

Southern Connecticut State University
FACULTY SENATE

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

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Southern Connecticut State University
FACULTY SENATE

Agenda

February 12, 2020

12:10 p.m.

Connecticut Hall – Seminar Room

- I. Approval of Minutes of Previous Meeting held on January 29, 2020
- II. Guests
 - a. Global Education Advisory Committee (GEAC): Dr. Helen Marx & Dr. Olcay Yavuz (1:15)
- 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. UCF
 - b. Graduate Council
 - c. 2+2 Ad Hoc
- VI. Unfinished Business
- VII. New Business
 - a. Presentation on Survey Admin Effectiveness (J. Wharton)

Executive Committee Meeting: Ten minutes following adjournment

Spring 2020 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 January 29, 2020

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

The 8th meeting of the Faculty Senate AY 2019-2020 was held on January 29, 2020 at 12:10 p.m. in the Seminar Room of Connecticut Hall.

Attendance

Dave Allen <i>Accounting</i> 5/8	Matthew Ouimet <i>Counseling</i> 8/8	Sandip Dutta* <i>Finance</i> 2/8	Robert Forbus* <i>Marketing</i> 5/8	David Pettigrew <i>Philosophy</i> 5/8	Angela Lopez-Velasquez <i>Special Education</i> 6/8
William Farley <i>Anthropology</i> 5/8	Natalie Starling <i>Counseling & School Psychology</i> 8/8	Peter Latchman <i>Health & Movement Sciences</i> 7/8	Joe Fields <i>Mathematics</i> 7/8	Binlin Wu <i>Physics</i> 4/8	Douglas Macur* <i>Theatre</i> 4/8
Jeff Slomba <i>Art</i> 7/8	Beena Achhpal* <i>Curriculum & Learning</i> 4/8	Robert Gregory <i>Health & Movement Sciences</i> 8/8	Klay Kruczek <i>Mathematics</i> 8/8	Jon Wharton <i>Political Science</i> 6/8	Luke Eilderts <i>World Languages & Literatures</i> 8/8
Kevin Siedlecki <i>Athletics</i> 7/7	Maria Diamantis <i>Curriculum & Learning</i> 7/8	Tom Radice <i>History</i> 8/8	Jonathan Irving* <i>Music</i> 0/8	Michael Nizhnikov <i>Psychology</i> 6/8	
Sarah Crawford <i>Biology</i> 6/8	Dushmantha Jayawickreme <i>Earth Science</i> 8/8	Darcy Kern* <i>History</i> 4/8	Frances Penny <i>Nursing</i> 7/8	Kate Marsland <i>Psychology</i> 7/8	Cindy Simoneau <i>Undergraduate Curriculum Forum</i> 7/8
Mina Park <i>Business Information Systems</i> 5/8	Sanja Grubacic* <i>Economics</i> 6/8	Yan Liu* <i>Information & Library Science</i> 5/8	VACANT <i>Nursing</i>	William Faraclas <i>Public Health</i> 7/8	Cynthia O'Sullivan* <i>Graduate Council</i> 3/8
Jeff Webb <i>Chemistry</i> 8/8	Peter Madonia <i>Educational Leadership</i> 3/8	Jerry Dunklee <i>Journalism</i> 8/8	Obiageli Okwuka <i>Part-time Faculty</i> 7/8	Michael Dodge <i>Recreation, Tourism & Sport Management</i> 7/8	Aidan Coleman <i>Student Government Association</i> 5/8
Barbara Cook <i>Communication Disorders</i> 8/8	Mike Shea <i>English</i> 7/8	Parker Fruehan <i>Library Services</i> 8/8	VACANT <i>Part-time Faculty</i>	Paul Levatino <i>Social Work</i> 6/8	Dr. Joe Bertolino <i>SCSU President</i>
Derek Taylor* <i>Communication, Media & Screen Studies</i> 7/8	Paul Petrie <i>English</i> 8/8	Jacqueline Toce <i>Library Services</i> 8/8	Mary Ellen Minichiello <i>Part-time Faculty</i> 6/8	Stephen Monroe Tomczak <i>Social Work</i> 8/8	
Mohammad T. Islam <i>Computer Science</i> 5/8	Matthew Miller <i>Environment, Geography & Marine Studies</i> 8/8	Carol Stewart <i>Management, International Business & Public Utilities</i> 6/8	Walter Stutzmann <i>Part-time Faculty</i> 7/8	VACANT <i>Sociology</i>	
Guests: I. Crawford (AA) R. Prezant (Provost)					

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

Faculty Senate President D. Weiss called meeting to order at 12:10 p.m.

I. Announcements

1. D. Pettigrew: [Lecture by Peter Lippman, 11:10-12:00 p.m. Engleman A120.](#)
2. W. Stutzman: In December 2019, Southern's Music Department received accreditation from the National Association of Schools of Music. This is national recognition for the vitality of Southern's music program.

II. Minutes of the previous meeting held on December 4, 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 received; committee working on P&T related matters (e.g. file size, procedures).
2. Elections (K. Kruczek): No additional report.
3. Finance (W. Faraclas): Minutes received; no additional report.
4. Personnel Policy (N. Starling): Minutes received; committee working on possible credit load adjustments.
5. Rules (R. Gregory): Minutes received; Senate bylaws and constitution revisions planned for Spring 2020; once finished, committee will turn to P&T related matters (see Academic policy above).
6. Student Policy (K. Marsland): Minutes received; Academic Misconduct document revisions planned for Spring 2020 semester; reviewing SAT requirement for admission to university.
7. Technology (P. Fruehan): Shared possible modifications to the Candidate Information Form (CIF) to bring it in line with the version that Digital Measures (DM) produces; committee also looking into modifications to the Sabbatical leave process to make it digital.

