliminary report; Fall 2011 – issue final report and submit curriculum proposal; Fall 2012 – implement new model for incoming

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” (pages 9-11) – Jeff Maxson, Chair of the Chairs’ Council presented for a first reading a resolution to revise the guidelines for electing department chairs. The changes cover issues of when a chair steps down in the middle of a term, when a new department is created, and when there is a tie or a three-way election.
 - iv. APP: Resolution to Revise Senior Privilege Policy (page 12) – Presented by Eddie Guerra to be taken back to departments for feedback.
 - e. Resolutions: Second Readings
 - i. 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 (page 13) – moved, seconded, approved with two opposed and one abstention.
 - ii. Senate Ad Hoc Committee on Sustainability in the Curriculum & Campus Aesthetics and Environmental Committee (pages 14-15) – moved, seconded, approved with four abstentions.
 - f. Budget and Planning Committee Report (page 16)
- 6. Old Business
 - 7. New Business
 - 8. Adjournment

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	Reading/Special Education
10-11-321	Education	Creation/Dissolution of a Department	Teacher Education
10-11-700	Liberal Arts and Sciences	Sociology Department Name Change	Sociology
10-11-706	Liberal Arts and Sciences	Changes to Specialization in Behavioral Services for Children & Families	Psychology
10-11-711	Liberal Arts and Sciences	Move Economics to Political Science	Political Science
10-11-712	Liberal Arts and Sciences	Political Science Department Name Change	Political Science
09-10-730	Liberal Arts and Sciences	Accelerated Bachelor's and Master's Dual Degree Program	Law/Justice

Process B

UCC#	College	Title	Department
10-11-510	Fine and Performing Arts	Expressing Music	Music

Process A

UCC#	College	Title	Department
10-11-111	Business	MIS Major	Marketing/MIS
10-11-120	Business	Management electives	Management/Entrepreneurship
10-11-122	Business	Improving Business Processes –graduate	Management/Entrepreneurship
10-11-123	Business	Improving Business Processes – undergraduate	Management/Entrepreneurship
10-11-506	Fine and Performing Arts	Clinical Practice in Art Courses (2)	Art
10-11-507	Fine and Performing Arts	Classroom Guitar	Music
10-11-604	Liberal Arts and Sciences	Genre Studies: Drama in English	English
10-11-605	Liberal Arts and Sciences	Children's Literature: Texts and Contexts	English
10-11-606	Liberal Arts and Sciences	American Realism and Naturalism	English
10-11-609	Liberal Arts and Sciences	American Dramatists	English
10-11-610	Liberal Arts and Sciences	American Novel	English
10-11-611	Liberal Arts and Sciences	Literature of the American Renaissance	English
10-11-612	Liberal Arts and Sciences	Chaucer	English
10-11-613	Liberal Arts and Sciences	Contemporary Literature	English
10-11-614	Liberal Arts and Sciences	African American Literature	English
10-11-615	Liberal Arts and Sciences	Modern American Poetry	English
10-11-616	Liberal Arts and Sciences	Special Topics in Non-western Literature	English
10-11-617	Liberal Arts and Sciences	English Renaissance Literature	English
10-11-618	Liberal Arts and Sciences	Restoration and Eighteenth-Century British Literature	English
10-11-619	Liberal Arts and Sciences	English Romanticism	English
10-11-620	Liberal Arts and Sciences	Shakespeare II	English
10-11-621	Liberal Arts and Sciences	Literary Theory	English
10-11-622	Liberal Arts and Sciences	Victorian Literature	English
10-11-623	Liberal Arts and Sciences	Twentieth-Century British Literature	English

10-11-624	Liberal Arts and Sciences	Classical Literature in Translation	English
10-11-625	Liberal Arts and Sciences	Modern European Literature	English
10-11-626	Liberal Arts and Sciences	English Novel	English

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 with scheduling, arranging rooms, and making copies.

Membership

The membership of the University Senate Committee on Academic Integrity would be large, 21 in all, in keeping with the importance of the academic integrity to campus culture and operations. The committee would be composed of:

- ✦ Eight (8) faculty representatives from the six academic colleges, one faculty member each from Business, Fine and Performing Arts, Engineering, Communication, and Education and three faculty member each from Liberal Arts and Sciences representing the natural and physical sciences, humanities, and social and behavioral sciences.
- ✦ One representative from CGCE, either faculty or professional staff.
- ✦ One faculty representative from a graduate program.
- ✦ Two student representatives (plus an alternate).
- ✦ One representative from Instructional Technology.
- ✦ One librarian from the Campbell Library.
- ✦ One representative from Orientation and Student Leadership Programs, one representative from Residential Learning and University Housing, and one representative from the Academic Success Center.
- ✦ Non-voting liaisons designated by each of the Senate committees on Professional Ethics and Welfare, Student Relations, and Academic Policies and Procedures as well as the Senate Committee on Technological Resources, for a total of four liaisons.

