

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.
 - c. Engineering Dean Search Committee: Dean Ansari (chair), Paul Katz, Gautam Pillay, Robert Hesketh, Beena Sukumaran, Shreekanth Mandayam, Eric Constans, Stephanie Farrell, Yusuf Mehta, Robi Polikar, Krishan Bhatia, Maria Perez-Colon, Kelli Martino, Chet Dawson
 - d. 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

the success of Rowan University and respects our mission and core efforts. He knows there are concerns regarding financing the Med School and said that he will not be asking Rowan for additional funds. He would like to explore creating additional programs and opportunities for philanthropy. The accrediting body (LCME) expects a commitment for financial resources, and Katz feels positively about the commitment from the State. He also is interested in opportunities to create revenue through collaboration with the other Deans.

The LCME deadline is December 15th, 2010, and the site visit will be February 28th through March 2nd 2011. The target enrollment for the first class is in late August of 2012.

The search for the Chair of the Biomedical Science faculty is underway. The Chair will oversee the fundamental knowledge in core areas and will be committed to the education of the students. A Chair of the Clinical faculty also will be recruited in the future.

Katz is eager to meet with the Faculty on an ongoing basis and looks forward to our advice and counsel as development progresses.

In response to questions regarding the Senate participation of the Biomed Science faculty versus the Medical School Assembly: Katz estimates the Biomed Science faculty will total between 20 to 30, and their role will be to focus on the early education of the students. These faculty will have Senate representation as they are Rowan employees. The Clinical faculty will deliver the majority of the education in the later years of the program and will form an Assembly that will serve as an advising body to Dean Katz and the Rowan President, as well as communicate with the Senate. Because the Clinical faculty will not be Rowan employees, they will not have Senate representation.

In response to a question regarding tuition breaks for the first class, Katz said he will be looking for scholarship opportunities for those students and wants the fee structure to be comparable to other schools in NJ.

7. Standing Committees & Task Forces

- a. Constitution revision – First reading regarding Constitution revision that would add the Medical School as a constituency (see section 1.f. and 2.a., these are the only changes.) his will be up for Discuss with your departments; this will voted on at the December meeting.
- b. Committee on Committees
 - i. Carl Hausman and Bob D'Intino to serve on the PR & Advertising Promotion Committee -- moved, seconded, approved
 - ii. Committee Charges & Memberships Revisions – For committees that include membership from each college, the Medical School would also provide a member. Once the constitution vote takes place (item 7.a.), then the Senate Exec will move forward with the committee changes.
- c. Computer Competency Task Force Report (J. Lindman). Eric Milou noted that questions should be directed to the Task Force Chair (Janet), the Tech Resources Chair (Gerald Hough), or Eric Milou.
- d. Academic Policies & Procedures - Academic Good Standing Policy and the Basic Skills Requirement – First reading, discuss with departments, vote will be at December meeting.

8. Old Business

9. New Business

- a. CLAS Department Merger Issues (C. Vitto) – Six departments will be merged into three. Dean Ansari's office admits the process was not the best, but the goal is to protect the programs so they may remain, while trying to maximize efficiency. There will be a search for a new Economics faculty member.

Concerns noted about the lack of shared governance in the decision-making process, whether these mergers truly are more efficient in terms of the budget, how the mergers might result in the downgrading of the departments and how the strength of the CLAS programs will influence the development of the Medical School.

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.

c. Concern regarding Glassboro Police activities (apparently a story in the Whit noted some students believe they are being targeted and profiled). Issue referred to Student Relations committee.

d. In response to a question about the tabled curriculum proposal from the College of Education, Eric replied that Dean Sharp declined to speak to the Senate.

