

Faculty Senate Resolution

To: SCSU President Cheryl Norton

From John DaPonte, President of the SCSU Faculty Senate

The attached Resolution of the Faculty Senate regards: Information Technology (IT) Competencies

The Resolution is presented to you for your ☒ APPROVAL
☐ INFORMATION

After considering this resolution, please indicate your action on this form and return it to the President of the Faculty Senate.

In accordance with the CSU-AAUP Contract (Article 5.10), the President of the University will return the Resolution to the President of the Senate within 15 school days of the receipt of the Resolution.

cc: Ellen Beatty



John DaPonte, President, Faculty Senate

11/18/04

Date

ENDORSEMENT of Faculty Senate Resolution, F-04-03

To: John DaPonte, President SCSU Faculty Senate
From: Cheryl Norton, President of the University

1. Motion APPROVED _____
2. Motion DISAPPROVED ☒ _____ (attach statement)
3. Motion NOTED _____
4. Comments See attached _____

12/20/04

Date



Signature

Technology Resolution Information Technology (IT) Competencies

Whereas SCSU exists for the primary purpose of furthering academic excellence; and

Whereas academic excellence in this technological age requires a certain level of IT skills and knowledge; and

Whereas many of the all university requirements already incorporate many of these IT competencies; and

Whereas the General Education Task Force will address the implementation of these skills;

The Faculty Senate recommends that SCSU adopts and provides appropriate resources for implementation and evaluation of the following IT competencies for its students:

- 1) Demonstrate the ability to navigate and manage files by utilizing basic computer operating systems.
- 2) Create effective documents, e.g., term papers, professional papers, creative writing samples, by utilizing word processing software.
- 3) Demonstrate the ability to develop an effective presentation by utilizing presentation software packages.
- 4) Use technology to communicate and collaborate effectively with other people, e.g. e-mail.
- 5) Demonstrate the ability to manage, organize, and analyze information effectively by utilizing spreadsheet software.
- 6) Demonstrate an understanding of internet browser capabilities by accessing information from the World Wide Web.
- 7) Demonstrate an ability to search bibliographic databases and the World Wide Web effectively in order to retrieve, evaluate, and cite information.
- 8) Adhere to legal, ethical, privacy, and security industry standards regarding the use of computers and technology.



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December 20, 2004

TO: Dr. John DaPonte
President, Faculty Senate

FROM: Dr. Cheryl Norton
President, SCSU

RE: Faculty Senate Resolution F-04-03

The Faculty Senate's interest in ensuring that our students are adequately prepared in the information technology competencies needed for their career is shared by the administration. However, the implementation of Faculty Senate Resolution F-04-03 results in more questions than solutions. First, much of the implementation of this resolution is undefined as demonstrated by the stated requirements to provide "...APPROPRIATE RESOURCES for implementation and EVALUATION of the following IT competencies..." It is unclear what/who would determine the level of appropriate resources, when this level was achieved, and how an evaluation would be carried out (i.e., by whom, when in the student's career). Also, what would be the resulting action if the student "fails" the evaluation (can the student still graduate?).

More importantly, there must be a plan for "remediation" if the student does not have the skills identified in the resolution. That plan is not addressed in this resolution. For instance, should the faculty in each department be responsible to teach the information technology skills needed in their discipline? Must IT be prepared to assist in this training? Do all faculty require the same information technology for similar classes, and if not, would academic freedom allow a requirement for the use of specific information technology skills for each class so all students would graduate with the same exposure to discipline specific software? Do all the faculty have the computer skills and knowledge identified in this resolution to be helpful to students?

Finally, what evidence is there that our students are deficient in their computer skills? In the fall 2004, the Office of Information Technology (OIT) & Student Services conducted a survey that indicated approximately 95% of the incoming students have their own personal computer. Undoubtedly, the skill level of our incoming students has changed since this issue was first raised by the Faculty Senate.

The need for our students to be technologically literate is undeniable. This resolution, however, is so broad in its scope that the resources to implement it would likely be prohibitive. It is my hope that the General Education Task Force will address this concern by incorporating the use of information technology in areas of the curriculum that are common to all students to ensure the exposure and use of technology will be a foundation skill of a Southern degree.



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