Chair

The chair of the University Senate Committee on Academic Integrity would be elected annually from the Senate membership during the Senate's annual committee chair elections. The chair would fill one of the membership slots above according to the chair's department.

**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.

**ELECTION OF DEPARTMENT
CHAIRPERSONS
*Senate Resolution #980224-1***

Elections for all department chairpersons are to be held during the spring semester. Elections must be in accord with University Senate policy and the State/Union Agreement. All elections must be completed and reported to the appropriate Dean and the University Senate office by April 30.

Only the following are PEOPLE ELIGIBLE TO VOTE:

- All full-time permanent faculty, including those on leave.
- All full-time professional staff assigned to a department, including those on leave.
- All on-going three-quarter time faculty and professional staff assigned to an academic department, including those on leave.*

- Faculty on full-time alternate out-of-unit assignments are NOT eligible to vote.

Each election shall be by secret ballot and shall "be conducted in a formal, unquestionable procedure so that it will ensure a fair and just expression of each department member's preference." The elections are to be conducted by an odd-numbered election committee of the department. This committee will prepare ballots, make all other arrangements necessary for the balloting, EVEN IF THERE IS NO DECLARED OPPOSITION, and open and count ballots at the ballot box.

The ballot box is to be resealed and taken by members of the election committee to the office of the appropriate Academic Dean where it will be stored.

In any department, the election committee may request that a committee of the University Senate supervise election procedures. No member of that committee may be a member of the department conducting the election.

The person receiving a majority (ONE MORE THAN 50 PERCENT) of ALL ELIGIBLE VOTERS of a department shall be declared elected. The term of office for all newly-elected or re-elected chairpersons shall be three (3) years starting July 1st.

In the event that an election result is contested, or called into question by a department member, upon his/her formal written complaint to the Vice President/Provost within ten (10) days of the election, the Vice President/Provost or the appropriate Academic Dean will, in the presence of the complainant and the department election committee, re-open and cause to be recounted the ballots cast in the election. If this does not satisfy the complainant, the Vice-President/Provost may call for another election, which will then be held under his/her supervision. The Vice President/Provost may request that the University Senate also send a representative to aid in conducting the election. The vice President/Provost may not in any way attempt to influence the outcome of this election. The Vice President/Provost's sole concern will be with the election procedures. No further appeals may be made following this election.

If a chairperson cannot be elected from among department members, the department may seek a chairperson outside the immediate department. In the event the department is unable to elect a chairperson, the department may then, by simple majority, vote to have the appropriate Academic Dean or the Vice President/Provost appoint a temporary chairperson for no more than one (1) year.

*Ongoing three-quarter-time faculty who fill one-year temporary positions WILL BE eligible to vote. Temporary three-quarter time faculty who fill ongoing three-quarter time positions WILL NOT be eligible to vote.

Often Asked Questions About Election of Department Chairpersons:

1. How many times can the same person serve as chair?

Answer: Unlimited

2. No voice voting—must be done as outlined in Department Election of Chair Guidelines

3. If any faculty member(s) is out of town/country during election time, every effort must be made to reach this person(s).

4. Does chair have to be tenured?

Answer: No, but the president has been hesitant in approving non-tenured department chairs.

5. Can faculty members who will not be here next year vote for the department chairperson?

Answer: yes.

6. Tie?

Answer: An uneven number of faculty should be on a committee. Winner must have a majority of the vote.

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.

<p style="text-align: center;">Senate Ad Hoc Committee on Sustainability in the Curriculum & Campus Aesthetics and Environmental Committee</p>

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 goals and rationale for recognizing sustainability as an institutional learning objective are described in the report below from the Ad Hoc Committee on Integrating Sustainability into the Rowan Curriculum.