10. Adjournment at 3:00pm.

PRESIDENT'S REPORT

1. Summer 2010 funds to Departments & Faculty Summary (page 3)
2. VP Advancement Search on hold until President's status is clarified.
3. Engineering Dean Search Committee: Dean Ansari (chair), Paul Katz, Gautam Pillay, Robert Hesketh, Beena Sukumaran, Shreekanth Mandayam, Eric Constans, Stephanie Farrell, Yusuf Mehta, Robi Polikar, Krishan Bhatia, Maria Perez-Colon, Kelli Martino, Chet Dawson
4. 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:
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 - c. 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.
5. BoT Resolution
 - a. Hiring of Attorney for Board (page 4)
6. Interviews for the candidates for the founding Chair of Biomedical Sciences
 - a. 9:30-10:00 in the Provost's Conference Room each day (11/1, 11/4, and 11/9)
 - b. Open forum at 11:00 from each candidate to which the entire university community is invited
 - i. Monday, November 1st – Dr. Charlene Williams
 - ii. Thursday, November 4th – Dr. Roy Goldfard
 - iii. Tuesday, November 9th – Dr. Vincent Armenti
7. Calendar Committee Feedback to Cori Meredith
 - a. Election Day vs. Veterans' Day
 - b. Good Friday vs. another holiday in the Spring semester
 - c. Addition of a "Reading Day" (or two) at end of semester just prior to Finals Week
 - d. Finals Week: Saturday as last final day vs. Monday (or Tuesday depending on ideas for Reading Days)
8. Live, Work, Learn, Play in conjunction with Sora and Downtown Development

**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
COM	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

COUNSEL TO THE BOARD OF TRUSTEES

WHEREAS, the Board of Trustees has determined that it may have the need to engage legal counsel, separate from the University's General Counsel, to advise it with regard to issues or matters that are presented to the Board for action in situations where the Board determines that there may be a conflict or other reason not to utilize the professional services of the General Counsel; and

WHEREAS, the Board previously approved the establishment of an account to pay for such legal services in the amount of \$50,000.00; and

WHEREAS, the Board has selected the law firm of Brown & Connery of Woodbury, New Jersey as the law firm to provide legal advice and counsel with regard to matters for which the Board determines that utilization of the University's General Counsel would not be appropriate;

THEREFORE BE IT RESOLVED, that the Board of Trustees retains the law firm of

Brown & Connery to provide legal services directly to the Board of Trustees upon the determination by the Board that utilization of the University's General Counsel would not be appropriate; and

BE IT FURTHER RESOLVED, that the University funds to be paid to Brown &

Connery shall not exceed \$50,000.00 without further action of the Board; and

BE IT FURTHER RESOLVED, that any payments from the said account shall be paid

by the University upon receipt of a proper invoice and a written acknowledgement by a Member of the Board that the professional legal services were rendered to the Board as indicated on the invoice statement.

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 \$50,000.00 without further authorization by the Board.

9/15/10

Article III: Membership

1. **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 as his/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 Camden Campus is a constituency. The numbers of members of the Camden Campus constituency shall be the number of full-time equivalent faculty, multi-year professional staff, and librarians who spend more than 50% 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.

2. **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 16 constituency members: One (1) senator.

At least 16 but fewer than 31 constituency members: Two (2) senators.

At least 31 but fewer than 46 constituency members: Three (3) senators.

And so forth, in increments of fifteen (15).

Rowan University Senate Committees

STANDING COMMITTEES

Note: CHAIRS OF STANDING COMMITTEES SERVE ON THE SENATE EXECUTIVE COMMITTEE

ACADEMIC POLICIES AND PROCEDURES: Reviews and recommends academic policies and procedures of the University, including grading policies, academic dismissal and academic warning procedures, honors and dean's list policies.

Eligibility: *9 Faculty (to include at least 1 representative from each College)*

1 Graduate Advisor

2 Professional Staff

1 AFT Rep

3 SGA Reps

Total 16

CAMPUS AESTHETICS AND ENVIRONMENTAL CONCERNS: Reviews and recommends proposed changes that affect the aesthetic quality of the campus environment; recommends acceptance or rejection of proposals to the University President; reviews existing aesthetic qualities and recommends needed changes; and addresses campus environmental concerns that affect the health and well-being of the University community and/or the natural environment.

