**ROCHESTER INSTITUTE OF TECHNOLOGY
ACADEMIC SENATE
SEPTEMBER 9, 2010: 12:05 P.M.- 1:50 P.M
CIMS/2230/2240**

Absent: S. Bellinger, Linda Bryant, Dawn Tower DuBois, M. Kotlarchyk, Andrew Perry, G. Pollock, Ashok Rao, L. Wild
Guest: Nick Buonarota from Reporter Magazine

CALL TO ORDER: 12:08 P.M.

WELCOME TO NEW SENATORS
Each person on Senate provided an introduction including years served on Senate. The chair, Paul Rosenberg, welcomed the new senators.

COMMUNICATION OFFICER'S REPORT: Minutes of 5/20/10 approved with 9 abstentions.

CHAIR'S REPORT
P. Rosenberg reported that it will be a busy year. The request came again for slots to be filled for the following committees:
  ➤ ICIC (Institute Conflict of Interest Committee) – 2 faculty needed
  ➤ IAB (Institute Appeals Board) – 5 faculty needed
  ➤ Eisenhart Nominations Committee – 1 at-large faculty rep needed
  ➤ Institute Council – 1 more Senate member needed
  ➤ IWC (Institute Writing Committee) elections are taking place; one member from each college will serve on the standing committee
  ➤ Ad hoc committee to review Fall Convocation for students and families – 1-2 faculty needed
Volunteers should respond to P. Rosenberg or V. Gifford.

ACADEMIC SENATE TREASURER'S REPORT
Bob Barbato, treasurer, gave a brief report, and details can be seen on the Senate's DML site.
In AY2009 the Senate had $7600 in operating costs, and most of the expenses were in the area of office supplies and catering. Thank you went to Eli Saber for his work as treasurer last year and to Vivian Gifford for her frugality in handling the AS monies leading to a surplus of $3100 (only $4500 was spend on operation costs). This surplus helped to offset the student and staff salary deficit that was due to the tremendous increase in workload and to the hiring of a student to work on the New Faculty Resource booklet which went online for the first time last year.

IMAGINE RIT 2011 (Ppt can be seen on the Academic Senate website)
Dr. Barry Culhane, Executive Assistant to the President and Chair of Imagine RIT, gave a brief presentation on Imagine RIT 2011, stating that there are 240 days left until this event occurs. The mission of Imagine RIT is to showcase the innovative and creative spirit of RIT to Rochester and the world. Thank you went to Andrew Quagliata who has done a phenomenal job with Imagine RIT. Imagine RIT 2011 will take place on Saturday May 7, 2011, 10:00 a.m. to 5:00 p.m., and is free and open to the public. The committee has received feedback from the community about making Imagine RIT a 2-day event, but Imagine RIT works well and will remain a one-day event. There will again be live entertainment, food tents and displays throughout the campus. Over 30,000 people are expected to attend. Dr. Culhane has met with RIT's emerging leaders and will also meet with some CEO's who hire students as co-ops in order to further develop this event. The poster contest received over 60 entries last year and the winner of the contest was a first-year chemical

engineer. Please ask your colleagues to encourage their students to participate by being exhibitors, volunteers or simply attending.

Plan Your Day on the Imagine RIT website has been a great guide for visitors prior to attending the event. The site received over 40,000 page views the day prior to Imagine RIT last year: **http://www.rit.edu/imagine/activities2010/**

Important dates to remember:
  - ➢ Call for Proposals: January 1, 2011
  - ➢ Field House Deadlines: February 3, 2011
  - ➢ Poster Deadline: February 18, 2011
  - ➢ Print Program Deadline: March 10, 2011
  - ➢ Call for Volunteers: Early March

L. Lawley suggested outreaching to national journalists with a preview/sneak peak to provide publicity for Imagine RIT.
Barry responded that Bob Finnerty chairs the marketing committee, and this is a great idea.

STANDING COMMITTEE CHARGES [A draft was distributed to all senators online prior to the meeting and the final approved document will be posted on the Senate's DML site.]

Each charge was reviewed and voted on individually. The chair reported that, due to time constraints and heavy agendas, some committees were unable to report to Senate last spring and will, therefore, be reporting to Senate early this year.

Voting on Committee Charges
Academic Affairs Committee: Approved with two abstentions
Q: What is the grade inclusion policy?
 A: For students who change majors, some courses can be excluded from being transferred.

