

# FACULTY SENATE

January 29, 2020 | 12:10 p.m. | Connecticut Hall Seminar Room

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## Table of Contents

<b>Agenda.....</b>	<b>2</b>
<b>Unapproved Minutes of December 4, 2019.....</b>	<b>4</b>
<b>Minutes of the Standing Committees .....</b>	<b>8</b>
<b>ACADEMIC POLICY COMMITTEE .....</b>	<b>8</b>
<b>ELECTIONS COMMITTEE .....</b>	<b>9</b>
<b>FINANCE COMMITTEE .....</b>	<b>10</b>
<b>PERSONNEL POLICY COMMITTEE.....</b>	<b>12</b>
<b>RULES COMMITTEE .....</b>	<b>13</b>
<b>STUDENT POLICY COMMITTEE.....</b>	<b>14</b>
<b>TECHNOLOGY COMMITTEE.....</b>	<b>15</b>
<b>Special Committees .....</b>	<b>16</b>
<b>2+2 AD HOC Committee .....</b>	<b>16</b>
<b>Undergraduate Curriculum Forum (UCF).....</b>	<b>18</b>
<b>Resolutions &amp; Motions for Consideration .....</b>	<b>31</b>
<b>Approved Resolutions .....</b>	<b>32</b>
<b>Grade Appeal Procedure and Form (FS approved 2019 Dec 04) .....</b>	<b>32</b>

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

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**Agenda**

January 29, 2020

12:10 p.m.

Connecticut Hall – Seminar Room

- I. Approval of Minutes of Previous Meeting held on December 4, 2019
- II. Guests
- III. President’s Report
- IV. Standing Committees
  - a. Academic Policy
  - b. Elections
  - c. Finance
  - d. Personnel Policy
  - e. Rules
  - f. Student Policy
  - g. Technology
- V. Reports of Special Committees
  - a. 2+2 Ad Hoc committee
  - b. UCF
  - c. Graduate Council
- VI. Unfinished Business
- VII. New Business
  - a. Finance Committee (W. Faraclas):
    - i. A new model for funding Faculty Creative Activity Research Grants. Currently, those grants are given only in the form of a stipend. Stipends are taxable income (regardless of how they are used), upon which SCSU has to pay fringe benefits, which reduces the number of grants available. If the FS favors the development of a model with expanded options (e.g., to receive a grant for materials or services), the Finance Committee will develop the proposal to do so.
    - ii. A new deadline for Faculty Creative Activity Research Grants applications. Presently, FCARG applications are due about four weeks into the academic year (around the beginning of October) when faculty members are getting settled in to new classes and putting final touches on P&T and sabbatical files. Awards are announced at the beginning of December. The performance period for awarded is July 1-June 30); hence it would be

possible to establish a later deadline, say by one month, that would remove the competition for attention between the FCARG process and P&T and sabbatical applications.

Executive Committee Meeting: Ten minutes following adjournment

Spring 20202 meetings: January 29, February 12, February 26, March 11, April 1, April 15, April 29, May 6.

Southern Connecticut State University

**FACULTY SENATE**

Unapproved Minutes of December 4, 2019

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

The 7<sup>th</sup> meeting of the Faculty Senate AY 2019-2020 was held on December 4, 2019 at 12:10 p.m. in the Seminar Room of Connecticut Hall.