V. Special Committees

1. 2+2 Ad Hoc (J. Wharton): Elected co-chairs J. Wharton and B. Cook. Investigating Western CT State U's policy/MOU; information gathering on current practices and experiences of courses being or already delivered on a community college's campus; discussion on delivery methods; concern with competition from UConn-Stamford.
2. UCF (C. Simoneau): Changes to the Writing Across the Curriculum program and graduation requirement: change in language from three courses to nine credits with transfer student policies and exceptions still in place. New policy: students must declare a major once they have 60 credits, with a slightly different timeline for transfer students who come with 60 credits. New policy to include LEP language in LEP course syllabi outlining how the course satisfies the LEP category.
3. Graduate Council: No report.

VI. New Business

1. Finance Committee (W. Faraclas): Two questions asked to get a sense of the Senate.
 - a. 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 into new classes and

putting final touches on P&T and sabbatical files. Awards are announced at the beginning of December. The performance period for awards 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.

- i. Senators raised some of the following questions/issues: consider the workload of the committee that reviews the applications, might be a question of timeline; faculty know when the applications are due, the hope being that faculty are preparing applications before the start of the semester.
- b. A new model for funding Faculty Creative Activity Research Grants. Currently, these 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.
 - i. Senators raised some of the following questions/issues: concern over how the fringe was changed and how this change was implemented—shouldn't the Senate ask for this to be changed? ; Grants that include more information in the form of a budget might be favored over grants that ask only for the stipend; concern over the amount of additional paperwork that might be necessary; suggestion: align with the CSU AAUP grant process.

VII. Adjournment

- S. Monroe Tomczak **moved to adjourn.** Motion **seconded and approved.**
- Adjourned at 1:35 p.m.

L. Eilderts
Secretary

Minutes of the Standing Committees

ACADEMIC POLICY COMMITTEE

APC Minutes—5 Feb 2020

Present: Farley, Forbus, Jayawickreme, Okwuka, Petrie (chair)

- Committee formed a plan for researching other institutions' P&T processes, in order to produce a small set of alternative P&T models to form the basis of further discussion with all P&T stakeholders about potential revisions to SCSU's P&T process.

Respectfully submitted,

Paul R. Petrie

ELECTIONS COMMITTEE

No report

FINANCE COMMITTEE

Unapproved Meeting Minutes February 5, 2020

Present: William Faraclas (chair), Maria Diamantis, Sanja Grubacic
Absent: Mohammad Tariqul Islam

1. Business could not be conducted at the 1/22/20 meeting because of the lack of a quorum. The ideas generated at that meeting were presented to the committee, which adopted all of them. Therefore, the meeting minutes of 1/22/20 will be approved at the February 19 meeting as part of the February 12 minutes.
2. Members discussed organizing the committee's work for the semester.
3. Discussion on Faculty Creative Activity Research Grants:
 - a. Proposed new model - Discussion at last Senate meeting on whether faculty who were awarded the grant could take monies (for supplies, etc.) via a spending account (p-card) vs taking monies for stipend and supplies via paycheck where taxes are taken out. Stipend would always be paid via payroll (with taxes taken out). It was suggested that someone from Faculty Senate (Executive Committee) ask the Provost and President first before discussion on Senate floor.
 - b. New deadline for applications – Discussion at last Senate meeting as to whether or not it would be beneficial to push the due date out a few weeks. There were pros and cons as to whether or not that would benefit faculty.
 - c. Trend of the last five years. The Finance Committee received the past three years' worth of data to see if there are any opportunities to ways to get more grants funded (see 3a. above)
4. Additional sources of funding by either the Deans or the Provost
 - a. Are there opportunities, especially for new faculty, to get additional funding?
This is a question for the Provost as it is impactful to all faculty
5. Travel funding states of the last five years
 - a. The committee is waiting on the data
6. Have any TA requests been denied?
 - a. Tabled for another meeting
7. Items from the floor
 - a. The Faculty Senate page has a list of grants for faculty on its webpage; however only 2 grants have live links
 - b. Bill will email Deb to inquire about getting the remaining links activated
 - c. New faculty are given grant information at new faculty orientation
 - d. TA requests should always be generated and signed (even a faculty member has used all her/his funds) as s/he is traveling for university business

PERSONNEL POLICY COMMITTEE

February 5, 2020

Engleman Hall – Room C-024

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

12:10pm

Approval of Minutes: PPC Meeting Minutes of January 22, 2020

- Minutes approved by all present PPC members.

