To join the meeting, please click [here](https://southernct.webex.com/southernct/j.php?MTID=mdebe2200a8be22f021654313afb5da78) to be connected via WebEx.

Alternatively, copy and paste this link:

https://southernct.webex.com/southernct/j.php?MTID=mdebe2200a8be22f021654313afb5da78

If a password is required, please enter: URx3NZhJp45
Southern Connecticut State University  
FACULTY SENATE  

AGENDA  
MAY 6, 2020  
12:10 p.m.  

To join the meeting, please click here to be connected via WebEx. Alternatively, copy and paste this link:  
https://southernct.webex.com/southernct/j.php?MTID=m31646df786e8e48406a354242abf1f8c  
If a password is required, please enter: Gw5QSCUnY85

I. Elections  
   a. Faculty Senate President  
   b. Faculty Senate Treasurer

II. Approval of Minutes of Previous Meeting held on April 29, 2020

III. Announcements

IV. President’s Report

V. Standing Committees  
   a. Academic Policy  
   b. Elections  
   c. Finance  
   d. Personnel Policy  
   e. Rules  
   f. Student Policy  
   g. Technology

VI. Reports of Special Committees  
   a. UCF  
   b. Graduate Council

VII. Unfinished Business

VIII. New Business  
   a. Resolution Regarding Reassigned Time for Research  
   b. Resolution Regarding Course Caps  
   c. Resolution Regarding Digital Evaluation Files and Paper Applications

Remaining Spring 2020 meetings: Please reserve Wednesdays 12:10-2:00 for Senate Meetings until the end of the Semester. Tentatively: April 15, April 29, May 6.
UNAPPROVED MINUTES OF APRIL 29, 2020
https://inside.southernct.edu/faculty-senate/meetings

The 12th meeting of the Faculty Senate AY 2019-2020 was held on April 29, 2020, at 12:10 p.m. via WebEx.

Attendance

<table>
<thead>
<tr>
<th>Member</th>
<th>Department</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dave Allen</td>
<td>Accounting</td>
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<td>Matthew Ouiemt</td>
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<td>Sandip Dutta</td>
<td>Finance</td>
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<td>Robert Forbus</td>
<td>Marketing</td>
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<td>Angela Lopez-Velasquez</td>
<td>Special Education</td>
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<td>William Farley</td>
<td>Anthropology</td>
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<td>Natalie Starling</td>
<td>Counseling &amp; School Psychology</td>
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<td>Peter Latchman</td>
<td>Health &amp; Movement Sciences</td>
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<td>W. S. Bullmer (Dean, EDU)</td>
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<td>Joe Fields</td>
<td>Mathematics</td>
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<td>B. Kalk (Dean, BUS)</td>
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<td>Binlin Wu</td>
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<td>Jeff Slomba</td>
<td>Art</td>
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<td>Beena Achhipal</td>
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<td>Robert Gregory</td>
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<td>Jon Wharton</td>
<td>Political Science</td>
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<td>J. Crawford (AA)</td>
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<td>Mina Park</td>
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<td>Maria Diamantis</td>
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<td>Tom Radice</td>
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<td>Jonathon Irving*</td>
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<td>M. Singh (Dean, EDU)</td>
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<td>Sarah Crawford</td>
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<td>Dushmantha Jaywickreme</td>
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<td>Darcy Kern</td>
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<td>Kate Marsland</td>
<td>Psychology</td>
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<td>Sanja Grubacic</td>
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<td>Yan Liu</td>
<td>Information &amp; Library Science</td>
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<td>Joanne Roy</td>
<td>Nursing</td>
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<tr>
<td>Cindy Simoneau</td>
<td>Undergraduate Curriculum Forum</td>
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<td>Jeff Webb</td>
<td>Chemistry</td>
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<td>Peter Madonia</td>
<td>Educational Leadership</td>
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<td>Jerry Dunklee</td>
<td>Journalism</td>
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<td>Michelle Dodge</td>
<td>Recreation, Tourism &amp; Sport Management</td>
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<td>Barbara Cook</td>
<td>Communication Disorders</td>
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<td>Mike Shea</td>
<td>English</td>
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<td>Parker Fruehan</td>
<td>Library Services</td>
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<td>Paul Levatino</td>
<td>Social Work</td>
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<td>Aidan Coleman</td>
<td>Student Government Association</td>
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<td>Derek Taylor</td>
<td>Communication, Media &amp; Screen Studies</td>
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<td>Paul Petrie</td>
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<td>Mary Ellen Minichielo*</td>
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<td>Stephen Monroe</td>
<td>Tomczak Social Work</td>
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<td>Mohammad T. Islam</td>
<td>Computer Science</td>
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<td>Matthew Miller</td>
<td>Environment, Geography &amp; Marine Studies</td>
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<td>Carol Stewart</td>
<td>Management, International Business &amp; Public Utilities</td>
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<tr>
<td>Cassi Meyerhoffer*</td>
<td>Sociology</td>
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<td>Dr. Joe Bertolino</td>
<td>SCSU President</td>
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<td>Guests:</td>
<td>R. Prezant (Provost)</td>
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<td>S. Bullmer (Dean, HHS)</td>
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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
   A. D. Pettigrew: FASP will have its final meeting of the semester next week.
   B. W. Faracas: Commended D. Weiss on her work as Faculty Senate President.
   C. A. Coleman: On behalf of the SGA, thanked Faculty Senate for its work. Shared that elections are finished, and a new executive board will be announced shortly.
   D. M. Diamantis: Commended A. Coleman on his work as SGA representative.