Attendance

Dave Allen <i>Accounting</i> 5/7	Matthew Ouimet <i>Counseling</i> 7/7	Sandip Dutta <i>Finance</i> 2/7	Robert Forbus <i>Marketing</i> 5/7	David Pettigrew* <i>Philosophy</i> 4/7	Angela Lopez-Velasquez* <i>Special Education</i> 5/7
William Farley <i>Anthropology</i> 4/7	Natalie Starling <i>Counseling &amp; School Psychology</i> 7/7	Peter Latchman <i>Health &amp; Movement Sciences</i> 6/7	Joe Fields <i>Mathematics</i> 6/7	Binlin Wu <i>Physics</i> 6/7	Douglas Macur <i>Theatre</i> 4/7
Jeff Slomba <i>Art</i> 6/7	Beena Achhpal <i>Curriculum &amp; Learning</i> 4/7	Robert Gregory <i>Health &amp; Movement Sciences</i> 7/7	Klay Kruczek <i>Mathematics</i> 7/7	Jon Wharton* <i>Political Science</i> 5/7	Luke Eilderts <i>World Languages &amp; Literatures</i> 7/7
Kevin Siedlecki <i>Athletics</i> 6/6	Maria Diamantis <i>Curriculum &amp; Learning</i> 6/7	Tom Radice <i>History</i> 7/7	Jonathan Irving* <i>Music</i> 0/7	Michael Nizhnikov* <i>Psychology</i> 5/7	
Sarah Crawford <i>Biology</i> 5/7	Dushmantha Jayawickreme <i>Earth Science</i> 7/7	Darcy Kern <i>History</i> 3/7	Frances Penny <i>Nursing</i> 6/7	Kate Marsland <i>Psychology</i> 6/7	Cindy Simoneau <i>Undergraduate Curriculum Forum</i> 6/7
Mina Park* <i>Business Information Systems</i> 4/7	Sanja Grubacic <i>Economics</i> 6/7	Yan Liu <i>Information &amp; Library Science</i> 5/7	VACANT <i>Nursing</i>	William Faraclas <i>Public Health</i> 6/7	Cynthia O'Sullivan <i>Graduate Council</i> 3/7
Jeff Webb <i>Chemistry</i> 7/7	Peter Madonia* <i>Educational Leadership</i> 2/7	Jerry Dunklee <i>Journalism</i> 7/7	Obiageli Okwuka <i>Part-time Faculty</i> 6/7	Michael Dodge <i>Recreation, Tourism &amp; Sport Management</i> 6/7	Aidan Coleman* <i>Student Government Association</i> 4/7
Barbara Cook <i>Communication Disorders</i> 7/7	Mike Shea <i>English</i> 6/7	Parker Fruehan <i>Library Services</i> 7/7	VACANT <i>Part-time Faculty</i>	Paul Levatino <i>Social Work</i> 6/7	Dr. Joe Bertolino <i>SCSU President</i>
Derek Taylor <i>Communication, Media &amp; Screen Studies</i> 7/7	Paul Petrie <i>English</i> 7/7	Jacqueline Toce <i>Library Services</i> 7/7	Mary Ellen Minichiello <i>Part-time Faculty</i> 5/7	Stephen Monroe Tomczak <i>Social Work</i> 7/7	
Mohammad T. Islam* <i>Computer Science</i> 4/7	Matthew Miller <i>Environment, Geography &amp; Marine Studies</i> 7/7	Carol Stewart* <i>Management, International Business &amp; Public Utilities</i> 5/6	Walter Stutzmann <i>Part-time Faculty</i> 6/7	Greg Adams* <i>Sociology</i> 4/7	
<u>Guests:</u>					

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

Faculty Senate President D. Weiss called meeting to order at 12:11 p.m.

#### I. Announcements

1. D. Weiss thanked Senators for their work during the Fall 2019 semester.
2. J. Dunklee: Contact him if interested in serving as faculty advisor to the University Radio station.

II. Minutes of the previous meeting held on November 13, 2019, were accepted as distributed.

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

#### III. President's Report

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

1. W. Stutzman **moved to endorse** the proclamation recognizing G. Olshin's career of over 50 years at Southern. Motion **seconded** and **approved**.

#### IV. Standing Committees

1. Academic Policy (P. Petrie): Minutes received; no additional report.
2. Elections (K. Kruczek): Minutes received; congratulations to faculty who ran for P&T committee.
3. Finance (W. Faraclas): Minutes received; remaining travel funds may be found in the President's report.
4. Personnel Policy (N. Starling): Minutes received; no additional report.
5. Rules (R. Gregory): Minutes received; Senate bylaws and constitution revisions planned for Spring 2020.
6. Student Policy (K. Marsland): Minutes received; Academic Misconduct document revisions planned for Spring 2020 semester.
7. Technology (P. Fruehan): Minutes received.

#### IV. Special Committees

1. UCF: No report.
2. Graduate Council (C. O'Sullivan): Revisions to the Capstone approval process:

To: Graduate Council  
From: Policy and Procedures Committee  
Date: 11/25/2019  
Re: Motion re Capstone Approval Process

The PPC moves that the following capstone approval process, which was developed in consultation with the graduate dean and the registrar, be approved by the Graduate Council to take effect during the current 2019/2020 academic year:

#### **Capstone approval process**

Academic departments determine whether students have successfully completed capstone requirements. Successful completion of capstone special projects and theses indicates that the capstones have been approved by two faculty members and the department chair. Successful completion of capstone requirements is documented as follows:

**I. Documenting approvals of capstone special projects and comprehensive examinations:**

- A. Departments have the responsibility for approving capstone proposals. No documentation to the Graduate office is required.
- B. When the capstone special project or examination is assigned in a specific course, then a passing grade in the course serves as documentation that the capstone has been successfully completed. No additional documentation is required.
- C. When the capstone special project or examination is *not* an assignment within a specific course, then the department chair (or designee) submits an automated *Graduate Audit Form* in Workflow to document that the capstone requirement has been passed.