ANNOUNCEMENTS/OLD BUSINESS:

- Committee to meet with Provost & FS President next meeting, 2/19 1:00pm

University-wide credit load

- Committee met with Linda Cunningham
- Committee reviewed side letters/internal models – Computer Science/Libraries Sciences
- Committee set goal for construction of Resolution of Information by April 15th to give senators time to bring back to departments

Adjourned 1:58pm

RULES COMMITTEE

February 5, 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 12:12 PM

Topic	Discussion	Action Item
Call to order Announcements		none
By-laws Review	The committee agreed to review the Senate by-laws	
	The RC reviewed the by-laws document and discussed and agreed: * to reinstate “faculty senate” in the language of the document. * upon language vis-à-vis sections regarding permanent faculty members assigned to multiple departments. * that abstentions shall not count as ballots cast. * to language related to EC making senate terms 2 years to improve rotational balance. * to language vis-à-vis ‘excused’ absences at discretion of FS president or designee. * to timeline (48 hours, versus 2 days) around proposing items to FS agenda. * to language that adds greater specificity to faculty member units.	
Discussion of upcoming committee charges	The Chair shared upcoming charges to the committee.	
Motion to Adjourn	Motion to adjourn was made and passed at 1:42 PM.	Motioned seconded Meeting adjourned

Respectfully Submitted, Paul Levatino

STUDENT POLICY COMMITTEE

February 5, 2020 Minutes

The Committee met electronically to finalize revisions to the Academic Misconduct Policy.

The Committee has invited the Dean of Admissions, representatives from both Math and English, and the Director of the First Year Experience Program to meetings in February and March to discuss the use of SAT scores in the admissions and placement processes.

Respectfully submitted by K. Marsland

TECHNOLOGY COMMITTEE

February 5, 2020

Present: Sandip Dutta, Parker Fruehan, Peter Latchman, Douglas Macur, Thomas Radice,
Walter Stutzman, Derek Taylor

Absent: Joseph Fields, Yan Liu, Binlin Wu

Call to Order: 12:15 p.m.

- Reviewed CIF document changes. P. Fruehan will draft the resolution to be presented at next Senate Meeting
- W. Stutzman gave a summary of progress with Grade Appeal and P&T
- The committee began discussions on how to digitize the sabbatical submission process
 - Procedures are [here](#)
 - There were about 33 applications this last year
 - Applicants submit a file with a cover sheet, narrative (limited to 8-pages) and any supplemental material.
 - Review Process
 - Candidate indicates to the Chair, departmental committee and HR that they intend to apply
 - Candidate submits application
 - Departmental Committee review and letter
 - Chair review and letter
 - University Sabbatical Committee review. Of applications approved, the committee ranks the applications.
 - Committee submits the ranking to President. Letters are drafted, signed and sent to those awarded sabbatical.
 - Submission deadline is September. Committee sends to President in early December.
 - Possible to use a Blackboard Course to submit.
- Question about future of the LMS. W. Stutzman will send the committee an email regarding the LMS RFP process. Bo Zamfir is participating on the CSCU committee on behalf of Southern.

Dismissed at 12:55 p.m.

Special Committees

Undergraduate Curriculum Forum (UCF)

No Report

Graduate Council

No Report

2+2 Ad Hoc

2+2 Committee

Attendance: Co-Chairpersons: Dr. Barbara Cook, CMD, and Dr. Jonathan Wharton, PSC; Dr. James Simon; adjunct JRN faculty; Pam Mikaelian, accounting office; Steve Marcelynas, assistant director Transfer Student Services; Aidan Coleman, SGA representative-at-large; Cindy Simoneau, UCF Chairperson.

Barbara Cook met with Ilene Crawford to learn of current efforts to support courses being taught on the community college campuses. One rationale for investigating 2 + 2 programs would be to support students who are “place bound” at locations such as Gateway, Housatonic, and Norwalk. It is suggested that a focus be placed on Housatonic or Norwalk given greater difficulty for students to come to SCSU to take courses to pursue their bachelor degree.

Recently, there have been SCSU courses delivered at no cost to Gateway and Housatonic students. Some efforts have been more successful than others. For example, at Housatonic PSY course has been well enrolled.

Still looking to review the agreement between WestConn and Northwestern Community College for a business degree. Current understanding is that 51 percent of coursework is delivered by Northwestern and 49 percent is delivered by WestConn. If the split of delivery is 50/50 then there is a necessity to obtain BOR approval and NECHE and Dept. of Ed. WestConn has hired Northwestern faculty as adjuncts to help instruct courses. WestConn controls the degree.

2+2 is a partnership with the CC partner. 120 credits for degree = 63 credits owned and driven by community college 37 credits owned by Southern. Ilene’s suggestion was to pursue specific departments for a possible pilot. Suggestions included early childhood education, business, criminal justice, sports and entertainment management.

Committee members discussed these programs. It was agreed for individual members to discuss the possibility with leaders of these programs and report reactions back to committee at next meeting.

Faculty Senate/Administration Curricular Task Force on Social Justice and Human
Diversity

Memorandum

January 23, 2020

To: Deb Weiss, President, SCSU Faculty Senate, and Cindy Simoneau, Chairperson, SCSU Undergraduate Curriculum Forum

From: David Pettigrew, Chairperson, Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity.