II. Minutes of the previous meeting held on April 1, 2020 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: No additional reports

V. New Business
   A. Faculty Senate Executive committee moved to approve the Resolution Regarding Course Delivery via Distance Learning.
      i. Vote tally
         1. Yes............................................. 41
         2. No ............................................. 1
      ii. Motion to approve the resolution passes.
   B. Faculty Senate Executive committee moved to approve the Resolution Regarding Faculty Title Terminology.
      i. M. Shea moved to call the previous question. Motion seconded.
         1. Vote tally
            a. Yes............................................. 35
            b. No ............................................. 10
         2. Motion to call the previous question passes.
      ii. Vote tally
         1. Yes............................................. 25
         2. No ............................................. 18
      iii. Motion to approve the resolution passes.
   C. D. Weiss initiated a discussion on extending decision-making powers to the Faculty Senate Executive Committee over the summer.
      i. Concerns: Many important decisions will need to be made during the summer. How best to involve faculty while also respecting their time off contract? In addition to the Faculty Senate Executive Committee, what other members/stakeholders might participate? SGA? UCF? Chairs of Council of Chairs?
   D. D. Weiss initiated discussion on the resolution regarding Reassigned Time for Research.
      i. Concerns: Duration of the resolution and impact on future administrators; creation of a two-tiered faculty; research and its impact on student learning, recruitment, and retention; impact on small departments.

VI. 2+2 Ad Hoc Committee Final Report (B. Cook & J. Wharton)
    A. See committee documents below.
VII. Adjournment
   A. M. Shea moved to adjourn the meeting. Motion seconded.
   B. Adjourned at 2:02 p.m.

_______________________________________
L. Eilderts
Secretary
SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING COURSE DELIVERY VIA DISTANCE LEARNING

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, The extenuating emergency circumstances caused by COVID-19 have resulted in closure of the SCSU campus and changes in the way pedagogy and routine business are being conducted during Spring 2020; and

Whereas, The stopgap distance learning being utilized during Spring 2020 on an emergency basis is being misconstrued and promoted by some as representative of higher education online learning, while it is not representative of best practices of cohesive, well-designed, effective online courses or programs, which require a significant amount of training, planning, and resources, and which need to be matched to learning needs of students; and

Whereas, The student population at Southern, particularly the undergraduate student population which comprises the vast majority of students, has selected Southern in order to benefit from its on-ground classes, interactions with other students, professors, and other personnel, as well as a campus experience, internships, and field experiences, such as student teaching; and

Whereas, The abrupt shift to distance learning has resulted in reports of many students who are struggling with the medium of distance learning for a variety of reasons; and

Whereas, Some universities are utilizing this occasion to make future curricular decisions regarding course and program delivery that undermine the typical decision-making process that recognizes the faculty purview over curriculum; and

Whereas, The Collective Bargaining Agreement states that “The department shall have responsibility for the content and development of courses, curriculum and programs of study within its discipline, ...” (CBA, 5.17); and

Whereas, Some faculty have been informed that if they wish to teach a section of a particular course, they can only do so if they offer the course in an online format; and

Whereas, Decisions regarding method of course or program delivery are complex and require thoughtfulness and consideration of many factors, including the needs and desires of students, determination of the optimal educational environment for different groups of students, available resources, and mission and reputation of the institution; therefore be it