**II. Documenting approvals of capstone theses:**

- A. Departments may develop discipline-specific Proquest formatting requirements for capstone theses in accordance with disciplinary conventions.
- B. Departments that use discipline-specific Proquest formats are responsible for reviewing and approving theses for Proquest submission.
- C. Departments that use the standard Graduate School Proquest format may either review and approve theses for Proquest submission or request Graduate office assistance in reviewing theses for Proquest submission.
- D. When the capstone thesis is assigned in a specific course, then a passing grade in the course serves as documentation that the capstone thesis has been completed, approved, and submitted to Proquest. No additional documentation is required.
- E. When the capstone thesis is not an assignment within a specific course, then the department chair (or designee) submits an automated *Graduate Audit Form* in Workflow to document that the capstone thesis requirement has been passed.

- 3. University Grants Committee (transmitted from R. Jeffrey and announced by L. Eilderts): The University Grants Committee reviewed this fall's proposals and we sent 24 names to the Provost to receive the FCARG award.
- 4. CSU Professorship Committee (transmitted from A. Coca and announced by L. Eilderts): Earlier this semester our committee elected me through email as the chair of the committee. Several calls have been sent out by the Office of the Provost for nominations for CSU Professor. Nominations were due: November 22, 2019. Completed Applications are due: January 24, 2020. We have not met yet but expect to meet once we receive the completed applications.

V. New Business

- 1. P. Petrie (chair, APC): **Moved to accept** the revisions to the Grade Appeal Procedure and Form as presented. Motion **approved**. (Resolution may be found on the [Resolutions](#) page of the Faculty Senate website as well as at the end of the packet.)
- 2. N. Starling: Presented the Personnel Policy committee's work on the "3+1" workload (informational document included at the end of packet).

VI. Adjournment

- M. Diamantis **moved to adjourn.** Motion **seconded and approved.**
- Adjourned at 1:12 p.m.

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L. Eilderts  
Secretary

## Minutes of the Standing Committees

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### ACADEMIC POLICY COMMITTEE

#### **APC Minutes—22 Jan 2020**

Present: Allen, Farley, Jayawickreme, Petrie (chair), Siedlecki, Yavuz (guest)

- Discussion with Olcay Yavuz (survey expert) re: mechanics of projected P&T file size survey.
- Decision to put survey on hold pending discussion with expanded committee re: possible alternative models for P&T process.

Respectfully submitted,

Paul R. Petrie



ELECTIONS COMMITTEE

## FINANCE COMMITTEE

### **Faculty Senate Finance Committee January 22, 2020**

Present members: Bill Faraclas, Carol Stewart.

1. Invitations were sent to Ajay Chhabra (Financial Information Systems Support Specialist/Budget and Planning) and Anna Rivera-Alfaro (Coordinator of Accounts Payable, which houses the Travel Office) to attend the Finance Committee's February 5 meeting. Replies are awaited.
2. Initial information to be sought regarding combined CBA travel fund and Faculty Creative Activity Travel Fund for each of the past five years:
  - Amount of funds allocated between contractually designated amount (CBA travel fund) and Faculty Creative Activity Travel Fund.
  - The number of FT and PT faculty members supported annually by the combined CBA travel fund and the Faculty Creative Activity Travel Fund.
  - The average amount allocated to each trip (FT and PT).
  - The number (if any) of members (FT and PT) not supported because funds were exhausted.
  - The amount of rollover funds included in funding for each of the past five years and the current year.

Bill Faraclas will gather preliminary information.

3. Initial information to be sought regarding Faculty Creative Activity Research Grants for the past five years:
  - The number of applications.
  - Proportion of applications by school/college.
  - Proportion of applications recommended for funding.
  - Proportion of applications funded.
  - Proportion of applications funded, by school/college.

Carol Stewart will gather preliminary information.

4. To be able to understand the full picture of travel support, the Finance Committee would like to understand additional sources of travel funding provided by the academic deans and the Provost. A member of the Committee (TBD) will gather preliminary information.
5. The Finance Committee has heard anecdotal suggestions that some travel authorization (TA) requests may have been "denied" by department chairs or deans because requesters were not presenting at the conferences they planned to attend. To preclude further rumors (or inappropriate actions) the Finance Committee will recommend to the Faculty Senate the distribution of a clarifying statement to all members of the faculty and the academic deans

and Provost that presents the contractual basis for CBA-mandated travel funding being intended for members to attend meetings, without specific participation requirements. The Committee will request initial consideration of this recommendation by the FS Executive Committee.

**CBA 9.5.1** From the amount appropriated for the purposes enumerated in Article 12.10.1, funds may be allotted for members for attendance at professional seminars, workshops, conferences or educational exchanges.

**CBA 9.5.5** Unreasonable denial of a member's requests to attend workshop/conferences may be appealed to the President or designee.

