

Southern Connecticut State University  
**FACULTY SENATE**

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December 4, 2019 | 12:10 p.m. | Connecticut Hall Seminar Room

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**Southern Connecticut State University**  
**FACULTY SENATE**

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**Agenda**

December 4, 2019

12:10 p.m.

Connecticut Hall – Seminar Room

- I. Approval of Minutes of Previous Meeting held on November 13, 2019
- II. Guests
- III. President’s Report
- IV. Standing Committees
  - a. Academic Policy
    - i. Grade Appeal Document
  - b. Elections
  - c. Finance
  - d. Personnel Policy
  - e. Rules
  - f. Student Policy
  - g. Technology
- V. Reports of Special Committees
  - a. UCF
  - b. Graduate Council
  - c. University Grants Committee
  - d. CSU Professorship Advisory Committee
- VI. Unfinished Business
- VII. New Business
  - a. Approval of Grade Appeal Document - Paul Petrie
  - b. Report on Faculty Senate Faculty Opinion Survey of Administrative Effectiveness (K. Kruczek).
  - c. Discussion on Shared Governance - Karen Whitney, Consultant, [AASCU-Penson Center for Professional Development](#). The following questions will be utilized to facilitate discussion.
    - What are Southern’s areas of strength when it comes to administrators and faculty working together?
    - What are the most important areas of academic-administrative decision making that need to improve?
    - When it comes to making academic-administrative decisions, what would suggest we keep doing?

- When it comes to making academic-administrative decisions, what are you seeing that you would suggest we stop doing?
- If you believed that a particular academic-administrative issue was not processed according to Southern's current approach to shared governance, how comfortable would you be you in raising the issue publicly, e.g., at Faculty Senate, Grad Council, UCF, Department, Town Hall meetings?
- What more can be done to encourage your participation in shared governance?
- To what degree have academic-administrative decisions had an impact on your day-to-day functioning?
- What is one piece of advice you would like to share?

Executive Committee Meeting: Ten minutes following adjournment

Fall 2019 meetings: September 4, September 18, October 2, October 16, October 30, November 13, December 4.  
Spring 2020 meetings: January 29, February 12, February 26, March 11, April 1, April 15, April 29, May 6.

**FACULTY SENATE**

## Unapproved Minutes of November 13, 2019

<https://inside.southernct.edu/faculty-senate/meetings>

The 4<sup>th</sup> meeting of the Faculty Senate AY 2019-2020 was held on October 30, 2019 at 12:10 p.m. in the Seminar Room of Connecticut Hall.

## Attendance

Dave Allen <i>Accounting</i> 4/6	Matthew Ouimet <i>Counseling</i> 6/6	Sandip Dutta* <i>Finance</i> 2/6	Robert Forbus <i>Marketing</i> 4/6	David Pettigrew <i>Philosophy</i> 4/6	Angela Lopez-Velasquez <i>Special Education</i> 5/6
William Farley* <i>Anthropology</i> 3/6	Natalie Starling <i>Counseling &amp; School Psychology</i> 6/6	Peter Latchman <i>Health &amp; Movement Sciences</i> 5/6	Joe Fields* <i>Mathematics</i> 5/6	Binlin Wu* <i>Physics</i> 5/6	Douglas Macur* <i>Theatre</i> 4/6
Jeff Slomba <i>Art</i> 5/6	Beena Achhpal* <i>Curriculum &amp; Learning</i> 3/6	Robert Gregory <i>Health &amp; Movement Sciences</i> 6/6	Klay Kruczek <i>Mathematics</i> 6/6	Jon Wharton <i>Political Science</i> 5/6	Luke Eilderts <i>World Languages &amp; Literatures</i> 6/6
Kevin Siedlecki <i>Athletics</i> 5/5	Maria Diamantis <i>Curriculum &amp; Learning</i> 5/6	Tom Radice <i>History</i> 6/6	Jonathan Irving* <i>Music</i> 0/6	Michael Nizhnikov <i>Psychology</i> 5/6	
Sarah Crawford <i>Biology</i> 4/6	Dushmantha Jayawickreme <i>Earth Science</i> 6/6	Darcy Kern* <i>History</i> 2/6	Frances Penny* <i>Nursing</i> 5/6	Kate Marsland <i>Psychology</i> 5/6	Cindy Simoneau* <i>Undergraduate Curriculum Forum</i> 5/6
Mina Park* <i>Business Information Systems</i> 4/6	Sanja Grubacic* <i>Economics</i> 5/6	Yan Liu* <i>Information &amp; Library Science</i> 4/6	VACANT <i>Nursing</i>	William Faraclas* <i>Public Health</i> 5/6	Cynthia O'Sullivan <i>Graduate Council</i> 2/6
Jeff Webb <i>Chemistry</i> 6/6	Peter Madonia <i>Educational Leadership</i> 2/6	Jerry Dunklee <i>Journalism</i> 6/6	Obiageli Okwuka <i>Part-time Faculty</i> 5/6	Michael Dodge <i>Recreation, Tourism &amp; Sport Management</i> 5/6	Aidan Coleman* <i>Student Government Association</i> 4/6
Barbara Cook <i>Communication Disorders</i> 6/6	Mike Shea <i>English</i> 5/6	Parker Fruehan <i>Library Services</i> 6/6	VACANT <i>Part-time Faculty</i>	Paul Levatino <i>Social Work</i> 5/6	Dr. Joe Bertolino <i>SCSU President</i>
Derek Taylor <i>Communication, Media &amp; Screen Studies</i> 6/6	Paul Petrie <i>English</i> 6/6	Jacqueline Toce <i>Library Services</i> 6/6	Mary Ellen Minichiello* <i>Part-time Faculty</i> 4/6	Stephen Monroe Tomczak <i>Social Work</i> 6/6	
Mohammad T. Islam* <i>Computer Science</i> 4/6	Matthew Miller <i>Environment, Geography &amp; Marine Studies</i> 6/6	Carol Stewart <i>Management, International Business &amp; Public Utilities</i> 5/5	Walter Stutzmann* <i>Part-time Faculty</i> 5/6	Greg Adams <i>Sociology</i> 4/6	
<b>Guests:</b> R. Prezant <i>Provost</i> I. Crawford <i>AA</i>	T. Bennett <i>Assoc. Dean A&amp;S</i> C. Hlavac <i>Assoc. Dean A&amp;S</i>	R. May (II)			

An asterisk denotes an absence. Overall attendance recorded below each member.

Faculty Senate President D. Weiss called meeting to order at 12:13 p.m.

The Faculty Senate observed a moment of silence for students Sean Gallo and Melanie Coleman.

#### I. Announcements

1. K. Kruczek: Self-nominations for the P&T committee close today.
2. B. Cook: Annual Expressions of Social Justice talent show held tonight at 7 p.m. in the Adanti Student Center Ballroom.
3. D. Weiss: Guest speaker Dr. Shahar Sadeh will give a talk “Environmental Innovation in Israel: Securing Water and Greening the Desert.” Engleman A120, November 18, 1-2 p.m.