Eligibility: *8 Faculty*

2 Professional Staff

1 Administrator

3 Additional Faculty and/or 3 Professional Staff

1 CWA Rep

1 IFPTE#195 Rep

1 AFT Rep

3 SGA Reps

Total 20

CAREER DEVELOPMENT: Develops procedures for the receipt and processing of career development materials from candidates and academic department assessment committees; receives and considers the reports of the department assessment committees, the supporting documentation, and the statements of the President/designee concerning all

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

1 AFT Rep

1 Professional Staff

Total 10

CHAIRS COUNCIL: To provide a channel through which department chairs may readily communicate with other chairs in order to share information and solve problems; enable junior chairs to take advantage of the expertise of more experienced chairs; act as a clearinghouse to share information that individual Chairs obtain from their respective professional societies; participate in the formation of hiring committees for Deans and the scheduling of interviews.

Eligibility: *All Academic Department Chairs*

College of Engineering Program Chairs

COMMITTEE ON COMMITTEES: Polls eligible faculty/professional staff on committee membership choices; prepares a balanced list of suggested members for each committee and submits the lists for Senate approval; reviews the existing committee structure and recommends changes; oversees the following special committees to which the Senate appoints members: Awards Committee, University Scholarship Committee, Library Committee, Bookstore Committee, World Education Committee, Interdepartmental Promotion/Tenure and Recontracting.

Eligibility: *5 Faculty and/or 5 Professional Staff*

1 AFT Rep

Total 6

CURRICULUM: Reviews proposals for title and credit changes, minors, concentrations, specializations, major programs, courses, certifications, reorganization of academic department/college offerings, and new or revised University-wide curricular patterns; reviews proposals to create, dissolve or significantly reconstitute academic departments or colleges; forwards recommendations to the Senate and then to the executive vice president/provost.

Eligibility: *Note: Committee Chair is not calculated in committee total.*

2 Business Faculty

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

DIVERSITY: Monitors diversity throughout all areas and for all members of the Rowan University community, with special attention to issues of social justice; recommends practices and policies that will enhance diversity at Rowan; assists in the development and establishment of such practices and policies.

Eligibility: -10 Faculty, Librarians and/or Professional Staff

-1 Central Administrator

-1 AFT Representative

-1 CWA Representative

-1 IFPTE #195 Representative

-3 SGA Representatives

Total 17

INTERCOLLEGIATE ATHLETICS: Monitors the entire operation of intercollegiate sports on the campus. The NCAA faculty athletics representative may serve as the chair of the committee. The athletic director shall serve as an ex-officio (non-voting) member of the committee.

Eligibility: *Co-Chairs -1 appointed by Senate*

-1 appointed by University President

4 Administrators (one is Co-Chair)

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: *Note: Committee Chair is not calculated in committee total.*

7 Faculty (one from each College)

1 Curriculum Committee Rep

1 Institutional Research (non-voting) Rep

1 AFT Rep

1 Professional Staff

1 Academic Policies/Procedures Committee Rep

2 SGA Reps

Total 14

PROFESSIONAL ETHICS AND WELFARE: Evaluates conditions under which faculty/professional staff function; recommends rules to ensure fair treatment for all faculty/professional staff members.

Eligibility: *10 Faculty and/or 10 Professional Staff*

1 AFT Rep

Total 11

PROMOTION: Supervises the election of college promotion committees, develops procedures for receipt and processing of promotion materials from candidates and college promotion committees, reviews applicant portfolios in light of the procedures established by the institution and the department and approved by the dean, certifies to provost that the procedures have or have not been correctly carried out by both the department and college committees.

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

Total 8

RECRUITMENT, ADMISSIONS AND RETENTION: Reviews and evaluates recruitment and admissions policies and procedures, specifically those which relate to curriculum, programs and instruction, and academic standards affecting progress toward a degree; recommends needed changes.