Resolved, That current efforts to provide distance learning for all course delivery shall be recognized as a temporary measure to deal with the exigent demands of campus closure and not as a replacement on a permanent basis of how Southern has delivered it courses and programs up until
Resolved, That complying with a particular mode of course delivery not be required for a faculty member to receive approval to offer a particular course or section of a course; nor that faculty members be given priority to offer a particular course or section of a course based upon mode of course delivery; and be it further

Resolved, That prior to enacting any overarching changes to our courses and program delivery methods, thoughtful consideration by the faculty through its representative governance body is necessary to study and compare learning outcomes for different kinds of students in a variety of instructional formats; and be it further

Resolved, That the Senate will continue its study and discussions of online learning, that began in Spring 2020, during the Fall 2020 semester.
Resolution Regarding Faculty Title Terminology

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
RESOLUTION FOR FACULTY TITLE TERMINOLOGY

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

Whereas, Academic excellence relies on all faculty members’ engagement in the rights, privileges, and obligations associated with their earned degrees and professional identity; and

Whereas, Professional identity is recognized and supported by the respectful use of appropriate titles; and

Whereas, All members of the faculty are evaluated on identical categories of professional performance, based on the singular criterion of academic excellence, and therefore are expected to perform their duties equitably, regardless of their length of service at SCSU; and

Whereas, The Collective Bargaining Agreement (CBA) distinguishes faculty titles only by rank and tenure status; and

Whereas, Designating faculty members as “junior” and “senior” ignores the equality of status (represented by rights, privileges and obligations) granted and required by the CBA, creates artificial classes of faculty members, and is divisive; and

Whereas, The Faculty Senate is the official governing body for shared governance, which requires equity in the treatment of all members of the faculty; now, therefore, be it

Resolved, That only those faculty titles specified in the CBA shall be used in official university documents and communications; and be it further

Resolved, That faculty titles not specified in the CBA (e.g., “senior”, “mid-level”, “junior”, etc.) shall be removed from official university documents and communications; and be it further

Resolved, That henceforth the use of the terms “junior faculty” and “senior faculty” shall be discouraged and avoided in all University contexts.
2+2 Ad Hoc Committee

Committee Members:
Co-Chairs: Jonathan Wharton (PSC) and Barbara Cook (CMD),
Cindy Simoneau (Journalism and UCF Chair) (Secretary),
Craig Hlavac (Associate Dean of College of Arts and Sciences)
James Simon (Adjunct JRN Faculty)
Pamela Mikaelian (Office of Accounting)
Frank LaDore (Director of Office of Transfer Students)
Aidan Coleman (Student Government Association)

1. Overall description of the purpose, intent, and overarching framework of a 2+2 Program between the Connecticut Community Colleges (CT CCs) and Southern Connecticut State University (SCSU):
The purpose of this 2 + 2 program between SCSU and one or more CT CCs is to develop a program that would afford students the capability of finishing a bachelor’s degree on their community college campus. The intent is to support students who lack the capability of attending one of the 4 CSU 4-year institutions. The plan would be to develop partnerships to meet the needs of the community colleges as they work to support the students from their varied communities. Each community college contacted has reported the challenges faced by some students in regard to physically attending one of the 4 CSU 4-year Universities due to personal situations and to reliance on public transportation, which can lack flexibility and/or be inconsistent.
The planned program would result in a 120-credit program developed in collaboration between SCSU and any one or more of the CT CCs, with 63 credits offered and owned by the CT CC and 57 credits offered and owned by SCSU. This approach would fall below the 50% threshold requiring BOR or NECHE major change requirements.

2. Based on the Western Connecticut State University and Northwestern Community College partnership, their Memo Of Understanding allows for one program (Management) and 3 classes to begin in fall 2020. This includes night and online classes. Both collaborate to recruit and hire adjunct instructors to teach the 300 and 400 level courses. Any classes being taught on the Northwestern campus are NOT subject to classroom rental costs (something to consider between SCSU and CCs).