II. Minutes of the previous meeting held on October 30, 2019, were accepted as distributed.

<https://inside.southernct.edu/faculty-senate/meetings>

#### III. President’s Report

<https://inside.southernct.edu/faculty-senate/meetings>

#### IV. Standing Committees

1. Academic Policy (P. Petrie): Minutes submitted; no additional report
2. Elections (K. Kruczek): No minutes submitted
3. Finance (M. Diamantis): Minutes submitted; no additional report
4. Personnel Policy (N. Starling): Minutes submitted; no additional report
5. Rules (R. Gregory): Minutes submitted; no additional report
6. Student Policy (K. Marsland): Minutes submitted; no additional report
7. Technology (P. Fruehan): Minutes submitted; additional report - update on registrations issues for students. R. May (IT) provided context and answered questions. IT is working with the vendor to fix ongoing issues.

#### IV. Special Committees

1. UCF: Report received.
2. Graduate Council (C. O’Sullivan): Improved procedures for the submission of special projects and theses are being developed.

#### V. New Business

1. M. Diamantis **moved to accept** the “Resolution Regarding Revisions to the P&T Procedures Document.”
  - a. Revision to language in section III.F.3.c.: “No Department Chairperson, division director, DEC member, or Dean shall serve as a member or alternate on the Committee” revised to read: “No Department Chairperson, division director, or Dean shall serve as a member or alternate on the Committee.” (see <https://inside.southernct.edu/faculty-senate/senate-resolutions>).
  - b. Motion **seconded**. Motion **approved** unanimously.

#### VI. Guest: CSCU President Mark Ojakian

1. Topics included
  - a. State budget: state investment in the CSCU system down 13% over the past decade on a per-student basis. Outlook does not look better over the short term.

- b. Consolidation: affirmed that he never has, and never would, advocate for consolidating the four universities into one university with four locations.
- c. Anticipated 2022 retirements due to SEBAC agreement: Informally referred to as the “cliff”; system is anticipating a significant rise in retirements due to changes in health and pension benefits negotiated during the last SEBAC agreement; campuses have been asked to begin planning for this possibility.
- d. Debt-free tuition at the Community Colleges and free tuition for families who earn less than \$50,000 at UConn: for the former, shared concern with the way the legislation is crafted, citing that it currently does not have many restrictions on those who can benefit; working with the legislature to make the program successful; for the latter, shared that the program already exists, but has been given added attention through its renaming; shared that there are currently several initiatives on showcasing the CSCU system and its competitiveness; shared that there is currently no hard data on how debt-free tuition at the Community Colleges will affect the universities; questions still remain on how this initiative will be funded.
- e. Engaging with state legislators: encouraged faculty to engage more often with legislators, to invite them to campus, to show them the successes of our students and the work that we are doing; bring them here to be a part of the conversation in addition to meeting with them in Hartford.
- f. Op-Ed piece in the *Connecticut Mirror* written by M. Gargano: disagreed with his assessment of the CSCU system; does not feel that the system is overstaffed, nor does he believe we should eliminate tenure. Encouraged campuses to think about being more flexible with advising and course delivery.
- g. Shared Governance: commented that we need to operate in a system that promotes shared governance, but asked if shared governance means shared management?
- h. Faculty recruitment: shared that campuses need to think more about diversity in its recruitment of faculty; shared that a lot of work has been done and continues to be done on closing the equity gap; affirmed that we need to provide students of color with the support that they need.
- i. New programs at private colleges and universities: praised the private institutions for the work they did moving this initiative forward; shared that he felt our own institution does a good job approving programs, the time to approval has been reduced from 3 to 2 months; improvements in the process could be made, especially with programs that require revising; additionally, asked campuses to consider their own procedures.
- j. Cost-savings through system-wide purchasing; flexible and online course delivery: we need to look at what the system is getting for the amount that it is paying; consider having system-wide purchasing for certain items that do not need campus-specific customizations.

## VII. Adjournment

- Adjourned at 1:58 p.m.

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L. Eilderts  
Secretary

## Minutes of the Standing Committees

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### ACADEMIC POLICY COMMITTEE

#### **APC Minutes—20 Nov 2019—Revised**

Present: Allen, Forbus, Jayawickreme, Okwuka, Petrie (chair), Pettigrew

- Finalized revisions of combined Grade Appeal and Absent Faculty policies, to be placed on Senate agenda for Dec. 4.
- Strategized beginning-of-semester business for next semester: delay P&T file size survey discussion with Olcay Yavuz until after the APC and Rules Committees meet to form a plan for proceeding with all P&T issues.

Respectfully submitted,

Paul R. Petrie

## ELECTIONS COMMITTEE

Minutes for November 20, 2019

- We finalized the format of the PowerPoint presentation of the data from the Faculty Opinion Survey of Administrative Effectiveness, which Jonathan Wharton will draft.
- The committee has been asked to research the possibility of students answering a simple set of questions when they withdraw from a class (at any point after the add/drop period). We communicated with Alicia Carroll about this, as well as the possibility of faculty receiving emails when a student withdraws from their class.

Respectfully submitted,  
K. Kruczek



## FINANCE COMMITTEE

## PERSONNEL POLICY COMMITTEE

### MINUTES

*November 20, 2019*

**Engleman Hall – Room C-024**

Members: Toce, Jacqueline, Crawford, Sarah (absent), Slomba, Jeffrey, Lopez-Velasquez, Angela (minutes), Tomczak, Stephen, Shea, Michael, Adams, Gregory, Starling, Natalie (chair)

12:10

APPROVAL OF MINUTES: PPC Meeting Minutes of November 6, 2019

- Minutes approved by all PPC members.

ANNOUNCEMENTS/OLD BUSINESS:

- P & T updates reminder: per last full senate meeting, these tasks will go to a joint/combo of the other subcommittees in Spring 2020

CONTINUED BUSINESS:

University-wide credit load - PPC discussion continuation

Members of prior committee attended: Steven Larocco and Brian Johnson

- Information in regards to prior work in this area was shared by the guests.

PPC reviewed and updated guiding principles. Next steps were planned. PPC chair will follow-up with all PPC members with email outlining summary of committee's work thus far and options for next steps.

Adjourned 2:02pm

## RULES COMMITTEE

**November 20, 2019**

Present: Robert Gregory (Heath and Movement Studies, Committee Chair), Matthew Miller (Environment, Geography and Marine Science), Jeffrey Webb (Chemistry), Paul Levatino (Social Work-Marriage and Family Therapy, taking minutes).

Absent: none

Robert Gregory Called the meeting to Order at 12:30PM

Topic	Discussion	Action Item
Call to order Announcements	Chair Gregory discussed the evolution of faculty senate committee assignment work from Executive Committee moving into Spring 2019.	none
Potential revised language within the Constitution	Area: III, 3/4: The committee looked at the reappointment procedure for the Secretary and Treasurer, if unable to complete term. This is not in the current document.	
The committee agreed upon the following language.	Chair Gregory proposed and the committee supported: "In the event the Secretary or Treasurer is unable to complete the service term, the senate president shall appoint a replacement from the faculty senate membership subject to majority approval of the executive committee."	
Potential revised language within the Constitution	Area: under section VII, A.	
Potential revised language within the Constitution	Chair Gregory proposed and the committee supported: "The faculty senate shall meet between faculty senate meetings."	
Motion to Adjourn	Motion to adjourn was made and passed at 12:30 PM.	Motioned seconded Meeting adjourned

Respectfully Submitted, Paul Levatino

## STUDENT POLICY COMMITTEE

### **November 20, 2019 Minutes**

Present: J. Dunklee, M. Nizhnikov, M. Dodge, M. Ouimet, B. Achhpal, K. Marsland

1. Meeting called to order at 12:15
2. Committee discussed status of Academic Misconduct Policy revision review. We are awaiting feedback from the FS Executive Committee, Dean Tetreault and Co-chairs of the UASC.
3. Committee agreed to invite the Dean of Admissions, the chairs of English and Math and the Provost to meetings in the spring to discuss the use of the SAT in admissions and placement at SCSU.
4. Pending New Business:
  - a. Access to feminine products
  - b. Latin honors for Transfer Students
  - c. Plagiarism policy
  - d. Student Field Trips faculty liability concern
5. Meeting Adjourned at 1:35

Respectfully submitted by K. Marsland

## TECHNOLOGY COMMITTEE

20 November 2019

### Meeting Notes

Online Course Student Opinion Survey – updates

- This will be implemented in Spring 2020.