Sustainability in the Curriculum

Goal

Rowan University undergraduates shall be exposed to environmental, social, and economic aspects of sustainability. Sustainability can be 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). In an ecological context, sustainability can be defined as the ability of an ecosystem to maintain ecological processes, functions, biodiversity and productivity into the future (US Regional Ecosystem Office 2009). For Rowan's purposes, using a combination of these two definitions focuses educational efforts both on the sustainability of human life on earth and on the sustainability of earth's ecosystems under human impact. As such, sustainability requires taking account of the triple bottom-line, i.e., economic, environmental (ecological), and social performance. Sustainable activities work within acceptable economic and social systems and do not degrade the environment to a level unable to support future generations or ecosystems. Programs may vary the emphasis placed on each aspect, e.g., biology may focus more on environmental aspects, sociology on social, or business on economic. Sustainability shall be incorporated into the Rowan University curriculum as an Institutional Learning Objective, similar to the Multicultural & Global requirement.

Recommended Educational Objectives

Although the specific implementation of this recommendation will need to be developed within the needs and constraints of the general education and programmatic curricula, a minimum level of competence should include understanding of:

- 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.

ⁱ Curricular refers to learning activities that take place in the classroom or within the context of academic courses; co-curricular is the term for learning activities beyond the classroom. Here, it refers specifically to programs such as orientation and activities that are part of residential learning.

ⁱⁱ The Academic Integrity Seminar is a one-hour workshop that students are required to attend if found responsible for a serious violation by the Academic Integrity Hearing Board or if requested by the instructor as a sanction for any violation. The Seminar is usually offered twice a semester, depending on demand.

The UBPC met February 18, 2011. The agenda included an update on the 2012 budget process, a further discussion of possible cost savings and revenue increases the UBPC could recommend to the CEO, and a discussion of the verification of the implementation of past years' recommendations.

1. Information from the 2012 budget process. Sally McCall provided a spreadsheet and additional information on the 2012 budget process. The process is in its very preliminary stages and has generated a great deal of paper work. Rather than duplicate all the paperwork, the CEO is committed to posting the information on-line, details to be worked out. The budget numbers are very preliminary and subject to change as the process moves forwards. For this reason, the committee agreed not to distribute the spreadsheet we received. A few general observations about the 2012 budget:

(a) The university is now under a consolidated or "unified" budget although accounts are still available by department and fund. The medical school budget is not yet available.

(b) For FY 2012, debt service for the consolidated budget (without the medical school) will be \$26,151,405. In addition, the university has long-term leases for \$8,882,000 for Rowan Blvd. Thus, the university has \$35,033,405 in long-term commitments on a projected budget of \$206.3 million (excluding the medical school.)

(c) If enrollments, personal contracts, tuition/fees, state appropriations, and other policies remain constant (the "current services" budget), the regular university budget faces a deficit that is roughly (and barely) off-set by surpluses in the auxiliary services (mostly housing and meals) and the CGCE budget.

(d) If there is any cut in the state appropriation or the state payment of fringe benefits, the university's budget will likely be out of balance.

(e) The summer school and graduate school enrollments for FY 2011 are down. No one seems to have a good explanation for this. Understanding what is happening with summer and graduate school enrollments is important because surplus revenues from these enrollments are being counted upon to balance the budget. The UBPC expressed concern that proposed changes in Federal financial aid (lowering the Pell Grant maximum and eliminating Pell Grants for summer enrollments) might put additional downward pressure on summer and graduate enrollments.

2. The UBPC also continued its consideration of additional cost savings and revenue enhancement measures.

(a) Investigating the possibility of more revenue from camps and conferences. (Esther)

(b) Considering the possibility of further reductions in management.

(c) Ensuring that management participate proportionally with in-unit employees in any future furlough program or reduction in compensation or benefits.

(d) Making sure that all buildings have motion detection light cut-off switches and some effective mechanism for lowering HVAC when buildings are unoccupied. The cut-off switches are a policy adopted years ago that was never fully implemented.

(e) Reducing the \$3 million debt service burden of West Campus either by finding means to generate revenue from the property or by selling off portions of the property.

(f) Analyzing the cost-benefit of closing campus on Fridays in the summer versus keeping parts of campus open for additional classes and other programming.

(g) Consider increasing the number of on-campus courses required for graduation (the residency requirement) and limiting the number of course credits that may be transferred in.

(h) Identifying the costs of state policies requiring fee tuition for unemployed persons and senior citizens.

(i) Reviewing all benefits not required by collective bargaining agreement – certain tuition waivers, the Glassboro housing allowance, certain categories of scholarships for dependents of employees, etc.

(j) Solicit additional proposals from the campus community. (Bruce will make announcements through the Senate, through RT, and through RowanAnnounce after consulting with the Senate.)