3. Feasibility of SCSU engaging in this type of partnership with the CT CC’s
   a. The following highlights the outcomes of meetings between this Adhoc Committee and representatives of select SCSU departments and programs. While some were self-selected based on an expressed interest in investigating and pursuing a collaboration of this nature, others were invited based on potential student interest identified by members of this committee and representatives from the CT CCs. We include the perceived strengths and challenges as opportunities for growth should the collaboration in one of these programs be pursued.
I. Early Childhood Education (reported by Adam Goldberg, Chair of Curriculum and Learning)
   i. Strengths: Strong interest and currently have some courses online and could add additional online courses; the course EDU 200 has been successfully taught at Housatonic
   ii. Opportunities for Growth: Aligning requirements related to the teaching certification component

II. Sports Management (reported by Jim McGregor, Chair of Recreation, Tourism, & Sport Management and Kevin McGinnis, Sports Management)
   i. Strengths: Strong interest and currently in conversation with both Housatonic and Gateway with a draft planned program to increase transfer students to SCSUs program. Additional interest with faculty at Norwalk and Northwestern. Prepared to offer completely online or at the CCs.
   ii. Opportunity for growth: The currently drafted planned program could be revised to meet the 63 CC/57 SCSU credit ratio requirement of this program.

III. Psychology (reported by Kelly Stiver, Associate Professor in Psychology)
   i. Strengths: Moderately interested. Currently, many transfer students can complete the general BA in Psychology in 2 years. Appears to work on paper. Possible to increase offering of online courses provided limit of 25 students in these courses. Cohort model is doable and likely best.
   ii. Opportunity for growth: Research methods course is the greatest challenge; resource of faculty to teach the core 300 and 400 level courses would need to be supported. Concern regarding research spaces and ability of students to participate in research experiences.

IV. Sociology (reported by Jessica Kenty-Drane, Chair of Sociology)
   i. Strengths: Cautiously interested given student interest and increased growth in the SCSU program.
   ii. Opportunity for growth: Very challenged with teaching resources (i.e., currently have about 316 majors with 4 Full Time Faculty). Additional concern regarding ability to offer ample choices in course offerings and scheduling and unsure of ability to offer the same opportunity of choice in courses at the CC as it does at SCSU

V. Business (Janet Phillips, Chair, Department of Accounting)
   i. Strengths: Moderately interested and continues to be interested in offering a course at the CCs, such as Accounting 310 to draw interest to the SCSU program.
   ii. Opportunities for Growth: Currently, the School of Business is prepping for accreditation review. As a specific program,
Accounting has many pre-requisites and unsure how they would be able to meet the 51%/49% ratio. Suggested reaching out to Marketing and Management.

VI. Computer Science (Lisa Lancor)
   i. Strengths: Possibility of data sciences as collaboration between Computer Science and Math departments; many insurance and financial firms interested in data science majors and minors. Some conversation with Norwalk CC regarding future possibilities.
   ii. Opportunities for Growth: Ratio of number of students to faculty results in a need to increase faculty to accommodate this type of program.

b. Strong student need and interest was indicated from the representatives of the following community colleges. Each offered strong support of the changes made by SCSU in the support of transfer students and many reported the success of the TAP degree programs, however, many students are challenged with attending the 4-year universities. Collectively, they suggest that these TAP degrees might be used to create SCSU degree programs on the CC campus. Each CC reported the challenges some students have with accessing and attending Universities here in CT. The issues relate to transportation (public transportation is not always easily accessed, reliable, nor flexible enough to accommodate schedules), family situations, comfort with the smaller CC setting, to name a few. Each CT CC shared the specific degree programs of interest for their location.

I. Housatonic (Elizabeth Steeves, Randy Sanders, Transfer Counselor, & Shelly Tomey, Early Childhood Coordinator)
   i. Degree programs of interest: Nursing, Social Work, Early Childhood Education, Business, Sports Management, Pathways to teaching, Psychology, General Studies

II. Gateway (Lauren Doninger, Psychology and Transfer Ticket Program)
   i. Degree programs of interest: Business, Public Health, Psychology, Liberal Studies

III. Norwalk (Cathy Miller, Director of Counseling and Orlando Soto, Transfer Counselor)
   i. Degree programs of interest: Business, Liberal Arts, Early Childhood Education, Criminal Justice, Psychology

IV. Naugatuck Valley (Susan Houlihan, Adviser & Retention Specialist; Bonnie Goulet, Director of Student Development Services; & Sarah Gager, Dean of Student Services)
   i. Degree programs of interest: Business, Pathways to teaching, Biology, Health Studies

V. Northwestern (David Ferreira, Dean of Academic and Student Affairs)
i. Degree programs of interest: Computer Science for information systems, Pathways to teaching – including special education, Psychology