Re: Report from Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity: Summary of the Recommendations and A Chronology

A. Summary of the Recommendations:

Responding to student concerns; ***Facilitating a dialogue about being a social justice university***; ***Reflections on the crucial role of curriculum and the importance of our university's intellectual culture for our status as a social justice university***; ***designating courses as social justice/human diversity courses (SJHD)***; supporting social justice courses with diverse pedagogical approaches in the context of a broadly inclusive conceptual spectrum of "awareness-knowledge-action"***; ***facilitating conversations about social justice and human diversity in the *First Year****; ***ongoing social justice workshops, forums, and speakers addressing social justice pedagogy and issues***; ***support from Faculty Development for curricular initiatives in social justice and human diversity***; ***recruiting an increasingly diverse faculty***

B. A Chronology of the Work of the Curricular Task Force

1. At the beginning of Fall semester 2018, following numerous meetings between the students, Faculty Senate, and the Administration, our Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity was formed in response to student concerns raised during the spring semester 2018.

2. The Task Force was jointly formed by the Senate and the Administration, involving students and faculty who had been addressing a number of the issues identified by our students. In addition, announcements were made at Senate and UCF meeting and anyone who wanted to join the Task Force was welcome to do so. Faculty and students continued to join the Task Force as it began its work. Both the Faculty Senate Executive Committee and the UCF Steering Committee were represented on the Task Force.

3. In order to accommodate the growing number of Task Force members, meetings were held on

two separate days and times each month during the 2018-2019 Academic Year.

4. In November 2018 the Task Force distributed a survey to all Faculty.

5. In January 2019 the Task Force presented a preliminary report on its discussions as part of the Faculty Forum, January 16, 2019.

6. In February 2019 the Survey responses were tabulated and discussed. (Please see slide in attached power point presentation.) Approximately 75% of respondents indicated they would voluntarily designate their classes as "SJD" (Social Justice/Human Diversity) courses. Approximately 65% of respondents indicated that they use culturally responsive, anti-racist, and/or other inclusive pedagogies in their teaching.

7. On February 20, 2019 Task Force members were interviewed about their work by the *Southern News*.

8. On February 21, 2019, the Task Force met with the Student Government Association to discuss the recommendations.

9. March-April 2019: The Curricular Task Force Recommendations were presented to the Faculty Senate and were unanimously approved as part of Faculty Senate Resolution S-2019-08, April 10, 2019, and subsequently approved by the University President April 16, 2019.

10. On April 18, 2019 a Motion related to the designation of courses that address social and human diversity content was presented to the UCF. There was insufficient time for discussion. The UCF Steering Committee had introduced a Motion in the Agenda: "*Motion 4: From Steering Committee: To establish an ad hoc committee of UCF for the 2019-20 academic year to review the recommendations of the Curricular Task Force on Social Justice and Human Diversity, and possibly establish a UCF process for incorporating SJD course designations*" The UCF Steering Committee motion was approved. The Curricular Task Force Motion and the Task Force Recommendations were thus referred to an Ad Hoc UCF committee.

11. On May 2, 2018 the UCF Agenda listed "Discussion Topics for 2019-2020." # 2 on the list was "Ad hoc committee to review issue of Social Justice designations for courses and developing a process for action if approved."

12. Fall semester 2019: The Task Force's charge was renewed in order to provide for adequate time for the presentation and discussion of its recommendations at a public forum.

13. Fall semester 2019: The Task Force met to prepare for the presentation and discussion of the recommendations, as well as the results of the Survey at an open forum that was held on November 4, 2019.

14. December-January 2019-2020 UCF Chair and Faculty Senate President requested the Task Force final Report. The following documents are attached: a. Curricular Task Force Recommendations: Faculty Senate Resolution S-2019-08, April 10, 2019; b. Curricular Task

Force Recommendations (word document with correction); c. Curricular Task Force Motion for the UCF on SJD Designation April 18, 2019; d. Power Point presentation for Public Forum, including Survey Results, on November 4, 2019

As Chairperson of the Task Force, I would like to thank all of the students and faculty who participated for their dedication to our work over the past eighteen months.

Laura Bower-Phipps
Siobhan Carter-David
Haroon Chaudhry
Barbara Cook
Shahbaz Farooqui
Rachel Furey
Steven Hoffler
Brandon Hutchinson
Liz Keenan
Jessica Kenty-Drane
Maria Krol
Cassi Meyerhoffer
Jessica Powell
Muhammed Z. Naeem
Asma Rahimyar
Amal Abdel Raouf
Rachel Schaffer
Meredith Sinclair
Kari Swanson
Stephen M. Tomczak
Tracy Tyree

Respectfully submitted,

David Pettigrew
Chairperson

Documents

(Full-Time) Faculty Opinion Survey of Administrative Effectiveness

February 10, 2020

- During the 2018 - 2019 academic year, the Personnel Policy Committee (PPC) drafted a Faculty Opinion Survey of Administrative Effectiveness.
- Before dissemination of the survey, members of the Faculty Senate Executive Committee and members of the administration met to discuss the purpose of a Faculty Opinion Survey of Administrative Effectiveness, its contents, and the desired outcomes.
- Based on these meetings, the PPC modified the survey.
- President Diamantis announced the survey and sent the survey link to all full-time faculty on April 11, 2019.
- The results were analyzed during the fall 2019 semester by the Elections Committee.

- Faculty responses to executive level and dean positions are based on a survey pool of 168 respondents
- More than $\frac{1}{2}$ of that pool were unresponsive to knowing certain VP and CIO roles
- Hence, only President, Provost, AVP-AA, VP-SA, SGPS, and deans data are provided.