Academic Support Committee: Approved with one abstention
Q: Why is the committee being asked to report quarterly this year?
A: P. Rosenberg responded that, to enhance the flow of communication, they will report to the executive committee and not necessarily to the full Senate each quarter.

Campus Environment Committee (CEC): Approved with three abstentions
P. Rosenberg observed that there is not an appropriate place to host international visitors or conference participants, so the request for research on space includes this.
Comment: CEC's charge #2 and LRPC's charge #3 involve planning, space and policies, and it must be clear that they are two separate charges.

Faculty Affairs Committee (FAC): Approved with five abstentions
P. Rosenberg explained that, during the summer, EDF was discussed and the definition of faculty was crafted. More changes will be coming to B2.0 as policies are approved that affect wording.
An ad hoc committee will be working to resolve appropriate representation for various non-faculty constituencies which will then require approval and changes to the Academic Governance Charter (B2.0).
Comments: T. Policano said a lot of attention is being paid to lecturers in the charges for FAC yet there are still over 300 adjuncts whose issues are not being addressed. T. Engstrom said if the committee wants to recommend working on this issue, they can create a new charge.

General Education Committee: Approved with two abstentions

Graduate Council: Approved as modified with 1 abstention
Amendment: Remove the word "approve" to read "recommend" so it would read: "Review and recommend…"

Institute Writing Committee (IWC): Approved with two abstentions

Inter-College Curriculum Committee (ICC): Approved as amended with two abstentions
Amendment: Verbiage edited to replace the word "approve" so it would read: "Review and recommend…"

Long Range Planning Committee (LRPC): Approved as modified with five abstentions
Amendment: Add "class size" to charge #2, and look at the faculty/student ratio numbers down to the program level.

Nominations Committee: Approved with two abstentions
P. Rosenberg indicated that the charge has been modified slightly to include helping to fill committee slots as the requests come in during the year, and not just providing nominees later in the year.

Resource Allocation and Budget: Approved with one abstention

Student Affairs Committee: Approved with one abstention
Comment: T. Policano questioned why this was a charge when there is already a student handbook. P. Rosenberg said this is a hold-over from last year. M-B. Cooper, Senior VP for Student Affairs, said there is a policy for students for non-academic issues, but this needs more thorough analysis.

GENERAL EDUCATION COMMITTEE UPDATE [Ppt is posted on the Senate's DML site.]
Dr. Elizabeth Hane, chair of the General Education Committee (GEC), gave the presentation and Dr. Dick Doolittle, Assistant Provost for Undergraduate Education and member of the General Education Committee, was in attendance. The General Education Guiding Principles approved June 14, 2010 were distributed to all at the meeting and will also be posted on the senate's DML site once they have been received online.

The functions of the GEC are:
- ❖ To ensure the general education curriculum is established, monitored, reviewed and assessed
- ❖ To oversee Gen Ed Student Learning Outcomes Assessment Plan
- ❖ To determine which undergraduate courses qualify for general education credit
- ❖ To maintain the official catalog of RIT's General Education Curriculum and associated courses

The committee has been asked to put together a General Education framework by November 1, 2010. [See Ppt for more a more detailed description of the AS charge to GEC.] The new framework is different from the existing general education requirements in these ways:
- ❖ University-wide engagement
- ❖ Not disciplinary, but outcome driven
- ❖ First-Year Seminar
- ❖ Opportunities for integrated and inter-/trans-disciplinary experiences
- ❖ Intentional scaffolding
- ❖ Writing Intensive

A chart and diagrams of the Gen Ed Framework for the various degree programs were presented. [See Ppt online for details.] The State of NY requires 60 credits in General Education.

General Education assessment is being made as follows:
- ❖ Alignment/mapping of General Education Student Learning Outcomes to courses
- ❖ Current Assessment Plan Implementation (Gen Ed Faculty Teams formed)
- ❖ Assessment Management System (Taskstream)

GEC will review and evaluate all new proposals for Gen Ed credit using the State of NY Liberal Arts and Sciences guidelines and RIT Gen Ed Student Learning Outcomes. The college curriculum committee will provide a cover memo (required form) and an outline for the course being reviewed in the ICC new/revised course outline format. The GEC will review the proposed course and forward the recommendation to the Chief Academic Officer. After ICC is informed of the recommendations, the RIT community will be notified of the final decision regarding the course proposal. GEC maintains the database of currently approved courses. Courses within a concentration go through the same approval process. For approval, ideally a group of three courses should:
- ❖ Explore a perspective area in greater detail
- ❖ Integrate across perspectives
- ❖ Lead to a minor with the addition of two courses

Discussion and Q&A ensued.