VI. Quinebaug (Robert Kozlowski, Director of Advising and Retention)
   i. Expressed interest and unable to join our discussions at this time

c. Financial considerations were identified by Sage Stachowiak and Nila Lenna from SCSU Financial Aid office. These include:
   i. Currently do not have a process in place to have institutions share funds to pay for courses;
   ii. Better to have a clear delineation of when the student becomes a SCSU student for seamless awarding of financial aid;
   iii. Full time status for financial aid is 12 credits;
   iv. Aid and billing can be processed by SCSU if clear delineation

d. Student services and supports were discussed with Jules Tetreault, Dean of Students, with these suggested considerations:
   i. Think of the life cycle of the student and consider the supports and services we would offer to our students in a similar time of their degree program. Include the following in the planning and implementation:
      i. Enrollment
         a. Registration
         b. Financial Aid
      ii. Health services
      iii. Counseling services
      iv. Disability Resource Center
      v. Academic Success Center
   ii. It can be possible to provide these supports to these students and could investigate both virtual and on-ground support for services and supports.

4. Overall Recommendations to pursue a 2 + 2 program between SCSU and one or more of the CT Community Colleges (a recommended timeline to phase in select programs over a three-year period):
   a. Phase I 2021 – programs that started the process (Sports Management)
   b. Phase II 2022 – programs gaining interest (general studies/IDS, Psychology, Early Childhood/Special Ed, Data Sciences/Comp Sci)
   c. Phase III 2023 – programs that are needed (Sociology, Management, Accounting)

5. Planning and implementation should include the following:
   a. Overall cost-benefit analysis based on these data, including a break even analysis once specific programs have been identified for implementation, and consider organizing a more permanent implementation committee (among administrators
and faculty) to begin the actual process of instituting partnerships between community colleges, SCSU and various departments. These teams should arrange:

I. meetings between faculty of SCSU and of the CT CC counterpart to design degree program. Use TAP pathways when possible and emphasis on receipt of the associate degree prior to beginning SCSU portion of the bachelor degree requirements.

II. meetings between faculty and administration from SCSU and CT CC counterpart to determine ways to meet course instruction resource needs, space, enrollment components, student fees beyond tuition to allow for access to needed student services such as disability resource, counseling, health services, academic success center.

III. meetings that include faculty and/or administration from graduate studies for programs that may have, or be developing, 4 + 1 programs that might be adaptable to being provided on the CC campus.
The Undergraduate Curriculum Forum conducted an electronic meeting and votes in Teams on Thursday, April 30, 2020. It was the final meeting of the academic year.

Business items included:
1. Notification of change of program name
   Previously, the UCF approved the new program, BS-Human Performance. The BOR subsequently approved the program with a title change: BS-Exercise and Sport Science.
2. AVP Ilene Crawford informed UCF that contracts were extended to LEP directors Braxton Carrigan and Mary Brown, IDS director Sobeira Latorre and FYE director Nicole Henderson. And that supervision of IDS and FYE would be relocated from provost’s office to dean of Arts & Sciences for two years.
3. Approve StAR Committee recommendations for continuing approval for Theatre and Political Science programs.
4. The W Course Program shall continue to adhere to the current pilot guidelines, that commenced in the Fall of 2019 semester, for the 2020-2021 academic year. The pilot program shall be assessed in the Spring of 2021 semester.
5. Approve election of Undergraduate Curriculum Forum co-chairs Cindy Simoneau (JRN) and Meredith Sinclair (at-large/ ENG) for Fall 2020?
6. Approve revisions of the following forms:
   Special Topics form
   Revised Course Proposal form
   Revised Program Proposal and Revised Minor Proposal forms, merging them together into one form
   Expedited Simple Changes form
7. Endorse the proposed Steering Committee statement to the university Provost and President to maintain all approved course caps if there is a change in course delivery to online only courses for Summer 2020, Fall 2020, Winter 2020-21.

Statement from Steering Committee:
The COVID-19 pandemic has radically affected the learning community at SCSU. We are proud of the curricular agility our faculty has demonstrated by quickly moving their classes online while maintaining academic quality and rigor.
As we plan for the fall semester, as well as summer and winter, the faculty and administration should be cognizant of the current course enrollment caps and their vital role in ensuring quality education.
In the midst of this global crisis, we must maintain our academic standards to ensure a robust and enriching experience to which our students will want to return.
Course enrollment caps were implemented based on sound pedagogical rationale and should be maintained. Currently, online courses are capped at 25 and writing courses are capped at 22. Smaller class size is particularly beneficial for students taking 100-200 level, FYE and LEP courses. Students in these courses often have underdeveloped skillsets in time management and writing. Thus,
course caps ensure students enrolled in these classes receive the additional attention and guidance they require. A positive experience in these formative classes leads to student success and will bolster student retention.