- Depending on their time at SCSU, the percentage of faculty satisfied with SCSU ranged from 67% (those here 11 – 20 years) and 77% (those here less than 10 or over 20 years here).
- For the President, overall faculty find him to be 50 – 70% effective in said areas.
- For the Provost, overall faculty find him to be 38 – 57% effective in said areas.
- For VP's, faculty find them to be 43 – 60% effective in said areas (many respondents had insufficient knowledge of the roles of VP's).

- Arts and Sciences faculty are evenly divided about their dean.
- Business faculty feel their dean is effective (although only 6 faculty responded).
- Health and Human Services found their dean to be effective.
- Faculty reported higher percentages of insufficient knowledge and had mixed opinions about the effectiveness of the Dean of Education and the School of Graduate and Professional Studies.

- We need more consistent participation from each college.
- Many faculty members are not familiar with the responsibilities and daily work of administrators, so it may be difficult for faculty to accurately evaluate administrators.
- Not surprisingly, the results varied for each administrator.

A&S	BUS	EDU	HHS	Lib	Couns	Athl	Total
88/229 (38.4%)	8/50 (16%)	25/54 (46.3%)	38/92 (41.3%)	5	1	1	166

Years Employed

1 to 10 years	11 to 20 years	20+ years
71	55	40

Race Identity

White	Black or African American	Asian	Latinx
131	8	8	5

	Highly Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Highly Unsatisfied	Total #
All	28.57%	45.24%	17.86%	8.33%	168
A&S	24.42%	52.33%	12.79%	10.47%	86
BUS	42.86%	28.57%	0.00%	28.57%	7
EDU	28.00%	44.00%	20.00%	8.00%	25
HHS	36.84%	36.84%	21.05%	5.26%	38
# years					
0 – 10	29.58%	47.89%	14.08%	8.45%	71
11 – 20	24.07%	42.59%	25.93%	7.41%	54
21+	35.00%	42.50%	12.50%	10.00%	40

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Engages in Shared Governance					
16.41%	42.19%	12.50%	11.72%	17.19%	128
Advocates for the Needs of the University					
17.83%	34.11%	9.30%	9.30%	29.46%	129
Supports Student Retention					
23.08%	46.92%	13.85%	3.85%	12.31%	130
Responds to Faculty Needs					
13.28%	34.38%	25.00%	17.19%	10.16%	128
Promotes a Positive Working Environment					
24.22%	42.19%	12.50%	15.63%	5.47%	128

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Engages in Shared Governance					
13.60%	32.80%	24.00%	16.00%	13.60%	125
Advocates for the Academic Vision					
17.07%	39.84%	12.20%	14.63%	16.26%	123
Maintains Accessibility to the Faculty					
22.13%	30.33%	19.67%	17.21%	10.66%	122
Responds to Faculty Needs					
10.57%	31.71%	21.14%	26.02%	10.57%	123

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Treats Faculty with Fairness					
15.70%	33.06%	14.88%	23.14%	13.22%	121
Supports Teaching Mission					
16.26%	34.15%	18.70%	18.70%	12.20%	123
Supports Creative Activity					
20.49%	34.43%	18.03%	15.57%	11.48%	122
Supports Service					
11.57%	26.45%	22.31%	23.97%	15.70%	121
Promotes a Positive Working Environment					
14.88%	29.75%	18.18%	25.62%	11.57%	121

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Engages in Shared Governance					
18.49%	29.41%	9.24%	9.24%	33.61%	119
Implements Solutions to University-Wide Problems					
18.80%	25.64%	11.97%	6.84%	36.75%	117
Responds to Faculty Needs					
16.95%	27.97%	11.86%	11.86%	31.36%	118
Promotes a Positive Working Environment					
19.33%	28.57%	10.92%	11.76%	29.41%	119

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Engages in Shared Governance					
20.00%	30.91%	4.55%	5.45%	39.09%	110
Advocates for the Needs of the Students					
45.05%	21.62%	4.50%	1.80%	27.03%	111
Functions in a Way that Supports Student Persistence					
36.04%	27.03%	3.60%	5.41%	27.93%	111
Responds to Faculty Needs					
24.32%	24.32%	7.21%	7.21%	36.94%	111
Promotes a Positive Working Environment					
34.55%	24.55%	3.64%	5.45%	31.82%	111

Note: Results for All Faculty

Very Effective	Effective	Minimally Effective	Ineffective	Insufficient Knowledge to Rate	Total #
Responds Respectfully to Inquiries from the Faculty					
9.91%	20.72%	17.12%	9.91%	42.34%	111
Maintains Accessibility to the Faculty					
11.82%	21.82%	14.55%	12.73%	39.09%	110
Communicates an Academic Vision for Grad. Education					
8.26%	18.35%	13.76%	22.94%	36.70%	109
Demonstrates Willingness to Implement Solutions					
15.89%	18.69%	7.48%	6.54%	42.99%	107
Functions in a Way that Supports Student Success					
9.17%	19.27%	11.93%	20.18%	39.45%	109

Note:

VE = Very Effective; E = Effective; ME = Minimally Effective;
 I = Ineffective; IK = Insufficient Knowledge to Rate