Digital Measures Faculty Web Profiles – update on progress

- Waiting on vendor to fix

Digital Measures CIF Form – volunteers to work on this?

- Parker will create a paper-based form that is similar to the Digital Measures version and present it to the Faculty Senate EC

Sabbatical online application process

- The committee is interested but will hold on any development until Spring.

ITGOV Tickets we are watching:

ITGOV-1130 Transitioning from eLearning to ILP

ITGOV-1246 Automation of Grade Appeal Process

ITGOV-1227 Setup Course Waitlist

ITGOV-1275 DegreeWorks Upgrade

## Special Committees

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Undergraduate Curriculum Forum (UCF)

## Resolutions & Motions for Consideration

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Revisions to Grade Appeals and Procedures  
**Revised document followed by document with track changes.**

Faculty Senate Standing Committee Report for Information: Personnel Policy

(see following pages)

## **CHANGES to GRADE APPEAL POLICY 12/4/2019**

- Adds summer appeal process
- Adds provision for chair to act on grade assignments in cases of an absent instructor
- Adds mechanism for reporting to Deans on ongoing appeals (to assist with administrative reports)
- Adds “timeline” chart for all three appeal pathways (regular academic semester, 8-week course, summer appeal)
- Amends forms to match new process and to clarify communication to all parties
- Eliminates redundant page of instructions that formerly appeared after the policy and before the forms
- (From Policy document approved by Senate but rejected by the Administration last year, reverts to two-stage appeals process, after a mandated *informal* consultation between student and instructor)



SOUTHERN CONNECTICUT STATE UNIVERSITY (SCSU) FACULTY SENATE

**Grade Appeal Procedure and Form**

**Preliminary Information:**

In accordance with SCSU's educational mission, this policy articulates the procedure and criteria for the appeal of a final course grade. This Grade Appeal Procedure is intended to be fair, equitable and transparent.

Following discussion with the Instructor<sup>1</sup>, the Grade Appeals Procedure consists of two parts:

- Level 1 – Mediation with Department Chairperson / Program Director (hereafter referred to as 'Chairperson')
- Level 2 – University Academic Standing Committee (UASC)

See Section V. below for detailed information about each part of the appeal process.

**I. Grounds for Grade Appeals: Palpable Injustice**

In the interest of clear communication to Students about University standards and procedures, the following definitions and descriptions of the acceptable grounds for a grade appeal are presented:

The sole acceptable basis for a grade appeal is the demonstrable commission of a "palpable injustice" in the determination of a Student's final grade by the Instructor. Students may use the appeals process when there is evidence to show that:

1. A mathematical or clerical error resulted in the entry of an incorrect grade; or
2. A final grade was determined by methods and criteria different from those used for determining the final grades of others in the same class; or
3. A final grade was assigned arbitrarily, capriciously, or on the basis of bias or prejudice, without reference to grading criteria as established (for instance) in the syllabus, assignment instructions, and/or University catalog.

The University Academic Standing Committee (UASC) shall make its determination in appeals brought before it solely upon the grounds listed above; a grade change is not warranted, for instance, when the Committee simply disagrees with the grade assigned by the Instructor, would have assessed the Student's work differently, would have graded differently, would have rounded off to the next highest grade, or would have preferred a different evaluation procedure.

**II. Assumptions**

- A. The determination of grades<sup>2</sup> is the responsibility of the Instructor of the course.
- B. Grade appeal procedures apply only to the change of a grade under conditions specified in section 4.2.2.2 of the faculty Collective Bargaining Agreement. The appeal process may be initiated after a final grade has been submitted or after a request for a late withdrawal has been denied by the Instructor.
- C. All parties work in good faith to arrive at a resolution during all stages of the process.

**III. General Guidelines**

- A. Grade appeals must be initiated on an individual basis by the Student claiming a palpable injustice.
- B. A Student may submit a grade appeal within one of four timeframes:

**First** - Appeals are reviewed in the fall or spring semester that follows the semester in which the grade was earned, hereafter referred to as Appeal Semester (see V. A-D). This applies to courses taken during summer, winter, or spring break sessions. For courses of an 8-week (or fewer) duration, the grade appeal may be made in either of the next two 8-week course periods directly following the semester in

<sup>1</sup> "Discussion" shall include written as well as oral forms of communication, including, for instance, email exchanges.

<sup>2</sup> By grade is meant any of the grades specified in the University Undergraduate or Graduate Catalogs.

which the grade was earned, or during the summer if applicable. The deadlines for the 8-week courses appear in parentheses after the description of each level of the appeals process in section V of this document;

**Second** - If a grade earned during the spring semester or a summer term prevents a Student from continuing in the Student's program or major, an appeal may be filed during the summer (see section VI.).

**Third** - If a Student is appealing an "F" grade for which the origin was an "Incomplete" grade that reverted to "F" after the expiration of the thirty-day period to complete coursework after the beginning of the following semester, the appeal timetable shall begin when the "F" grade becomes available to the Student and shall follow the normal academic-year appeal schedule, adjusted to allow for the same number of weeks.

**Fourth** - Graduating Students shall typically appeal the grade following the established Grade Appeal Procedure. If, however, a graduating Student is appealing a grade that prevents the Student from graduating, it is recognized that time of graduation may be affected if the established Grade Appeal Procedure is followed. In this case, the Instructor, Department Chairperson, and UASC shall expedite the student's appeal with all due procedural promptness.

- C. The week of Spring Break shall not be counted when determining how long the grade appeal has been in process.
- D. If the Student's graduation may be delayed due to the appeal process, permission may be given by a Department Chairperson for the Student to take subsequent or required courses within the Department.
- E. All Grade Appeal forms and documents must be typed; no handwritten forms shall be accepted.
- F. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for Level 1 appeals, and the UASC is responsible for forwarding copies to the Dean's office for Level 2 appeals.
- G. Students are strongly advised to keep their own copies of all grade appeal forms and supporting documents.

#### **IV. Discussion with Instructor**

##### **A. Initiate Discussion**

Deadlines: end of week 1 of the Appeal Semester for Student to initiate discussion of disputed grade with the Instructor; end of week 2 to reach agreement. (8-week courses: same.)