Q: E. Saber asked if the committee had discussed Jackie Mozrall's application for a reduction from 15 to 12 credits (in the Perspectives category) for KGCOE.
A: E. Hane said that the question is how to ensure that every student meets every learning outcome? This will be discussed at the Gen Ed Committee meeting tomorrow.

Q: L. Lawley said this is a wonderful, far-reaching agenda. However, there is an extremely aggressive timeline and some faculty and departments have less than a month to do this work. She expressed concern that the completed guidelines have not yet been seen. Another concern is that programming classes that were approved Gen Ed classes in the past are now not allowed for Gen Ed credit. Have the NY guidelines changed?
A: E. Hane suggested that the Gen Ed model be viewed as the worst-case scenario. The final guidelines will not be more rigid and will be available by November 1st.
The Provost said this is a major reformation of Gen Ed and they knew the timing would be broken. There will be a great deal of flexibility to work with each college and all the departments. He indicated there will be opportunities to come back to proposed curricula and make them work.
Chris Licata, Senior Associate Provost, responded that the NY definitions have stayed the same. The history of the approval of particular courses will have to be researched. Provosts made some of the past decisions as exceptions, and it is not clear to what degree the state got involved.

Q: T. Engstrom noted that this is an outstanding job under challenging conditions as efforts to reform Gen Ed have failed for 20 years. He said he does not see FYE in the charge and wonders if it is on the table for discussion.
A: E. Hane indicated that a subcommittee is exploring how to take the Student Affairs outcomes and put them into the First-Year Seminar. D. Doolittle has developed a proposal for a new model that may use professional advisors and Student Affairs, if possible.

Q: J. Voelkl reinforced the concern that it is almost impossible to meet ABET requirements with the number of required Gen Ed credits.
A: E. Hane said there are a number of proposals on the table that need to be resolved.

Q: A. Phelps said that the state guidelines on Gen Ed do not count programming courses but also list computer science broadly under Gen Ed. The guidelines need to be read and interpreted carefully. He asked where technical literacy falls on the visual chart provided by E. Hane.

A: E. Hane said the outcomes for technology are very general. She is aware that they are not represented currently. The committee is working to find ways to incorporate the outcomes for technology into the perspective categories.

ASSESSMENT AND SEMESTER CONVERSION [Ppt is posted on the Senate's DML site.] Dr. Anne Wahl, Director, Student Learning Outcomes Assessment gave a Ppt presentation. The key question is "What do chairs and faculty need to know and be able to do regarding assessment and semester conversion?" A. Wahl discussed "Assessment at a Glance:"

1. Program Level – Table 3 (Will serve as the Middle States report; see Ppt on Senate DML site to view)
    o How has course redesign been informed by existing program level assessment data?
    o Use of data for annual reporting (A good system uses data.)
    o Laurie Clayton (assessment for graduate programs) will be working with Anne Wahl to retrieve data
    o Accredited programs have data; non-accredited programs may not have data
2. Program Level – Assessment Plan Form (see Ppt on Senate DML site to view this form) Working on this with each college
3. Course Level – Course Outline elements related to Assessment
    o 7.0 course-level learning outcomes and assessment methods
    o 9.0 alignment to general education student learning outcomes and methods

The office will be teaming with the Wallace Center and has outreached to the deans, associate deans, ICC, Graduate Council, college curriculum committees, department chairs and program directors to offer direct support to review assessment-related materials and to provide small or large group workshops on assessment plans. The Student Learning Outcomes Assessment Office will be moving into CIAS for two days to work directly with the college and departments. Other colleges are encouraged to contact A. Wahl to schedule an in-house visit, and they will be prioritized according to the conversion schedule timeline.

The following resources were provided:
➢ Conversion Website
https://www.rit.edu/conversion/facstaff_program_conversion_packet.php
➢ SLOA Website
http://www.rit.edu/outcomes/
➢ Department/Program Chairs Assessment Guide – Coming soon!
➢ Course Design and Assessment Guide – Coming soon!
➢ Director of Student Learning Outcomes Assessment, Anne Wahl, aswvpa@rit.edu, 585-475-7688
➢ Senior Assessment Associate, Laurie Clayton, lacdfp@rit.edu, 585-475-4138
➢ Senior Staff Assistant, Felicia Monroe, fnmdfp@rit.edu, 585-475-2310

ADJOURNMENT: 1:50 p.m.

Latty Goodwin, Communications Officer
9/10/2010