	VE	E	ME	I	IK	Total #
Engages in Shared Governance						
A&S	19.35%	33.87%	12.90%	24.19%	9.68%	62
BUS	60.00%	20.00%	20.00%	0.00%	0.00%	5
EDU	0.00%	38.46%	30.77%	23.08%	7.69%	13
HHS	51.72%	24.14%	13.79%	10.34%	0.00%	29
Communicates an Academic Vision for the College						
A&S	14.75%	26.23%	21.31%	27.87%	9.84%	61
BUS	60.00%	20.00%	20.00%	0.00%	0.00%	5
EDU	7.69%	23.08%	30.77%	23.08%	15.38%	13
HHS	65.52%	17.24%	13.79%	3.45%	0.00%	29

Note:

VE = Very Effective; E = Effective; ME = Minimally Effective;
 I = Ineffective; IK = Insufficient Knowledge to Rate

	VE	E	ME	I	IK	Total #
Maintains Accessibility to the Faculty						
A&S	29.51%	26.23%	16.39%	19.67%	8.20%	61
BUS	60.00%	20.00%	0.00%	20.00%	0.00%	5
EDU	7.69%	0.00%	30.77%	23.08%	38.46%	13
HHS	75.00%	14.29%	10.71%	0.00%	0.00%	28
Responds to Faculty Needs						
A&S	22.95%	18.03%	24.59%	27.87%	6.56%	61
BUS	40.00%	40.00%	0.00%	20.00%	0.00%	5
EDU	7.69%	0.00%	30.77%	23.08%	38.46%	13
HHS	55.71%	31.03%	6.90%	6.90%	0.00%	29

Note:

VE = Very Effective; E = Effective; ME = Minimally Effective;
 I = Ineffective; IK = Insufficient Knowledge to Rate

	VE	E	ME	I	IK	Total #
Treats the Faculty with Fairness						
A&S	29.51%	19.67%	11.48%	31.15%	8.20%	61
BUS	33.33%	33.33%	16.67%	16.67%	0.00%	6
EDU	7.69%	7.69%	30.77%	7.69%	46.15%	13
HHS	55.71%	31.03%	6.90%	6.90%	0.00%	29
Supports Teaching Mission						
A&S	26.23%	27.87%	14.75%	19.67%	11.48%	61
BUS	50.00%	25.00%	25.00%	0.00%	0.00%	4
EDU	7.69%	61.54%	7.69%	15.38%	7.69%	13
HHS	60.17%	28.57%	10.71%	0.00%	0.00%	28

Note:

VE = Very Effective; E = Effective; ME = Minimally Effective;
 I = Ineffective; IK = Insufficient Knowledge to Rate

	VE	E	ME	I	IK	Total #
Supports Creative Activity						
A&S	25.42%	28.81%	16.95%	16.95%	11.86%	59
BUS	50.00%	0.00%	50.00%	0.00%	0.00%	6
EDU	21.43%	28.57%	35.71%	7.14%	0.00%	14
HHS	65.52%	27.59%	3.45%	3.45%	0.00%	29
Supports Service						
A&S	20.00%	28.33%	11.67%	23.33%	16.67%	60
BUS	40.00%	20.00%	40.00%	0.00%	0.00%	5
EDU	0.00%	46.15%	30.77%	23.08%	0.00%	13
HHS	62.07%	17.24%	17.24%	3.45%	0.00%	29

Note:

VE = Very Effective; E = Effective; ME = Minimally Effective;
 I = Ineffective; IK = Insufficient Knowledge to Rate

	VE	E	ME	I	IK	Total #
Dean Promotes a Positive Working Environment						
A&S	19.67%	27.87%	18.03%	18.03%	26.23%	61
BUS	60.00%	0.00%	20.00%	20.00%	0.00%	5
EDU	0.00%	30.77%	15.38%	53.85%	0.00%	13
HHS	65.52%	17.24%	10.34%	6.90%	0.00%	29

**AMERICAN COUNCIL ON EDUCATION (ACE)
2017-2019 INTERNATIONALIZATION
LABORATORY REPORT**

SOUTHERN CONNECTICUT STATE UNIVERSITY

Dr. Helen Marx, GEAC Chair
Dr. Olcay Yavuz, Data Reporter
Dr. Erin Heidkamp, IOE Director
Dr. Sobeira Latorre
Dr. Angela Lopez-Velasquez
Dr. Elena Schmitt
Dr. Jean Breny
Dr. Antoinette Towle
Dr. Allison Wall
Dr. Chulguen Yang

Dr. Charles Baraw
Dr. James Aselta
Dr. Marian Evans
Dr. Louise Shaw
Dr. Kely Mabry
Dr. Xiaomei Yang
Dr. Zheni Wang
Ms. Sarah Hammond
Ms. Brooke Mercaldi

Purpose and Background of The Report

Dr. Helen Marx, GEAC Chair

Associate Vice President for Academic Affairs Dr. Ilene Crawford and Director of the Office of International Education Dr. Erin Heidkamp secured approval from President Bertolino and Provost Prezant to participate in the 2017-19 ACE Internationalization Laboratory (see Appendix 1: The ACE Internationalization Laboratory) because the ACE IL experience presented SCSU with the opportunity to assess the international activities in which Southern's students, faculty, and staff currently engage in the context of new senior leadership at SCSU and a mission, a strategic plan, and a strategic enrollment management plan that explicitly name internationalization goals.