Student initiates discussion with the Instructor. The Student and Instructor attempt to settle the matter in good faith. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week. If an agreement has not been reached by the end of week 2, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

##### **B. Absent Instructor**

An Instructor shall be deemed absent when any of the following apply: 1) the Instructor is no longer employed by the university; 2) the Student, with the help of the Instructor's Chairperson, has not succeeded in eliciting from the Instructor a response to his or her queries over a period of two (2) weeks. In this case, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

#### **V. Appeals**

- A. **Level 1:** Deadlines: end of week 3 of the Appeal Semester for Student to submit Grade Appeal Form to Instructor's Chairperson; end of week 5 to reach agreement. (8-week courses, end of week 3 to submit and end of week 4 to reach agreement).

### 1. Mediation with Instructor's Chairperson

The Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall assist the Instructor and the Student in an attempt to settle the matter. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week of the agreement. The Chairperson shall confirm that the grade has been changed within two weeks of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).

If the Instructor is the Chairperson, the Student may appeal the grade directly to the UASC (Level 2).

### 2. Absent Instructor

In the case of an absent Instructor (as defined in IV.B.), the Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall have the authority to adjust or uphold the grade. If an agreement is reached to change the grade, the Chairperson shall submit the grade change to the Registrar's Office within one week of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).

### B. **Level 2:** University Academic Standing Committee (UASC)

Deadlines: end of week 6 of the Appeal Semester for Student to submit grade appeal form to UASC, via the Faculty Senate President; end of week 9 for UASC to render decision. (8-week courses, end of week 5 to submit and end of week 7 to reach decision.)

The Student completes the Grade Appeal Form for Level 2 and sends it to the President of the University Faculty Senate, who shall forward it to the UASC by the end of week 6 (8-week courses, end of week 5). Upon receipt of the Grade Appeal Form, the UASC shall forward notice of the appeal to the appropriate Dean.

The sole basis for the UASC's deliberations and decision concerning a Student's grade appeal shall be the standard of "palpable injustice" as defined by Article I of this document. The UASC shall render its decision by the end of week 9 (8-week courses, end of week 7), following a hearing to which Instructor, Student, and others deemed appropriate shall be invited. The Student shall have the right to be accompanied by an advisor or support person, who is a silent non-participant in the hearing. Delays shall not be allowed on the basis of an advisor or support person's scheduling conflicts. The Student, Instructor, Chairperson, and relevant Dean shall be notified in writing of the Committee's decision, which shall include a written rationale. The UASC shall notify the Registrar within one week of the decision if a grade change is required. The decision of the UASC shall be final.

### C. Deadlines and deadline extensions

1. "By the 2nd week" means 2 weeks (14 calendar days) into the semester, starting with the 1st day of classes. Other deadlines are to be interpreted similarly.
2. A Dean of the appropriate school or college may extend any grade appeal deadline, only at the Student's request, and only if the Student provides written evidence that significant extenuating circumstances led to the missed deadline. The request must be made, in writing, no later than the end of the first week of classes following the original grade appeal semester.

- D. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for a level 1 appeal; the President of the Faculty Senate is responsible for forwarding copies to the Dean's office simultaneously with forwarding a Level 2 appeal to the UASC; and the UASC is responsible for forwarding copies to the Dean's office after a Level 2 appeal has been completed.

## VI. Summer Grade Appeal

## A. Assumptions/Conditions

If a Student earns a grade in a course in the spring semester that prevents the Student from continuing in a program or major, the Student is eligible to appeal the grade during the summer.

## B. Required Procedures

Summer session grade appeals follow the procedures described in Section V, subsections A through D, above, except that the deadlines for each part of process shall be amended as follows:

1. Discussion with Instructor: one week after course grades become available to Students.
2. Level 1—Mediation with Instructor's Chairperson: end of week 2 to submit and end of week 3 to complete mediation.
3. Level 2—UASC: end of week 4 to submit and end of week 6 for UASC to render final decision.

When the timeline established for the summer appeals process by this document would result in a delay of the Student's progress towards degree completion, all parties shall expedite the student's appeal with all due procedural promptness.

Instructors are strongly encouraged to participate in the Summer Grade Appeal Process either in person or remotely.

## C. Faculty Compensation

Insofar as the Summer Grade Appeal would not take place during the Academic/Contract year, the Instructor and the members of the UASC shall be compensated for their participation according to the following formula unless they are employed under a full-year contract. The members of the UASC shall receive 4 hours of non-teaching credit load for each appeal; the chair of the appeal hearing shall receive 6 hours of non-teaching credit load for each appeal; the Instructor shall receive 2 hours of non-teaching credit load for each appeal.<sup>3</sup>

## VII. Interpretation

This section may not be invoked with respect to the interpretation of any item of the Collective Bargaining Agreement. If an issue develops concerning interpretation of this document, whether initiated by the Faculty Senate, a Faculty Member, or any member of the Administration, a binding decision on such an issue shall be made:

- A. by agreement between the President of the University and a majority of the Executive Committee of the Faculty Senate or, failing to obtain agreement on an issue by this method;
- B. by a committee consisting of one member selected by the Senate Executive Committee, one selected by the President of the University, and one selected by the first two committee members, who, by a two-thirds vote shall decide such an issue.

## VIII. Implementation and Amendment

A. This document shall take effect upon approval by a two-thirds vote of the Faculty Senate with the concurrence of the President of the University.

B. This document may be amended by a two-thirds vote of the Faculty Senate with the concurrence of the University President.

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<sup>3</sup> See CSU-AAUP Collective Bargaining Agreement, article 10.12.1: Duties with No Load Credit. "Bargaining unit duties involving no load credit that are within the University but other than normal assignments may be offered to full-time members up to a total of 135 hours per semester (prorated for intersession or summer session as appropriate). Compensation for each 45 hours of work shall be one load credit at the compensation rates listed in Article 11."

## Grade Appeal Process Timeline

- For academic-year appeals, all events are counted from the first week of the semester following the semester in which the disputed grade was earned (“the Appeal Semester”).
- For 8-week courses, all events are counted from the first week of either of the next two 8-week course periods following the semester in which the disputed grade was earned.
- For summer appeals, all events are counted from the time that course grades become available to Students.
- For “F” grades, automatically assigned after expiration of an “I” grade, all events are counted from the time that the “F” grade becomes available to Students and the schedule is modified accordingly.

	<b>Spring / Fall</b>	<b>8-Week Course</b>	<b>Summer Appeal</b>
<b>Initiation of Discussion with Instructor</b>	Week 1	Week 1	Week 1
<b>Completion of Discussion with Instructor</b>	Week 2	Week 2	Week 1
<b>Level 1: Initiation of Mediation with Chairperson / Program Director</b> (Grade Appeal Form—Level 1, Part 1)	Week 3	Week 3	Week 2
<b>Level 1: Completion of Mediation with Chairperson / Program Director</b> (Grade Appeal Form—Level 1, Part 2)	Week 5	Week 4	Week 3
<b>Level 2: Appeal to University Academic Standing Committee</b> (Grade Appeal Form—Level 2)	Week 6	Week 5	Week 4
<b>Level 2: Grade Appeal Hearing with University Academic Standing Committee</b>	ASAP	ASAP	ASAP
<b>Level 2: Decision by University Academic Standing Committee</b>	Week 9	Week 7	Week 6

**Southern Connecticut State University  
Grade Appeal Form  
LEVEL 1 (Department Chairperson / Program Director )  
PART 1: Original Appeal**

**To be completed by the Student and submitted to the Instructor and the Instructor's Department Chairperson / Program Director after the Student has communicated with the Instructor.**

Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (M.I.) \_\_\_\_\_

Student ID: \_\_\_\_\_

Course Department Code: \_\_\_\_\_ Course Number: \_\_\_\_\_ Section: \_\_\_\_\_

Indicate semester course taken: FALL \_\_\_\_\_ SPRING \_\_\_\_\_ WINTER \_\_\_\_\_ SUMMER \_\_\_\_\_

Year course taken: \_\_\_\_\_ Instructor: \_\_\_\_\_

Explain below, in detail, why you think a palpable injustice has occurred. Refer to the definition of palpable injustice in item I (page 1) of the Grade Appeal Procedure Document. Please also attach any relevant documentation. Use additional sheets if necessary:

STUDENT SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

CHAIRPERSON SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

\*Signatures from both parties signify that the Student and Chairperson / Program Director have met and discussed the grade appeal, and that the Chairperson / Program Director shall initiate mediation efforts with the Instructor or render a decision in the case of an Absent Instructor. In cases, where the Chairperson / Program Director is the Instructor of the course, and the Student is moving directly to a Level 2 appeal, no signature from the Chairperson/Program Director is required.

**Southern Connecticut State University  
Grade Appeal Form**

**LEVEL 1 (Department Chairperson / Program Director)**

**PART 2: Documentation of Outcomes**

**To be completed by the Department Chairperson / Program Director after mediation efforts with the Instructor have been completed or after the Chairperson / Program Director has rendered a decision in the case of an Absent Instructor. The Chairperson / Program Director must return the completed form to the Student and provide copies to the Instructor and the Dean of the Instructor's school or college.**

1. Document Chairperson's / Program Director's efforts to mediate the grade dispute (e.g. date or dates of contact and/or discussion, etc.). In the case of an Absent Instructor, indicate this.

2. Was a resolution reached? (Check one)      YES       NO

3. Provide a summary of grade appeal decision. If resolution **not** reached, the **Student may proceed to Level 2**. (Use additional sheets if necessary.)

Grade Prior to Appeal \_\_\_\_\_ Grade Following Appeal (if changed) \_\_\_\_\_

STUDENT SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTOR SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

CHAIRPERSON SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

\*Signatures from all three parties signify that the Chairperson's / Program Director's mediation efforts have been completed and have culminated either in an agreement by the Instructor to change the grade or in a denial of the appeal. In cases of an Absent Instructor, no Instructor signature is needed. In cases where the Chairperson / Program Director is the Instructor of the course and the Student is moving directly to a Level 2 appeal, no signature from the Chairperson / Program Director is required.

**NOTE: all parties shall retain copies of this completed form and supporting documentation.**

**Southern Connecticut State University  
Grade Appeal Form**

**LEVEL 2 (University Academic Standing Committee)**

**To be submitted, along with already completed pages (Original Appeal and Documentation of Outcomes from Level 1, and any supporting documentation), to the Faculty Senate President, who shall forward it to the University Academic Standing Committee.**

**(To be completed by Student)**

1. Date of grade appeal submission to Faculty Senate President: (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

**(To be completed by Faculty Senate President)**

2. Date grade appeal received from Student: (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

3. Date grade appeal forwarded to UASC and to relevant Dean: (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

**(To be completed by UASC)**

4. Provide a written rationale of UASC grade appeal decision. (Use additional sheets if necessary.)

Signature of UASC Chairperson(s) \_\_\_\_\_

Signature of UASC Chairperson(s) \_\_\_\_\_

Date of Grade Appeal Final Decision: (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

Grade Prior to Appeal: \_\_\_\_\_ Grade Following Appeal: \_\_\_\_\_

Date Grade Change Submitted to Registrar (if applicable): (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

Date Decision and Written Rationale Sent to Student, Instructor, Department Chairperson / Program Director, and relevant Dean: (dd)\_\_\_\_\_ \ (mm)\_\_\_\_\_ \ (yr) \_\_\_\_

**NOTE: all parties shall retain copies of this completed form and supporting documentation.**



SOUTHERN CONNECTICUT STATE UNIVERSITY (SCSU) FACULTY SENATE

Grade Appeal Procedure and Form

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In accordance with SCSU...CSU's educational mission, this policy articulates the procedure and criteria for the appeal of a final course grade. This Grade Appeal Procedure is intended to be fair, equitable and transparent. ... [2]

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The Grade Appeal...ollowing discussion with the Instructor<sup>1</sup>, the Grade Appeals Procedure consists of three levels ... [3]

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Level 2 – ...ediation with chairperson ... [4]

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<#>A. The award of grades<sup>1</sup> is the responsibility of the instructor of the course.

<#>

<#>B. ...n order to protect fairness in grading as well as to protect academic freedom and promote academic integrity, grade appeals must be based on a claim of ... [5]

Deleted: . A palpable injustice occurs... in the determination of a Student's final grade by the Instructor. Students may use the appeals process when a faculty member has been demonstrably inconsistent or unfair... here is evidence to the student. It is a clear and blatant violation of a reasonable evaluation ... [6]

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Preliminary Information:

In accordance with SCSU's educational mission, this policy articulates the procedure and criteria for the appeal of a final course grade. This Grade Appeal Procedure is intended to be fair, equitable and transparent.

Following discussion with the Instructor<sup>1</sup>, the Grade Appeals Procedure consists of two parts:

- Level 1 – Mediation with Department Chairperson / Program Director (hereafter referred to as 'Chairperson')
- Level 2 – University Academic Standing Committee (UASC)

See Section V. below for detailed information about each part of the appeal process.

I. Grounds for Grade Appeals: Palpable Injustice

In the interest of clear communication to Students about University standards and procedures, the following definitions and descriptions of the acceptable grounds for a grade appeal are presented:

The sole acceptable basis for a grade appeal is the demonstrable commission of a "palpable injustice" in the determination of a Student's final grade by the Instructor. Students may use the appeals process when there is evidence to show that:

- 1. A mathematical or clerical error resulted in the entry of an incorrect grade; or
- 2. A final grade was determined by methods and criteria different from those used for determining the final grades of others in the same class; or
- 3. A final grade was assigned arbitrarily, capriciously, or on the basis of bias or prejudice, without reference to grading criteria as established (for instance) in the syllabus, assignment instructions, and/or University catalog.

The University Academic Standing Committee (UASC) shall make its determination in appeals brought before it solely upon the grounds listed above; a grade change is not warranted, for instance, when the Committee simply disagrees with the grade assigned by the Instructor, would have assessed the Student's work differently, would have graded differently, would have rounded off to the next highest grade, or would have preferred a different evaluation procedure.

II. Assumptions

- A. The determination of grades<sup>2</sup> is the responsibility of the Instructor of the course.
- B. Grade appeal procedures apply only to the change of a grade under conditions specified in section 4.2.2.2 of the faculty Collective Bargaining Agreement. The appeal process may be initiated after a final grade has been submitted or after a request for a late withdrawal has been denied by the Instructor.
- C. All parties work in good faith to arrive at a resolution during all stages of the process.