Eligibility: *15 Faculty and/or 15 Professional Staff*

1 AFT Rep

3 SGA Reps

Total 19

RESEARCH: The research committee monitors research and research services on campus to identify and address issued of research interest. The committee makes recommendations for (I) promoting research and research awareness on campus; (2) meting resource needs for research; and (III) establishing policies to ensure that research related issues on campus are addressed appropriately. The committee solicits, compiles and disseminates input from the campus community to insure that the faculty, staff, students, and administration are aware of current research efforts, resources, and challenges.

Eligibility: *7 Faculty (1 from each college)*

5 additional Faculty from any college

3 Professional Staff

1 Librarian

1 AFT Rep

1 SGA Rep

Total 18

SABBATICAL LEAVE: The Sabbatical Leave Committee shall conduct its review of applications for sabbatical leave, and make its recommendations to the President in accordance with the current contractual agreement.

Eligibility: 1 Business faculty
 1 Communications faculty
 1 Education faculty
 1 Engineering faculty
 1 Fine and Performing Arts faculty
 1 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 Medical School faculty
 1 Librarian
 1 AFT Rep **Total 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: Monitors technological 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 are aware of the current services on campus that can and do support these efforts. Responses to a periodic faculty and staff survey will insure that a collaborative effort exists in developing recommendations to enhance the University vision in the areas defined by the committee charge.

Eligibility: 7 Faculty (1 from each college)

5 additional Faculty from any college

3 Professional Staff

1 Librarian

1 AFT Rep

1 SGA Rep

Total 18

TENURE AND RECONTRACTING: Develops procedures ensuring equitable treatment for all faculty/professional staff, screens candidates not under tenure or multi-year contracts, and recommends to the University President those qualified for retention. Cannot serve concurrently on Departmental Tenure & Recontracting Committee.

Eligibility: 9 Tenured Faculty (at least one from each College)

1 Librarian

3 Professional Staff

1 AFT Rep

Total 14

UNIVERSITY BUDGET & PLANNING: Maintains a meaningful dialogue on budget and planning decisions between the University Administration and the University Senate.

Eligibility: Notes: 1 -Executive Director of Budget & Planning serves as Co-Chair

1 -The Vice President of the Senate is required to serve on this committee

(Membership Resolution #871204-3 & #890517-23)

-Committee co-chairs are not calculated in committee total

1 VP Administration/Finance

1 Vice President of the Senate

3 Professional Staff

8 Faculty –1 from each College, 1 additional faculty

1 CWA 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*

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: Is part 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 30, 2010

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 2010 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 2010 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:

1. 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.
2. 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 clearly 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.
3. 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

Steve Hartley

Roberta Harvey

Susan Hersch

Gerald Hough

Mark Matalucci

Cindy Vitto

J.J. Vogel

Rowan University

Joint Senate-Provost Task Force on Computer Competency

September 2010

Information and Technology Literacy

Information and technology literacy is an umbrella term encompassing a broad 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:

1. Develop expertise in navigating systems and applications;
2. Develop expertise in accessing information through a variety of digital sources;
3. Understand the ethical, legal, and security implications of electronic information and communication;
4. Evaluate and integrate new technologies.

Students 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 associated with technology

Understand the capabilities, benefits and limitations of technology

Understand the professional expectations of digital access, citation, and application within their chosen discipline

Skills:

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

Core Competencies, Objectives, and Samples Outcomes for Information and Technology Literacy