APPENDIX 1: AMERICAN COUNCIL ON EDUCATION (ACE) INTERNATIONALIZATION LABORATORY “CIGE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION”





Southern Connecticut
State University

International Partnership and Field Studies at SCSU

Faculty Engagement in International Issues

Resources and Support for Internationalization

Technology, Global Awareness and Internationalization

General Attitudes Towards Internationalization Data Summary

International and Global Learning Activities

Lecturers and Research Scholars from Abroad

Study Abroad Programs at SCSU

International Work and International Students at SCSU

International Grants and Scholar Programs

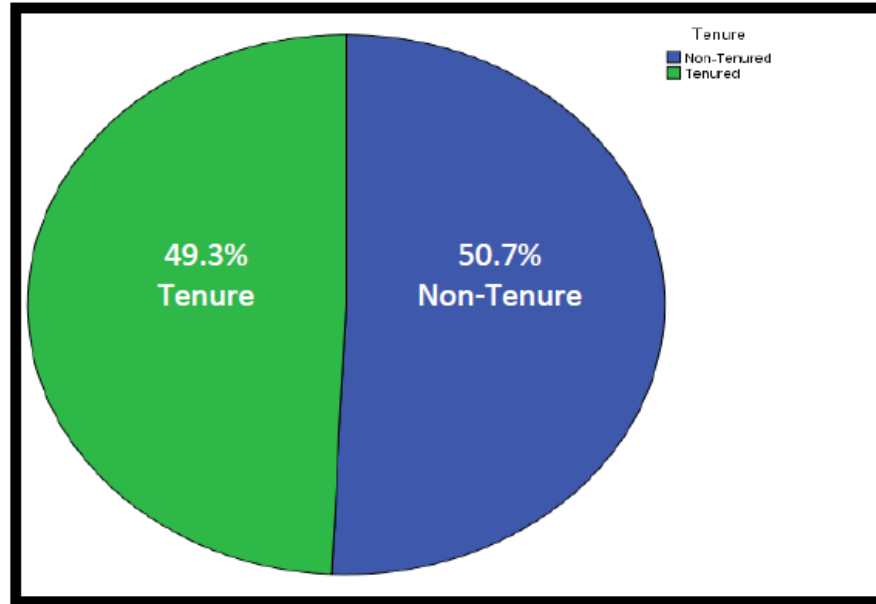
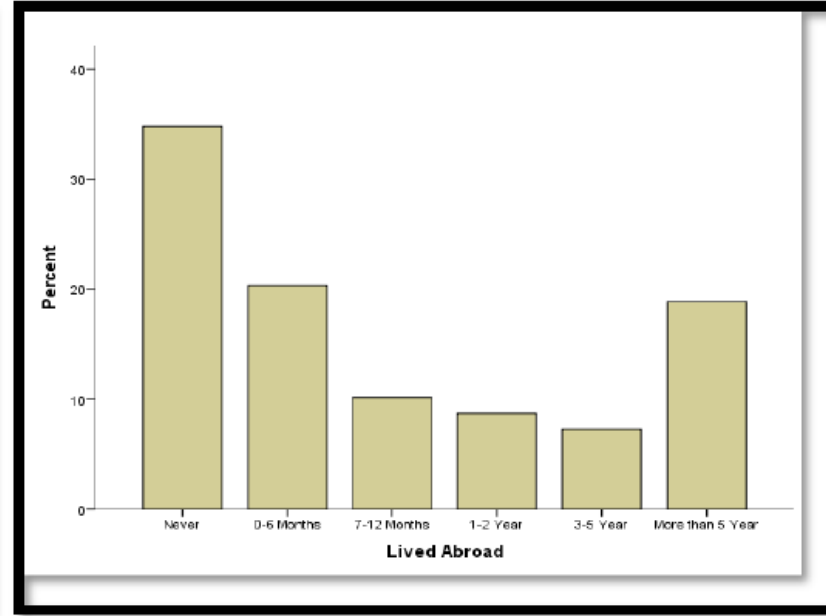
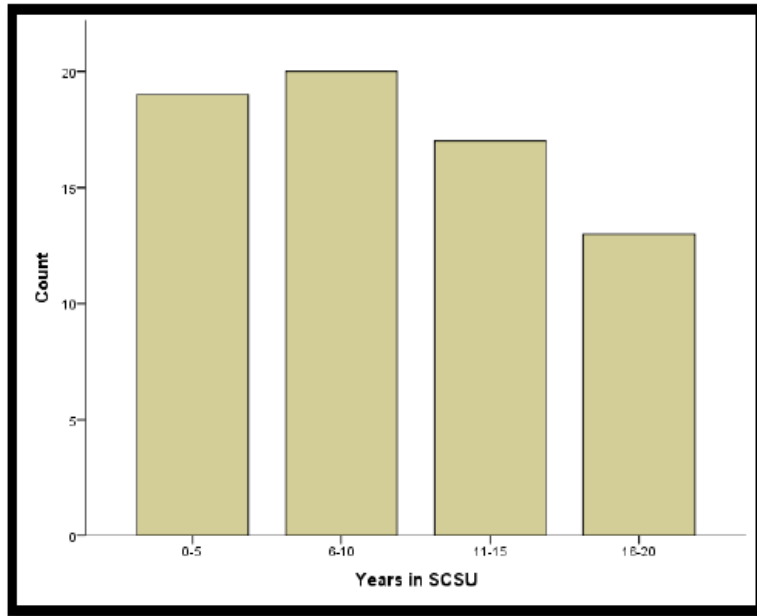
Curriculum and Training for International Students at SCSU

Faculty Policies and Practices for International Education

SCSU FACULTY PERCEPTION DATA

Dr. Olcay Yavuz










Faculty Perception on International Education

Resources and Support for Internationalization

My department/college/school encourages me to participate in study abroad programs.