III. General Guidelines

- A. Grade appeals must be initiated on an individual basis by the Student claiming a palpable injustice.
- B. A Student may submit a grade appeal within one of four timeframes:  
First - Appeals are reviewed in the fall or spring semester that follows the semester in which the grade was earned, hereafter referred to as Appeal Semester (see V. A-D). This applies to courses taken during summer, winter, or spring break sessions. For courses of an 8-week (or fewer) duration, the grade appeal may be made in either of the next two 8-week course periods directly following the semester in

<sup>1</sup> "Discussion" shall include written as well as oral forms of communication, including, for instance, email exchanges.  
<sup>2</sup> By grade is meant any of the grades specified in the University Undergraduate or Graduate Catalogs.

which the grade was earned, or during the summer if applicable. The deadlines for the 8-week courses appear in parentheses after the description of each level of the appeals process in section V of this document;

Second - If a grade earned during the spring semester or a summer term prevents a Student from continuing in the Student's program or major, an appeal may be filed during the summer (see section VI.);

Third - If a Student is appealing an "F" grade for which the origin was an "Incomplete" grade that reverted to "F" after the expiration of the thirty-day period to complete coursework after the beginning of the following semester, the appeal timetable shall begin when the "F" grade becomes available to the Student and shall follow the normal academic-year appeal schedule, adjusted to allow for the same number of weeks.

Fourth - Graduating Students shall typically appeal the grade following the established Grade Appeal Procedure. If, however, a graduating Student is appealing a grade that prevents the Student from graduating, it is recognized that time of graduation may be affected if the established Grade Appeal Procedure is followed. In this case, the Instructor, Department Chairperson, and UASC shall expedite the student's appeal with all due procedural promptness.

C. The week of Spring Break shall not be counted when determining how long the grade appeal has been in process.

D. If the Student's graduation may be delayed due to the appeal process, permission may be given by a Department Chairperson for the Student to take subsequent or required courses within the Department.

E. All Grade Appeal forms and documents must be typed; no handwritten forms shall be accepted.

F. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for Level 1 appeals, and the UASC is responsible for forwarding copies to the Dean's office for Level 2 appeals.

G. Students are strongly advised to keep their own copies of all grade appeal forms and supporting documents.

#### IV. Discussion with Instructor

##### A. Initiate Discussion

Deadlines: end of week 1 of the Appeal Semester for Student to initiate discussion of disputed grade with the Instructor; end of week 2 to reach agreement. (8-week courses; same.)

Student initiates discussion with the Instructor. The Student and Instructor attempt to settle the matter in good faith. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week. If an agreement has not been reached by the end of week 2, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

##### B. Absent Instructor

An Instructor shall be deemed absent when any of the following apply: 1) the Instructor is no longer employed by the university; 2) the Student, with the help of the Instructor's Chairperson, has not succeeded in eliciting from the Instructor a response to his or her queries over a period of two (2) weeks. In this case, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

#### V. Appeals

A. Level 1: Deadlines: end of week 3 of the Appeal Semester for Student to submit Grade Appeal Form to Instructor's Chairperson; end of week 5 to reach agreement. (8-week courses, end of week 3 to submit and end of week 4 to reach agreement).

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#### III. Required Procedures

##### Level 1-

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##### Level 2 -

Moved down [2]: Mediation with Instructor's Chairperson  
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Deadlines -... end of week 3 of the Appeal Semester for student...tudent to submit Grade.. [19]

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1. Mediation with Instructor's Chairperson

The Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall assist the Instructor and the Student in an attempt to settle the matter. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week of the agreement. The Chairperson shall confirm that the grade has been changed within two weeks of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).

If the Instructor is the Chairperson, the Student may appeal the grade directly to the UASC (Level 2).

2. Absent Instructor

In the case of an absent Instructor (as defined in IV.B.), the Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall have the authority to adjust or uphold the grade. If an agreement is reached to change the grade, the Chairperson shall submit the grade change to the Registrar's Office within one week of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).

B. Level 2: University Academic Standing Committee (UASC)

Deadlines: end of week 6 of the Appeal Semester for Student to submit grade appeal form to UASC, via the Faculty Senate President; end of week 9 for UASC to render decision. (8-week courses, end of week 5 to submit and end of week 7 to reach decision.)

The Student completes the Grade Appeal Form for Level 2 and sends it to the President of the University Faculty Senate, who shall forward it to the UASC by the end of week 6 (8-week courses, end of week 5). Upon receipt of the Grade Appeal Form, the UASC shall forward notice of the appeal to the appropriate Dean.

The sole basis for the UASC's deliberations and decision concerning a Student's grade appeal shall be the standard of "palpable injustice" as defined by Article I of this document. The UASC shall render its decision by the end of week 9 (8-week courses, end of week 7), following a hearing to which Instructor, Student, and others deemed appropriate shall be invited. The Student shall have the right to be accompanied by an advisor or support person, who is a silent non-participant in the hearing. Delays shall not be allowed on the basis of an advisor or support person's scheduling conflicts. The Student, Instructor, Chairperson, and relevant Dean shall be notified in writing of the Committee's decision, which shall include a written rationale. The UASC shall notify the Registrar within one week of the decision if a grade change is required. The decision of the UASC shall be final.

C. Deadlines and deadline extensions

1. "By the 2nd week" means 2 weeks (14 calendar days) into the semester, starting with the 1st day of classes. Other deadlines are to be interpreted similarly.
2. A Dean of the appropriate school or college may extend any grade appeal deadline, only at the Student's request, and only if the Student provides written evidence that significant extenuating circumstances led to the missed deadline. The request must be made, in writing, no later than the end of the first week of classes following the original grade appeal semester.

D. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for a level 1 appeal; the President of the Faculty Senate is responsible for forwarding copies to the Dean's office simultaneously with forwarding a Level 2 appeal to the UASC; and the UASC is responsible for forwarding copies to the Dean's office after a Level 2 appeal has been completed.

VI. Summer Grade Appeal

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If the instructor...nstructor is either unavailable or is chairperson, proceed...he Chairperson, the Student may appeal the grade directly to the UASC (Level 3. ... [22]

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Level 3 – UASC

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The student...tudent completes the Grade Appeal Form for Level 2 and sends it to the President of the University Faculty Senate, who shall forward it to the UASC by the end of week 6 (8-week ... [24]

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In such an instance, the matter shall be returned to the UASC for its reconsideration.

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D. Deadlines and deadline extensions

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2. ... Dean of the appropriate school or college may extend any grade appeal deadline, only at the student's...tudent's request, and only if the... [26]

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**A. Assumptions/Conditions**

If a Student earns a grade in a course in the spring semester that prevents the Student from continuing in a program or major, the Student is eligible to appeal the grade during the summer.

**B. Required Procedures**

Summer session grade appeals follow the procedures described in Section V, subsections A through D, above, except that the deadlines for each part of process shall be amended as follows:

- 1. Discussion with Instructor: one week after course grades become available to Students.
- 2. Level 1—Mediation with Instructor’s Chairperson: end of week 2 to submit and end of week 3 to complete mediation.
- 3. Level 2—UASC: end of week 4 to submit and end of week 6 for UASC to render final decision.

When the timeline established for the summer appeals process by this document would result in a delay of the Student’s progress towards degree completion, all parties shall expedite the student’s appeal with all due procedural promptness.

Instructors are strongly encouraged to participate in the Summer Grade Appeal Process either in person or remotely.