September 2010

Core Competencies	Objectives (concepts, skills, and behaviors)	Sample General Education Outcomes	Sample Discipline-Specific Outcomes
<p>1. Navigating systems and applications</p>	<p>Understand key concepts and systems associated with technology</p>	<ul style="list-style-type: none"> ▪ Define terms such as wiki, bandwidth, RAM, MB, social media, file sharing, file formats, various hardware and software. ▪ Download and run an application such as Adobe Acrobat Reader. ▪ Know how to contact the Support Desk for help. ▪ Trouble-shoot basic operations, such as authenticating a computer to the network, resetting a password, running an application. 	<ul style="list-style-type: none"> ▪ Choose a computer with specifications necessary to edit high-definition digital video. ▪ Assemble and print a large-format poster for a presentation using Adobe Illustrator or Microsoft PowerPoint or Word. ▪ Identify the nature of a problem and determine what help is needed (online or application-based help, Support Desk Knowledge Base, Network System Services, etc.).
	<p>Use a variety of programs and applications</p>	<ul style="list-style-type: none"> ▪ Use a word processing application such as Microsoft to produce a paper. ▪ Enter data into a spreadsheet or other application for purposes of organization or management. ▪ Use a bibliographic management program such as RefWorks to keep track of references. 	<ul style="list-style-type: none"> ▪ Produce appropriately formatted graphs in Microsoft Excel and integrate into Microsoft Word documents. ▪ Use Microsoft Office Excel or Open Office Calc to create a spreadsheet that automates calculations (e.g., grades, statistical calculations, etc.) ▪ Collect and analyze data for a research project using a computer program (e.g., SPSS).

<p>Navigate the Internet</p>	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Create a custom set of bookmarks for a research topic: databases, journals, funding agencies, writing style guides, and government regulations or permits pertaining to the topic. ▪ Use a data 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 a project with colleagues. ▪ Prepare a public web page for prospective employers displaying a professional portfolio.
<p>Use databases, search engines, courseware, and records management systems</p>	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Access course content through Learning Modules in Blackboard. ▪ Assess academic progress through GRAD (DegreeWorks).

	<p>Communicate electronically via email, web pages, blogs, social media</p>	<ul style="list-style-type: none"> ▪ 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). 	<ul style="list-style-type: none"> ▪ Send an unsolicited, persuasive email to a person in an official position. ▪ Analyze the appropriateness of a weblog, Facebook page, or Twitter for a particular communication need. ▪ Publish and maintain a blog directed to a specific audience and purpose.
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2. Accessing, analyzing, and using digital information	Use efficient and effective search strategies	<ul style="list-style-type: none"> Learn and practice search capabilities of a library database. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Learn and practice criteria and strategies for evaluating web sites. Understand the nature and origin of electronic sources. 	<ul style="list-style-type: none"> Keep a research 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	<ul style="list-style-type: none"> Develop a research strategy for a term paper by identifying library databases appropriate to the research need. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Learn that different disciplines have different citation and reference formats but all share common principles. Discern plagiarism from appropriate paraphrasing or quoting. 	<ul style="list-style-type: none"> Produce an article or report following the style guide of a particular scholarly journal. Synthesize and properly cite information from multiple sources.

3. Understanding the ethical, legal, and security implications of electronic information and communication	Understand the socio-cultural and historical context of technology	<ul style="list-style-type: none"> Understand the impact of widespread access to and production of digital information. 	<ul style="list-style-type: none"> Understand how freedom of information across the Internet differs between the United States, Europe, and Asia. Learn the history of a technological component or feature and analyze the benefits of innovative designs (e.g., keyboards).
	Understand the capabilities, benefits, and limitations of technology	<ul style="list-style-type: none"> Understand the function of plagiarism-detection software such as Turnitin. 	<ul style="list-style-type: none"> Understand the implications of automating a procedure or process. Understand the implications of converting information from one format to another (e.g., scanning a document or image, converting analog to digital signals).
	Use digital communication technologies responsibly (fair use, digital information laws, file-sharing)	<ul style="list-style-type: none"> Follow legal and ethical guidelines for file-sharing. Understand copyright fair use, what it grants, and its limits. 	<ul style="list-style-type: none"> Investigate the pros and cons of legislative regulation of electronic resources. Understand the Digital Millennium Copyright Act and what it governs.
	Use digital information ethically	<ul style="list-style-type: none"> Use images located through Google Images appropriately. 	<ul style="list-style-type: none"> Understand the role of the Motion Picture Association of America and the Recording Industry Association of America in protecting intellectual property.
	Apply appropriate privacy and security measures in storing information and communicating online	<ul style="list-style-type: none"> Use Facebook privacy settings appropriately. Evaluate the privacy policies and terms and conditions of use of a web site. 	<ul style="list-style-type: none"> Be able to assess the security of a web site.