6. The Finance Committee wishes to present two exploratory questions to the Faculty Senate to ascertain the level of support for developing proposals for:
  - a. A new model for funding Faculty Creative Activity Research Grants. Currently, those grants are given only in the form of a stipend. Stipends are taxable income (regardless of how they are used), upon which SCSU has to pay fringe benefits, which reduces the number of grants available. If the FS favors the development of a model with expanded options, the Finance Committee will develop a proposal for Senate consideration.
  - b. A new deadline for Faculty Creative Activity Research Grants applications. Presently, FCARG applications are due about four weeks into the academic year (around the beginning of October) when faculty members are getting settled in to new classes and putting final touches on P&T and sabbatical files. Awards are announced at the beginning of December, but the performance period for selected applications is July 1- June 30. It would be possible to establish a later FCARG application deadline, say by one month or so, that would remove the competition for attention (time) between the FCARG process and the completion of P&T and sabbatical applications.

These minutes have not been approved.

Respectfully submitted,  
William Faraclas

## PERSONNEL POLICY COMMITTEE

### **UNAPPROVED MINUTES**

January 22, 2020

**Engleman Hall – Room C-024**

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

12:10pm

Approval of Minutes: PPC Meeting Minutes of November 20, 2019

- Minutes approved by all present PPC members.

#### ANNOUNCEMENTS/OLD BUSINESS:

University-wide credit load

- Committee planned schedule of meetings for Spring semester
- Reviewed list of potential guests and topics

Adjourned 1:45pm

## RULES COMMITTEE

### Faculty Senate - Rules Committee (RC)

**January 22, 2020**

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 12:10PM

Topic	Discussion	Action Item
Call to order Announcements	Proposed changes of the Constitution & By-laws initially crafted by the Rules Committee were shared with FS President Weiss and then to the executive committee. EC members forwarded input back to RC chair Gregory.	Next RC task is to integrate proposed input from the Executive Committee into the document.
	RC integrated EC feedback vis-a-vis the language regarding the approval process of revisions of the Constitution.	None
	RC integrated EC feedback vis-à-vis the language regarding the approval threshold for revision of the Constitution. In previous document a threshold (200). The RC agreed to keep the language as is and leave alternatives to emerge and be discussed on the FS floor.	none
	The RC reviewed language around the voting process to propose changes to the Constitution. RC included language that added President approve recommended changes, and clarified the voting process within a Faculty Senate meeting.	none
	RC tentatively finished reviewing Constitution and will submit working draft to President & EC.	BG, RC chair, will forward
Motion to Adjourn	Motion to adjourn was made and passed at 2:00 PM.	Motioned seconded Meeting adjourned

Respectfully Submitted, Paul Levatino

## STUDENT POLICY COMMITTEE

### **January 22, 2020 Minutes**

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

1. Meeting called to order at 12:30
2. Committee discussed revisions to Academic Misconduct Policy in response to feedback from the UASC, Dean Tetreault.
3. Committee agreed to invite the Dean of Admissions, the chairs of English and Math and the Provost to meetings this semester 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 1:45

Respectfully submitted by K. Marsland

## TECHNOLOGY COMMITTEE

## Special Committees

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### 2+2 AD HOC Committee

#### **Wednesday, Jan. 22, 2020 – ASC Room 311**

The Faculty Senate has established a new ad hoc committee to explore the feasibility of Southern providing the opportunity for students to complete a Bachelor's degree at the location of several of the community colleges (Gateway, Housatonic, Norwalk). In essence, the community college location would serve as a satellite campus to Southern. Members of the committee will include interest Senators, other faculty, interested members of the administration, student service, advising, and representatives from the community colleges.

The first organizational meeting of the committee was Wednesday, Jan. 22, 2020.

In attendance: Dr. Deb Weiss, Faculty Senate President; Prof. Cindy Simoneau, UCF Chairperson/JRN; Dr. Jim Simon, JRN Adjunct faculty; Dr. Jonathan Wharton, PSC/ Faculty Senate; Dr. Craig Hlavac, Associate Dean Arts & Sciences; via telephone, Dr. Barbara Cook, CMD/Faculty Senate.

Elected co-chairs of the 2+2 Committee were: Barbara Cook and Jonathan Wharton. Serving as committee secretary will be Cindy Simoneau.

There was discussion about reaching out to other areas of campus for committee participants.

Faculty Senate President Deb Weiss discussed the genesis of the idea of Southern working on offering community college students an opportunity to finish a bachelor's degree on their community college campus.

All agreed it would be important to review the Memo of Understanding on a 2+2 program between between Western Conn and Northwestern CC.

There have been individual Southern-taught courses offered at Gateway CC in ANT, SOC, PSY. Gateway students pay no tuition or fees for these courses.

Deb Weiss will contact Professor and LAS Advisor Lauren Doninger and Housatonic Chairperson Elizabeth Steeves in order to see if they would be interested in serving on the committee or attending some of the meetings in an advisory capacity. Both of these faculty members are well-versed in the TAP Pathways as well as the programs offered at their colleges as well as the students' needs. Reach-out is also planned to Chairs Council, Student Affairs and students here and at Gateway and Housatonic.