**C. Faculty Compensation**

Insofar as the Summer Grade Appeal would not take place during the Academic/Contract year, the Instructor and the members of the UASC shall be compensated for their participation according to the following formula unless they are employed under a full-year contract. The members of the UASC shall receive 4 hours of non-teaching credit load for each appeal; the chair of the appeal hearing shall receive 6 hours of non-teaching credit load for each appeal; the Instructor shall receive 2 hours of non-teaching credit load for each appeal.<sup>3</sup>

**VII. Interpretation**

This section may not be invoked with respect to the interpretation of any item of the Collective Bargaining Agreement. If an issue develops concerning interpretation of this document, whether initiated by the Faculty Senate, a Faculty Member, or any member of the Administration, a binding decision on such an issue shall be made:

- A. by agreement between the President of the University and a majority of the Executive Committee of the Faculty Senate or, failing to obtain agreement on an issue by this method;
- B. by a committee consisting of one member selected by the Senate Executive Committee, one selected by the President of the University, and one selected by the first two committee members, who, by a two-thirds vote shall decide such an issue.

**VIII. Implementation and Amendment**

- A. This document shall take effect upon approval by a two-thirds vote of the Faculty Senate with the concurrence of the President of the University.
- B. This document may be amended by a two-thirds vote of the Faculty Senate with the concurrence of the University President.

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- Notes:
- 1. By grade is meant any of the grades specified in the University Undergraduate or Graduate Catalogs.
  - 2. Semester means the January to May or the August to December sessions of classes.

Page Break



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<sup>3</sup> See CSU-AAUP Collective Bargaining Agreement, article 10.12.1: Duties with No Load Credit. "Bargaining unit duties involving no load credit that are within the University but other than normal assignments may be offered to full-time members up to a total of 135 hours per semester (prorated for intersession or summer session as appropriate). Compensation for each 45 hours of work shall be one load credit at the compensation rates listed in Article 11."

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### Grade Appeal Process Timeline

- For academic-year appeals, all events are counted from the first week of the semester following the semester in which the disputed grade was earned (“the Appeal Semester”).
- For 8-week courses, all events are counted from the first week of either of the next two 8-week course periods following the semester in which the disputed grade was earned.
- For summer appeals, all events are counted from the time that course grades become available to Students.
- For “F” grades, automatically assigned after expiration of an “I” grade, all events are counted from the time that the “F” grade becomes available to Students and the schedule is modified accordingly.

	<u>Spring / Fall</u>	<u>8-Week Course</u>	<u>Summer Appeal</u>
<u>Initiation of Discussion with Instructor</u>	<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<u>Completion of Discussion with Instructor</u>	<u>Week 2</u>	<u>Week 2</u>	<u>Week 1</u>
<u>Level 1: Initiation of Mediation with Chairperson / Program Director</u> (Grade Appeal Form— Level 1, Part 1)	<u>Week 3</u>	<u>Week 3</u>	<u>Week 2</u>
<u>Level 1: Completion of Mediation with Chairperson / Program Director</u> (Grade Appeal Form— Level 1, Part 2)	<u>Week 5</u>	<u>Week 4</u>	<u>Week 3</u>
<u>Level 2: Appeal to University Academic Standing Committee</u> (Grade Appeal Form— Level 2)	<u>Week 6</u>	<u>Week 5</u>	<u>Week 4</u>
<u>Level 2: Grade Appeal Hearing with University Academic Standing Committee</u>	<u>ASAP</u>	<u>ASAP</u>	<u>ASAP</u>
<u>Level 2: Decision by University Academic Standing Committee</u>	<u>Week 9</u>	<u>Week 7</u>	<u>Week 6</u>

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Southern Connecticut State University  
Grade Appeal Form

LEVEL 1 (Department Chairperson / Program Director)

PART 1: Original Appeal

To be completed by the Student and submitted to the Instructor and the Instructor's Department Chairperson / Program Director after the Student has communicated with the Instructor.

Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (M.I.) \_\_\_\_\_

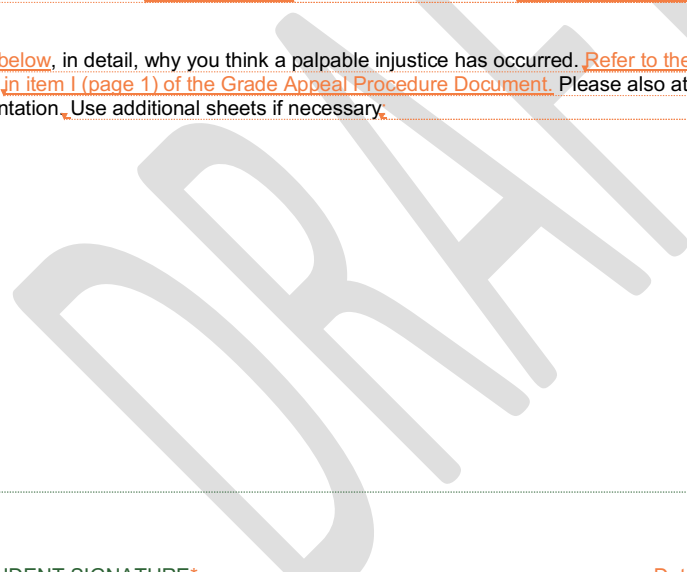
Student ID: \_\_\_\_\_

Course Department Code: \_\_\_\_\_ Course Number: \_\_\_\_\_ Section: \_\_\_\_\_

Indicate semester course taken: FALL \_\_\_\_\_ SPRING \_\_\_\_\_ WINTER \_\_\_\_\_ SUMMER \_\_\_\_\_

Year course taken: \_\_\_\_\_ Instructor: \_\_\_\_\_

Explain below, in detail, why you think a palpable injustice has occurred. Refer to the definition of palpable injustice in item I (page 1) of the Grade Appeal Procedure Document. Please also attach any relevant documentation. Use additional sheets if necessary.



STUDENT SIGNATURE\*

Date: \_\_\_\_\_

CHAIRPERSON SIGNATURE\*

Date: \_\_\_\_\_

\*Signatures from both parties signify that the Student and Chairperson / Program Director have met and discussed the grade appeal, and that the Chairperson / Program Director shall initiate mediation efforts with the Instructor or render a decision in the case of an Absent Instructor. In cases where the Chairperson / Program Director is the Instructor of the course, and the Student is moving directly to a Level 2 appeal, no signature from the Chairperson/Program Director is required.

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**Southern Connecticut State University  
Grade Appeal Form  
LEVEL 1 (Department Chairperson / Program Director)  
PART 2: Documentation of Outcomes**

**To be completed by the Department Chairperson / Program Director after mediation efforts with the Instructor have been completed or after the Chairperson / Program Director has rendered a decision in the case of an Absent Instructor. The Chairperson / Program Director must return the completed form to the Student and provide copies to the Instructor and the Dean of the Instructor's school or college.**

1. Document Chairperson's / Program Director's efforts to mediate the grade dispute (e.g. date or dates of contact and/or discussion, etc.). In the case of an Absent Instructor, indicate this.

2. Was a resolution reached? (Check one) YES  NO

3. Provide a summary of grade appeal decision. If resolution **not** reached, the **Student may proceed to Level 2**. (Use additional sheets if necessary.)