The UBPC also determined to verify whether past recommendations were implemented. (Bruce is providing a copy of the last set of recommendations for the UBPC to review.)

TO: CLAS Faculty and Staff
FROM: Parviz Ansari, Dean, CLAS
DATE: March 11, 2011
RE: Reorganization Within the College

Yesterday afternoon, at the meeting of all CLAS department chairs, I announced various changes in the College that will take place beginning July 1, 2011. Because these changes will affect everyone in the College in one way or another, I want to make sure that all faculty and staff have a clear understanding of the coming changes and the opportunities that will become available:

1. First, at the University level, the decision has been made to divide the CAP Center into two separate entities, a center for career counseling and a separate center for academic advising. This shift will take effect July 1, 2011.
 - a. Career guidance and counseling will continue to be performed by CAP Center advisors under the direction of Lizziel Sullivan. The CAP Center will remain within the division of Student Affairs.
 - b. Academic advising for CLAS will be handled by professional staff advisors within an academic advising center (official name of the unit and exact number of advisors not yet determined). Professional staff advising will be phased in for our College during a two-year period. Please note that faculty are expected to continue to act as mentors to students and to answer questions about the discipline and potential careers that are beyond the scope of professional staff advisors.
2. I am looking for departments willing to shift their student advising during the 2011-12 academic year to the new academic advising center. Departments who elect to do this will relinquish their reassigned time for advising. We anticipate that all departments will shift their advising to the academic advising center the following year. This shift from faculty to professional staff advising should help the College regain approximately four faculty FTE's.
3. Kristen diNovi will be stepping out of her role as Assistant Dean and will assume the new title of Director of the soon-to-be-created advising center for the College, a position for which she is uniquely qualified. Kristen will be meeting soon with chairs in order to make this two-year transition to professional staff advising as seamless as possible for our students.
4. At the College level, it has become apparent that the Dean's Office is severely understaffed. Although we are by far the largest College, we have no more administrative staff than any of the other smaller Colleges. I have been able to negotiate with Dr. Houshmand for three additional half-time Assistant Deans, who will come from faculty. I will soon be posting College-wide notices asking for applications for the following positions, to begin July 1, 2011:
 - a. Assistant Dean for Student Affairs (to handle student issues Kristen previously dealt with)
 - b. Assistant Dean for Grants and Research
 - c. Assistant Dean for Assessment and Planning
5. The Assistant Dean positions will replace the Fellow positions (Dean's Fellow and Assessment Fellow) that I created this year.
6. To achieve a better balance in her work and personal life, and also to return to her true vocation of teaching, Cindy Vitto has made the decision to step down as Associate Dean as of June 30, 2011. She will continue to devote 1/4 of her time each semester to working with the Dean's Office and will assume the title of "Senior Fellow." I will soon be posting a College-wide notice asking for applications for Associate Dean, to begin July 1, 2011. Although the College and the Dean's Office in particular will miss having Cindy as a full-time presence, we look forward to continuing to work with her.
7. Because the business of the College has grown enormously, I have also been granted permission to hire a full-time Director of Finance. This individual will not deal with academic affairs but will serve as a fiscal planner for the College, as an assistant to me in fundraising and alumni relations, and as a public relations officer (picking up the PR duties Kristen has been handling). I will soon be posting a University-wide notice asking for applications for this position, to begin July 1, 2011.

I realize that in this time of general transition for the University, it may be difficult for us to absorb even more changes at the College level. However, be assured that the "Dean's Team" remains intact, although the roles that Kristen and Cindy play will be altered next year and other members of faculty (or staff in the case of the Director of Finance) will be stepping forward into new positions within the Dean's Office. Our goal remains to serve our students the best we can and also to work with our faculty and staff in a collegial, collaborative manner.

Please help us to make this transition as smooth as possible by nominating either yourself or a colleague for one of the positions that will soon be available, and please let me know if you have any questions as we move forward.

Summary:

Current Dean's Office

Dean - Parviz Ansari

Associate Dean - Cindy Vitto

Assistant Dean – Kristen diNovi

Dean's Fellow (3 credits) - DJ Angelone

Assessment Fellow (stipend) - Alison Krufka

Dean's Office as of July 1, 2011

Dean – Parviz Ansari

Associate Dean (full-time position)

Director of Finance (full-time position)

Assistant Dean for Student Affairs (half-time)

Assistant Dean for Grants and Research (half-time)

Assistant Dean for Assessment and Planning (half-time)

Senior Fellow – Cindy Vitto (3 credits)