Discussion also focused on various delivery methods such as onsite and online, as well as transportation logistics that would allow students to access Southern's campus if needed.



## UPDATE:

- Craig Hlavac contacted Executive VP for Finance and Administration Mark Rozewski, about an appointee serving on the committee from that office.
- Deb Weiss discussed the initiative with president Joe Bertolino and had the opportunity to clarify two issues. We wondered if there was still the same level of interest, now that Gateway and Housatonic President Paul Broadie II left Connecticut. President Bertolino clarified that he has spoken with the new Regional President, Thomas Coley, who expressed a high level of interest in continuing to pursue the endeavor.
- Regarding the question that arose at the meeting regarding the cost of using the campuses, there would be no cost for utilizing the space on those campuses. The third campus that should be in the mix, apparently, is Norwalk CC. Also, the President remains very enthusiastic about moving forward since he sees many potential advantages to us having “satellite” campuses.
- Provost Bob Prezant also suggested AVP Ilene Crawford to serve on the committee.
- Deb Weiss contact Dr. Doninger and Ms. Steeves who both expressed an interest in being involved in the endeavor.

# **Undergraduate Curriculum Forum Motions approved Dec. 12, 2019**

**At the final meeting of the Fall 2019 semester, the UCF approved three policy changes regarding curriculum:**

## **1. Motion (from Writing Across Curriculum Committee):**

Effective Fall of 2020, in order to satisfy the University W-Course requirement, students must complete a minimum of nine (9) credits of W coursework.

Students who transfer at least sixty (60) credits from another institution, are required to take six (6) credits of W coursework, and students who transfer at least ninety (90) credits from another institution, are required to take three (3) credits of W coursework at SCSU.

## **2. Motion (from University Wide Impact Committee): To approve proposed policy requiring exploratory students to declare a major— effective Fall 2020. (See below)**

### **Exploratory Students Policy on Declaring Majors:**

#### **a. University-wide policy regarding requirement to declare a major:**

- I. Students must declare a major upon completion of 60 credits.
- II. Transfer student entering with 60 or more credits must declare a major prior to the end of their first semester of coursework at SCSU.

#### **b. Policies guiding the Exploratory option:**

- I. The Exploratory status is designed to provide students who are not yet sure about their major course of study with the time to explore major options while working on their general education coursework (the Liberal Education Program).
- II. Students unsure of their program of study will be able to select the Exploratory option within the Selection of Degree or Next-Steps processes. These students will be given the option of indicating their area of interest by selecting one of the following:
  - Exploring: STEM
  - Exploring: Arts & Humanities
  - Exploring: Social & Behavioral Sciences
  - Exploring: Business
  - Exploring: Education
  - Exploring: Health and Human Services
  - Exploring: Open to exploring all major options, including Interdisciplinary Studies
- III. Exploratory students will be advised by an advisor in the Department of Academic Advising, who will provide pro-active and directed course registration and major choice advising.
- IV. Exploratory students can declare a minor.
- V. Students with Exploratory status must declare a major upon completion of 60 credits. To enforce this credit limit, all students who are still in the exploratory status with 45-60 credits will have a registration hold put on their ability to register for courses, compelling them to see their academic advisor and make a major declaration decision.
- VI. Recognizing that some transfer students may need a little time to make a final decision on their major, transfer students with more than 60 credits can begin in the exploratory program, but must declare a major within their first semester on campus. These students will have a registration hold requiring them to declare by the end of that semester, compelling them to see their academic advisor and make a major declaration decision.

**3.Motion (from Liberal Education Program Committee): Effective Fall 2020, in order to assist students in understanding how the LEP courses reflect and integrate the Tier 1, Tier 2, or Tier 3 key elements, LEP course syllabi shall include the appropriate syllabus statement from the following list: (See below)**

## **LEP Syllabi Statements**

### **Tier 1 Statements**

#### **Critical Thinking**

This course fulfills the Tier 1, Critical Thinking category of our general education requirements, the Liberal Education Program. The purpose of the Critical Thinking category is to prepare students to identify problems and to think effectively about their solutions, both of which require making good arguments and critically assessing information. These skills are necessary for active learning and independent thinking; they also are essential for academic success and good decision-making in students' personal, professional, and public lives.

Using real world problems, the course will provide instruction in the following:

- 1) **Logical Argumentation**--Identifying various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning
- 2) **Evaluation**– Identifying assumptions, and assessing the quality and reliability of sources of evidence and learning the criteria for evaluating the success of each kind of inference.
- 3) **Analysis** – Breaking concepts and assertions down into components and identifying the interrelations of these parts in order to ascertain the defining features of the concepts and the meaning of assertions
- 4) **Synthesis**– Drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences.