Grade Prior to Appeal \_\_\_\_\_ Grade Following Appeal (if changed) \_\_\_\_\_

STUDENT SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTOR SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

CHAIRPERSON SIGNATURE\* \_\_\_\_\_ Date: \_\_\_\_\_

\*Signatures from all three parties signify that the Chairperson's / Program Director's mediation efforts have been completed and have culminated either in an agreement by the Instructor to change the grade or in a denial of the appeal. In cases of an Absent Instructor, no Instructor signature is needed. In cases where the Chairperson / Program Director is the Instructor of the course and the Student is moving directly to a Level 2 appeal, no signature from the Chairperson / Program Director is required.

**NOTE: all parties shall retain copies of this completed form and supporting documentation.**

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**Southern Connecticut State University  
Grade Appeal Form**

**LEVEL 2 (University Academic Standing Committee)**

**To be submitted, along with already completed pages (Original Appeal and Documentation of Outcomes from Level 1, and any supporting documentation), to the Faculty Senate President, who shall forward it to the University Academic Standing Committee.**

**(To be completed by Student)**

1. Date of grade appeal submission to Faculty Senate President: (dd) \ (mm) \ (yr)

**(To be completed by Faculty Senate President)**

2. Date grade appeal received from Student: (dd) \ (mm) \ (yr)

3. Date grade appeal forwarded to UASC and to relevant Dean: (dd) \ (mm) \ (yr)

**(To be completed by UASC)**

4. Provide a written rationale of UASC grade appeal decision. (Use additional sheets if necessary.)

Signature of UASC Chairperson(s)

Signature of UASC Chairperson(s)

Date of Grade Appeal Final Decision: (dd) \ (mm) \ (yr)

Grade Prior to Appeal: Grade Following Appeal:

Date Grade Change Submitted to Registrar (if applicable): (dd) \ (mm) \ (yr)

Date Decision and Written Rationale Sent to Student, Instructor, Department Chairperson / Program Director, and relevant Dean: (dd) \ (mm) \ (yr)

**NOTE: all parties shall retain copies of this completed form and supporting documentation.**

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Was a resolution reached? (Check one)  YES  NO

2. Provide a summary of grade appeal decision. If resolution **not** reached, the student may proceed to Level 3.

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# Faculty Senate Standing Committee Report for Information: Personnel Policy

**Report Date:** December 2, 2019

**Prepared by:** Members of the Personnel Policy Committee

**Prepared for:** Faculty Senate

**Organizational Topic:** Credit Work Load **Sub-topic:** development of universal 3+1 program or similar

**Short-term Goal:** Using a stepwise approach, the committee will report recommendations beginning with preliminary findings for institutional changes related to potential 3+1 program(s)

## Information Sources & Process

Constituent/stakeholder discussions:

- Provost (Dr. Prezant; 9/25/2019)
- Representative of the School of Business (Dr. Robert Forbus; 10/23/2019)
- Representatives of prior service activities related to topic (Dr. Brian Johnson & Dr. Steven Larocco; 11/20/2019)

Committee Deliberations: 9/25/2019, 10/9/2019, 11/6/2019, 11/20/2019

Data review / self-study / additional considerations:

- SOB documents
- FASP survey outcomes
- External models
- Logic model exercises

## Recommendations

**Recommendation #1:** Gather additional information. Additional information is still needed for a more comprehensive assessment, including additional stakeholder interviews or joint interviews (e.g., CAO, CFO, SPAR, etc.), data collection using additional methods such as focus groups or similar, or more detailed surveying.

### Remaining questions:

1. Will a universal 3+1 program or similar cause more issues with inequalities and inequities than making such decisions at a lower level (e.g., department/college/program -level)?
2. What are the components of a budget proposal for a universal 3+1 program or similar? Can the initiative be revenue neutral? How will it be funded? (e.g., by increasing class size/collapsing course sections? external grant funding? etc.)
3. Where do current credits for reassigned time come from? What credits, above and beyond the minimum credits as outlined in Article 10.6.4 of the Collective Bargaining Agreement (SCSU – 108), will be available for this initiative?
4. How will the outcome of the potential initiative be defined and measured? (e.g., who should define creative activity outcomes? a universal policy? departments? others?)

**Recommendation #2:** Further consideration to the identity and the guiding beliefs of the university should be given as this topic is directly related to the institution's fundamental values.

### Remaining questions:

1. How would more information about the contingencies and ramifications of the potential initiative impact faculty, administration, or other stakeholder opinion about support for this initiative, if at all?
2. What are the implications for shared governance? For the identity of the university as a teaching institution?

**Recommendation #3:** Further consideration of the scope of the topic should be given. The topic is complex and multi-faceted. While some prior efforts have continued, multiple prior efforts related to this topic as a universal policy or process have discontinued. Because of the scope of the topic, faculty leadership and administrative support is critical and needed for any entity within the institution to address this topic. This may be a short-term or long-term process.

**Remaining questions:**

1. If it is determined that a universal policy is feasible, how quickly can this be created and implemented?
2. What are the ramifications of creation and implementation being too quick or too delayed?

**Recommendation #4:** Consideration should be given to equity and the impact of no, partial, and full participation of colleges, schools, departments, and programs across the institution on the institution's functioning.

**Remaining questions:**

1. What are the advantages and disadvantages to each of the three levels of participation?

**Recommendation #5:** Guiding principles drafted by the committee should be reviewed and updated if necessary. Ten draft principles are outlined below.

Policies for distribution of reassigned time, if developed, should:

1. align with the university mission and strategic plan; and
2. have a clear purpose (e.g., supporting the furthering of academic excellence in the applicable discipline(s)); and
3. have an identifiable need (e.g., discipline-specific expectations, such as accreditation, and/or market-analysis supporting the need for faculty availability related to reassigned time for research and other contractual activity(ies)); and
4. have a clear rationale as being necessary to address the identifiable need (e.g., rearrangement of faculty availability for engagement in contractual activity cannot otherwise be resolved under the Collective Bargaining Agreement without such policy(ies)); and
5. have a student impact statement, including expected impact and plans for promoting and maintaining positive impact on student learning, enrollment, retention, and student support/advisement; and
6. should have a sustainability plan for a specified time period, including an assessment of available resources and additional needs with justification for additional resources (e.g., supports within and outside the existing infrastructure, financial/revenue support, technology support, materials/space, etc.); and
7. have an academic excellence impact statement, including support for, expected impact on, and plans for
  - 7a. promoting and maintaining positive impact on all contractual areas of faculty activity (i.e., teaching, creative activity, service, and professional attendance and participation) with statement(s) of support for excellence in all areas, whether affected or unaffected by the policy(ies)
  - 7b. excellence in service or other contractual activity(ies) for which reassigned time is distributed (e.g., reassigned time for curriculum development, committee work, program coordination, faculty-administrative positions, etc.); and
8. have a statement(s) of equitable distribution and procedures for equitable distribution of credit for reassigned time and responsibility among all affected faculty; and
9. have a statement(s) of equity and assurance which serve to guard against such policies creating real or perceived inequitable structure within affected faculty (e.g., a plan for how resources will be distributed, contingencies for faculty participation or non-participation)
  - 9a. this statement should also include support for and expectations related to faculty evaluation for Renewal, Promotion & Tenure as outlined in the Collective Bargaining Agreement; and
10. have a contingency plan to discontinue the policy(ies) or change the distribution of the reassigned time outlined in said policy(ies), including steps for returning to the default instructional load credit allocation as outlined in Article 10.2 of the Collective Bargaining Agreement