		Response Total	Response Percent
Strongly disagree		12	17%
somewhat disagree		6	8%
neither agree nor disagree		35	49%
somewhat agree		10	14%
strongly agree		8	11%



General Overview Faculty Perception on International Education

Unaware: 15%

Knowledge Ready: 35%

Perform Ready: 40%

Impact Ready: 10%

RECOMMENDATIONS

Dr. Helen Marx, GEAC Chair

1. HIRE AN INTERNATIONAL RECRUITMENT COORDINATOR (ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION TARGET AREAS: 1] ADMINISTRATIVE LEADERSHIP, STRUCTURE, AND STAFFING; 2] STUDENT MOBILITY)

1A. COMMIT SCHOLARSHIP/ASSISTANTSHIP FUNDS TO SUPPORT INTERNATIONAL STUDENT RECRUITMENT/FACILITATE PARTNERSHIP BUILDING WITH EDUCATIONAL RECRUITMENT AGENCIES

RECOMMENDATIONS

2. ADDITIONAL STRATEGIES TO INCREASE INTERNATIONAL (F-1) STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION (ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION TARGET AREAS: 1] ADMINISTRATIVE LEADERSHIP, STRUCTURE, AND STAFFING; 2] STUDENT MOBILITY)

2A. ENHANCE STUDENT ENGAGEMENT, CO-CURRICULAR LEARNING AND UTILIZATION OF SUPPORT SERVICES FOR INTERNATIONAL STUDENTS (ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION TARGET AREA: CURRICULUM, CO-CURRICULUM, AND LEARNING OUTCOMES)

RECOMMENDATIONS

3. IMPLEMENT FACULTY SUPPORT MECHANISMS FOR CAMPUS INTERNATIONALIZATION (ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION TARGET AREA: FACULTY POLICIES AND PRACTICES)

4. ALIGN INSTITUTIONAL ASPIRATIONS OF INTERNATIONALIZATION WITH UNIVERSITY CURRICULUM (ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION TARGET AREA: FACULTY POLICIES AND PRACTICES)

THE OFFICE OF INTERNATIONAL EDUCATION

Dr. Erin Heidkamp



INBOUND J-1/F-1

COMING TO SOUTHERN!

LEARN MORE 



STUDY ABROAD

EXPERIENCING THE WORLD!

LEARN MORE 



INTER- NATIONAL

EARN A DEGREE AT SOUTHERN

LEARN MORE 



FACULTY RESOURCES

FACULTY & DEPARTMENT RESOURCE

LEARN MORE 

ACE IL LEADERSHIP TEAM AND SUBCOMMITTEE MEMBERSHIP

Leadership Team

Dr. Ilene Crawford, Assoc. Vice President for Academic Affairs
Dr. Erin Heidkamp, Director, Office of International Education
Dr. Helen Marx, Associate Professor, Curriculum and Learning, Faculty Director,
Academic Advising
Dr. Luke Eilderts, Associate Professor, World Languages and Literatures
Alexis Haakonsen, Director, Undergraduate Admissions
Lisa Galvin, Director, Graduate Admissions

Admission and Retention Working Group (partial overlap with SEMP-C International Recruitment Working Group)

Dr. Lisa Galvin, Director of Graduate Admissions
Dr. Erin Heidkamp, Director, Office of International Education

Registration and Credit Transfer Procedure Information Provided by:

Dr. Terri Bennett, Director, LEP Advisement and Policy
Alicia Carroll, Registrar

Student Affairs Working Group:

Katie D'Oliveira, Director, Academic Success Center
Dr. Diane Morgenthaler, Director, Granoff Health Center
Sal Rizza, Director, New Student and Sophomore Programs

Global Education Advisory Council Working Group:

Dr. Helen Marx, Associate Professor, Curriculum and Learning
Dr. Peter Bodo, Professor, Economics and Finance
Dr. Mehdi Hossain, Assistant Professor, Marketing
Dr. Kelly Mabry, Associate Professor, Communication Disorders
Dr. Sobeira Latorre, Associate Professor, World Languages and Literatures
Dr. Angela Lopez-Velasquez, Associate Professor, Curriculum and Learning
Dr. Andrew Smyth, Professor, English
Dr. Antoinette Towle, Associate Professor, Nursing
Dr. Charles Baraw, Associate Professor, English
Dr. Jean Breny, Professor, Public Health
Dr. Allison Wall, Assistant Professor, Management
Dr. Chulguen Yang, Associate Professor, Management / MGT Information Systems
Dr. Yan Wei, Assistant Professor, Special Education and Reading
Dr. Nicholas Edgington, Associate Professor, Biology
Dr. Elaine Martin, Professor, Nursing
Dr. Louise Shaw, Assistant Professor, Special Education and Reading
Dr. Marian Evans, Associate Professor, Public Health
Dr. Han Yu, Associate Professor, Finance
Dr. Elena Schmitt, Professor, World Languages and Literature
Dr. James Aselta, Professor, Accounting

AMERICAN COUNCIL ON EDUCATION (ACE) 2017-2019 INTERNATIONALIZATION LABORATORY REPORT

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