#### **Multilingual Communication**

This course fulfills the Tier 1, Multilingual Communication category of our general education requirements, the Liberal Education Program. The purpose of the Multilingual Communication category is to develop students' proficiency in a language and create awareness of cultures other than their own. These capacities enhance the students' ability to think critically about themselves in relation to others, to appreciate the complexity of language and the richness of cultures, and to live as informed and responsible citizens in an increasingly interdependent world.

The main objectives of this category are the following:

- 1) Language Proficiency --Participating in interpersonal, presentational, and interpretive modes of communication at the following levels as defined by the standards of the American Council on the Teaching of Foreign Languages (ACTFL): western language – intermediate low; non-western language --novice high
- 2) Cultural and Linguistic Awareness -- Making informed comparisons of one's own and another culture, including cultural values and linguistic diversity, and making informed comparisons across languages, including one's native language, which may include dialectical, stylistic, and syntactic variation
- 3) Communities-- Acquiring tools necessary to continue developing language proficiency and cultural understanding and to approach other unfamiliar languages and cultures, using the target language beyond the classroom setting
- 4) Connections -- Connecting a developing cultural understanding to other fields of study and to other aspects of one's life
- 5) Critical analysis -- Analyzing products of the target culture, such as visual arts, literature, music and performing arts, as well as everyday cultural practices and perspectives, such as cultural attitudes toward food, clothing, transportation and the media

## **Quantitative Reasoning**

This course fulfills the Tier 1, Quantitative Reasoning category of our general education requirements, the Liberal Education Program. The purpose of the Quantitative Reasoning category is to enable students to recognize, understand, and use the quantitative elements they may encounter in various aspects of their lives, to foster abstract quantitative thought, to build self-confidence, and to appreciate the beauty and power of quantitative reasoning. Increasingly, success in modern life, academic disciplines, and career paths depends upon quantitative reasoning.

The main objectives of this category are the following:

- 1) Quantitative Situations -- Identifying the essential quantitative elements in both routine and novel situations and understanding the relationships between those quantitative elements, and producing mathematical models appropriate for the intended analysis (e.g., writing equation(s) to represent the situation)

- 2) Quantitative Data -- Representing quantitative information in both technical and common language by using symbolic, graphical, and tabular formats, and drawing correct inferences from quantitative information through the interpretations of such representations
- 3) Methods -- Acquiring the tools and methods necessary to resolve both routine and novel quantitative questions, including a correct sequencing of procedures, and using them appropriately, given the nature and constraints of a situation. In addition to using knowledge previously acquired in intermediate algebra, students will demonstrate proficiency with information presented in numerical or statistical form and mathematical concepts of growth and decay with their applications (e.g., linear, quadratic, exponential, etc.)
- 4) Reliability of Data and Solutions -- Correctly evaluating the level of accuracy stated or implied for given data, and assessing the correctness and accuracy of an analysis, including the assessment of the method and model used and the reasonableness of the solution
- 5) Mathematical Process -- Using discovery (e.g., exploration and pattern-recognition), conjecture, and testing to develop mathematical formulas, theorems, and then giving persuasive mathematical arguments to establish their validity

## **Technological Fluency**

This course fulfills the Tier 1, Technological Fluency category of our general education requirements, the Liberal Education Program. The purpose of the Technological Fluency category is to provide students fluency in contemporary and emerging technologies that transform the way we work, and to prepare them to respond to future technological changes. In today's highly technological society, comfort with and fluency in rapidly evolving technology provide students with a competitive edge professionally and with important tools for social interaction and collaboration.

The main objectives of this category are the following:

- 1) Common Tasks -- Solving problems, accessing information, and communicating information and ideas using appropriate technologies
- 2) Focus -- Using emergent or recently developed technologies (hardware or software) to address specialized tasks
- 3) Future Technological Change -- Navigating and adapting to future technological developments
- 4) Broader Implications -- Being cognizant of ethical and social implications of revolutionary technologies, including but not limited to their impact on security, privacy, censorship, intellectual property, and the reliability of information

## **Written Communication**

This course fulfills the Tier 1, Written Communication category of our general education requirements, the Liberal Education Program. The purpose of the Written Communication category is to provide students with the tools to comprehend what they read, to discover new ideas, to refine their thinking, and to express their thoughts cogently in writing. In our contemporary society, the capacity to grapple with complex thoughts and to communicate effectively in written form is of ever-increasing importance to students' personal, professional, academic, and public lives.

The main objectives of this category are the following:

- 1) Argument Comprehension -- Summarizing, analyzing, and challenging sophisticated texts by evaluating evidence and the validity of an author's claims
- 2) Argument Construction -- Making a coherent written argument that gives background information, presents a reasonable claim, and uses a range of evidence to support the claim
- 3) Academic Honesty -- Avoiding plagiarism by properly using primary and secondary sources, including paraphrase, summary, and accurate citations (in an appropriate citation style)
- 4) Audience Awareness -- Using the conventions of multiple genres to communicate effectively with particular audiences.
- 5) Correctness -- Demonstrating control over standard English language usage (grammar, spelling, tone, style, semantics, and syntax) and revising for accuracy, clarity and depth.