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

**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.

WHEREAS, the minimum credits attempted by a full-time student in two semesters is 24 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.

WHEREAS, 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 clarify 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 24 credits instead of 30 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 clarify 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 15 or more semester hour credits and have a cumulative grade point average (GPA) of at least 2.0 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 15 credits or more and have a cumulative GPA below 2.0 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 2.0. Those who have not attained a cumulative GPA of at least 2.0 by this time will be dismissed from the university.

In addition,

1. Full-time students must attempt 12 or more credits each semester of probation. An attempted credit is defined as credit for any courses in which a student receives a grade of A, B, C, D, F, P, S, W, WP, or WF, or IN.
2. Students will be considered on probation until they attain a cumulative GPA of at least 2.0
3. Summer courses **may be** taken to help students reach the 2.0 cumulative GPA.

Procedures:

- Students will receive a warning letter following any semester in which their cumulative GPA falls below 2.0.
- College Deans will notify students when they are placed on academic probation. Such notices will include a requirement that students consult an academic advisor in their college early in the first probationary semester and in no event later than the end of that semester. The Registrar's Office will notify the colleges of students who are placed on academic probation and will note the academic probationary status on the student's academic record.
- Students will meet with their academic advisors to develop appropriate plans for achieving satisfactory academic performance.
- Students on academic probation may not participate in extra-curricular or co-curricular activities sponsored by the university

Academic Dismissal

Academic dismissal takes place under the following circumstances:

Undergraduate students who have attempted at least 15 credits and have been on probation for the academic year

(Fall/Spring) will be dismissed from the University. Their dismissal is in effect as of the upcoming Fall semester.

Procedures

- The Registrar's Office will notify the appropriate University officers when students are academically dismissed and will note the dismissal on the student's academic record.
- The College Deans will notify students in writing when they are dismissed. The notices will include a statement that registration for the next semester will be canceled.
- Students so dismissed cannot register in either academic year or summer terms, as full or part-time students, **nor** as non-matriculated students.
- Students who have been academically dismissed from the University may apply for readmission through the Admissions Office after one academic year **following dismissal**.
- Students who have been academically dismissed may not participate in extra-curricular or co-curricular activities sponsored by the university.

Academic Standing Appeal Process

The Office of the Provost serves as the focal point for the academic probation and dismissal. The Office of the Associate Provost for Academic Affairs is responsible for the implementation of this process.

1. Written notification of the appeal process and dates will be sent to the student.
2. Student contacts the Dean's Office in the College of their major to make an appointment with the appeal committee.
3. Student completes and returns the Request an Appeal Hearing form with any supported material.
4. Students who do not appeal and students whose appeal is denied will be dismissed from the University.

Decisions concerning academic dismissal are made independently of decisions governing financial aid awards. Appeals regarding the discontinuance of financial aid must be made to the Director of Financial Aid.

Academic **Restriction for Failure to Meet Basic Skills Requirements**

Matriculated **undergraduate** students must fulfill the basic skills requirements by the time they have attempted **24** credits at the university. Transfer students who enter with **24** or less credits must pass basic skills requirements by the end of their second semester at the university. Failure to meet this deadline will result in **restriction**.

Procedures

- Students who are academically **restricted** may not register for regular university level courses in either the summer

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.
- Students 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.
- Students may not remain on academic **restriction** status for more than one academic year (Fall/Spring semesters). Students who are not removed from academic **restriction** after one academic year are subject to dismissal from the university. Exceptions may be made for special programs (e.g., EOF, Specialized Services).