# LEP Syllabi Statements (continued)

## Tier 2 Statements

### American Experience

This course fulfills the Tier 2, American Experience category of our general education requirements, the Liberal Education Program. The purpose of the American Experience category is to develop a broad understanding of the society, politics, and culture of the United States and in particular its historical and contemporary diversity. This knowledge enables students to become informed and engaged citizens and provides a social and historical context to their lives.

The main objectives of this category are:

- 1) Historical Development – Examining the evolution of American society, culture, and/or politics and interconnections among them.
- 2) Diversity in American Experience – Understanding the roles of many different peoples in creating the American experience including non-majority perspectives.
- 3) America’s Relationship with the World – Exploring historical and recent issues concerning America’s interactions with the world (e.g. immigration, globalization, etc.).

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

### Creative Drive

This course fulfills the Tier 2, Creative Drive category of our general education requirements, the Liberal Education Program. The purpose of the Creative Drive category is to prepare students to think creatively through significant hands-on practice with a process that generates new conceptions and reveals new interpretations. Creativity is the well-spring of invention and delight.



The main objectives of this category are:

- 1) Articulation of Project – Identifying a concept and a medium.
- 2) Development of Project – Using creative thinking: examining different strategies or designs that will lead to accomplishing the project; selecting and refining the most productive strategies through constant self-reflection.
- 3) Presentation of Project – Displaying or performing the project publicly.
- 4) Creative Process and Exemplars – Examining the creative process itself as both an inspirational and problem-solving endeavor; examining exemplary works.

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Cultural Expressions**

This course fulfills the Tier 2, Cultural Expressions category of our general education requirements, the Liberal Education Program. The purpose of the Cultural Expressions category is to develop the students' understanding of and aesthetic appreciation for influential cultural objects and traditions. This understanding will enable students to expand their own aesthetic sensibilities and to enhance their encounters with cultural works.

The main objectives of this category are:

- 1) Aesthetic Evaluation – Encountering historical and/or contemporary genres of cultural expression.
- 2) Analytical Skills – Thinking critically and analytically about cultural expressions.
- 3) Cultural Significance – Examining social, historical, and aesthetic contexts of cultural expressions.

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Global Awareness**

This course fulfills the Tier 2, Global Awareness category of our general education requirements, the Liberal Education Program. The purpose of the Global Awareness category is to acquaint students with perspectives on current world affairs not centered in the American experience. To be effective citizens, students need to know and understand the conditions of others around the globe and the relationships and connections between self, local surroundings, and the broader world.

The main objectives of this category are:

- 1) Area or Phenomenon outside the United States – Understanding a specific geographical region or phenomenon of international significance (e.g., the Middle East, sustainability, or globalization).
- 2) Contemporary Implications – Gaining significant insight into contemporary world issues.
- 3) Non-U.S. Perspectives – Exploring non-American points of view and ways of life.

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Mind and Body**

This course fulfills the Tier 2, Mind and Body category of our general education requirements, the Liberal Education Program. The purpose of the Mind and Body category is to develop students' understanding of various conceptions of the self and awareness of the self as a developing entity. This will enrich students' appreciation of their own personal identity and help them make effective and meaningful decisions about their lives.

The main objectives of this category are:

- 1) Conceptions of the Individual – Examining multiple ways that different disciplines and/or cultures define the self.
- 2) Growth – Studying the development of the individual in response to both internal and external forces.

3) Mind-Body Connection – Understanding conceptual and experiential interrelations between mental and physical aspects of the self.

4) Focus – Exploring deeply at least one approach to understanding the self (including but not limited to physical, psychological, religious, and philosophical).

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Natural World**

This course fulfills the Tier 2, Natural World category of our general education requirements, the Liberal Education Program. The purpose of the Natural World category is to familiarize students with science as a method of inquiry and to raise their awareness of the role science plays in the world. The ability to accurately and objectively articulate the scientific underpinnings of important complex issues is essential in a society that increasingly depends on science and technology.

The main objectives of this category are:

1) Scientific Inquiry – Understanding the nature of scientific inquiry in general and the use of the scientific method as a basic inquiry tool.

2) Body of Scientific Principles – Learning a coherent body of scientific knowledge.

3) Significant Lab or Field Experience – Collecting and analyzing scientific data in a laboratory or field setting using reasonable scientific protocols.

4) Quantitative Methods – Using, understanding, and analyzing numerical data to make reasonable inferences and interpretations.

5) Relevance to Contemporary Societal Issues – Understanding the scientific components of some important world issues (for example, biodiversity loss, genetic engineering, global climate change, land use and planning, resource depletion, or energy concerns).

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Social Structure, Conflict, and Consensus**

This course fulfills the Tier 2, Social Structure, Conflict, and Consensus category of our general education requirements, the Liberal Education Program. The purpose of the Social Structure, Conflict, and Consensus category is to develop student understanding of social conflicts and their sources, and of possible means for seeking resolution. An understanding of the relationships among competing interest groups, power dynamics, conflicts, and potential resolutions of such conflicts is necessary to engage with a diverse society.

The main objectives of this category are:

- 1) Institutions and Power Dynamics – Understanding the normative structure, function, and historical context of institutions (e.g. family, government, economy, education, or religion, etc.) and how social power influences and is influenced by them.
- 2) Sources of Social Conflict – Examining how social conflicts evolve.
- 3) Variety of Perspectives – Recognizing the role of multiple perspectives in understanding conflict and seeking consensus.
- 4) Specific Social Conflict – Exploring extensively at least one significant social conflict.

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

## **Time and Place**

This course fulfills the Tier 2, Time and Place category of our general education requirements, the Liberal Education Program. The purpose of the Time and Place category is to appreciate the rich variation in human perspectives on the human experience and on nature. Exposure to such perspectives fosters a more cosmopolitan view of the world and provides an important context for the students' understanding of themselves and their own time and place.

The main objectives of this category are:

- 1) Focus – Examining a specific time and/or place with an emphasis on continuity and change.

2) Perspective – Encountering unique viewpoints associated with that time or place.

3) Significance – Understanding the relevance of such perspectives to students' lives today.

In addition to covering these objectives, this course will also reemphasize at least three Tier 1 competencies: Critical Thinking, Written Communication, and (here please include the third one that applies to your course--Multilingual Communication, Quantitative Reasoning, Technological Fluency, Information Literacy, Interpersonal Effectiveness, Creative Thinking, or Oral Communication).

# LEP Syllabi Statements (continued)

## Tier 3 Statement

This course fulfills the Tier 3, Capstone Experience of our general education requirements, the Liberal Education Program. This course addresses the highest levels of thinking (analysis, synthesis, and evaluation) and allows students to integrate their Liberal Education Program learning experiences.

In this course we:

- 1) draw on the following Tier 2 *Areas of Knowledge and Experience*: (name the Tier 2 *Area(s) of Knowledge and Experience* that apply to your course)
- 2) utilize the following Tier 1 *Competencies* at an advanced level: (name at least three Tier 1 *Competencies* that apply to your course)
- 3) engage in the following *Discussions of Values* and any interrelationships: (name at least three *Discussions of Values* that apply to your course)
- 4) require the following *Culminating Project* that encourages students to integrate their Liberal Education Program experience: (name the project)
- 5) address the following *Capacious Contemporary Issue(s)*: (name the issues addressed)

## Resolutions & Motions for Consideration

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## Approved Resolutions

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Grade Appeal Procedure and Form (FS approved 2019 Dec 04)





FACULTY SENATE

Faculty Senate Resolution Number F-2019-03

To: Joe Bertolino, Ed.D., President, Southern Connecticut State University
From: Deborah Weiss, Ph.D., President, SCSU Faculty Senate

The attached Resolution of the Faculty Senate is entitled: RESOLUTION Regarding Revision of Grade Appeal Procedure and Form
This Resolution was approved by Faculty Senate on: December 4, 2019

- X This Resolution is presented for APPROVAL
This Resolution is presented for INFORMATION

In accordance with the CSU-AAUP Contract (Article 5.10), "When the Senate makes a written recommendation to the President, the President shall acknowledge and respond to the recommendation in writing within fifteen (15) school days of receiving the Senate's recommendation. "

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

Deborah Weiss signature line, 12/4/19 Date
Deborah Weiss, Ph.D., President, Faculty Senate

cc: Robert S. Prezant, Ph.D., Provost and Vice President for Academic Affairs

ACTION OF THE UNIVERSITY PRESIDENT

To: Deborah Weiss, Ph.D., President, SCSU Faculty Senate
From: Joe Bertolino, Ed.D., President, SCSU

Resolution for Approval:

- [X] Resolution APPROVED
[ ] Resolution DISAPPROVED (Provide comments below or attach statement)

Comments line

Resolution for Information:

- [ ] Resolution NOTED (applies to Informational Resolutions only)

Comments line

Joe Bertolino signature line, 12-6-19 Date
Joe Bertolino, Ed.D., President, SCSU



**SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE**

**RESOLUTION REGARDING REVISION OF GRADE APPEAL PROCEDURE AND FORM**

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence; and

Whereas the SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas revisions to the Grade Appeal Procedure and Form have been recommended by the Faculty Senate Academic Policy Committee; now, therefore, be it

*Resolved*, That the following document be approved:



**SOUTHERN CONNECTICUT STATE UNIVERSITY**  
**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.

<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.

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 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 either 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 and the Dean of the appropriate school or college.**

**(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.**



# 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