As we plan for summer, fall and winter course delivery shaped by the COVID-19 pandemic, we reassert our commitment to a strong curriculum centered on student success by honoring course enrollment caps.

8. **UCF Committee chairs for 2020-21:**
   - LEPC: Joan Kreiger, chair
   - NMC: Jodie Gil, Michael Fisher, co-chairs
   - StAR: election pending-Tricia Lin, seeking re-election to co-chair
   - UWIC: William Flores, Barbara Cook, co-chairs
   - WACC: Loida Reyes, chair

Special thanks: Mike Shea, whose term is ending as co-chair of LEPC; Rob Smith Jr., whose term is ending as chair of WACC, and for his service as UCF meeting secretary this year; Meredith Sinclair, who is moving to UCF co-chair and leaving as UWIC co-chair.

Note: UCF will begin fall meetings on Thursday, August 27, 2020 at 9:35-10:50 a.m.

The Steering Committee will determine how UCF business will be conducted if the university continues online in fall.
Resolution Regarding Reassigned Time for Research

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
RESOLUTION FOR REASSIGNED TIME FOR RESEARCH

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

Whereas, Academic excellence relies on faculty engagement in teaching (or other primary load activity), creative activity, service, and professional attendance and participation; and

Whereas, Faculty engagement in each area relies on multiple resources, of which a primary resource is faculty availability (e.g., time); and

Whereas, The Faculty Senate is the official governing body for shared governance; and

Whereas, Through the process of shared governance the Faculty Senate worked collaboratively with multiple entities across the university to gather input and information including the Chief Academic Officer, the Office of Sponsored Programs, faculty representatives across the university, and AAUP; and

Whereas, The Provost has asked to work with the Faculty Senate to develop a process to distribute research reassigned time provided by the CBA and the Administration; and

Whereas, The Faculty Senate acknowledges important and constructive roles for the Provost, Deans, and the faculty in the awarding of research reassigned time and its transparent and equitable distribution to promote and support creative activity at Southern Connecticut State University; and

Whereas, Through the process of shared governance the Faculty Senate worked collaboratively with multiple entities across the university to gather input and information from the Provost, the Office of Sponsored Programs and Research, faculty representatives across the university, and SCSU-AAUP; and

Whereas, The allocation of credit hours for faculty reassigned time for research is an established practice at the university; and

Whereas, The Faculty Senate recognizes that, to further academic excellence in one or more academic discipline(s), policies for the distribution of “reassigned time for research” as mentioned in Article 10.6.4 of the Collective Bargaining Agreement (CBA) will be helpful to the University, Colleges, Schools, Departments, and Programs; now, therefore, be it

Resolved, That, effective beginning in the Fall semester of 2020, the Faculty Senate establishes the following ten principles, that:

Policies for distribution of reassigned time for research, when developed, shall:

1. maintain transparency at every stage of the process;
2. align with the University mission and strategic plan;
3. require proposals have a clear purpose and rationale (e.g., supporting the furthering of academic excellence in the applicable discipline(s));
4. ensure consideration is given to the potential for positive impact on student learning, enrollment, retention, or student support/advisement;
5. have an administrative sustainability commitment for the specified time period of the award, including an assessment of available and additional resources (e.g., supports within and outside the existing infrastructure, financial/revenue support, technology support, materials/space, personnel resources for duties/activities no longer accounted for, as appropriate);
6. not diminish resources in other areas of contractual faculty activity, teaching, service, and professional attendance and participation, as well as faculty reassigned time for curriculum development, committee work, program coordination, faculty-administrative positions, etc.;
7. ensure equitable distribution of and access to research reassigned time;
8. ensure accountability under the award of research reassigned time, and provide progress monitoring plan(s) and contingency plan(s) to discontinue the reassigned time, including steps for returning to the default instructional load credit allocation as outlined in Article 10.2 of the Collective Bargaining Agreement;
9. include formal assurances that maintain equitable status of all faculty members by guarding against instituting a real or perceived two-tiered faculty body;
10. outline expectations related to faculty evaluation for Renewal, Promotion, Tenure, and Professional Assessment, as outlined in the Collective Bargaining Agreement as these expectations pertain to this reassigned time; and

Be it further Resolved, effective beginning in the Fall semester of 2020, The Faculty Senate establishes the following policies for the distribution of “reassigned time for research” as mentioned in Article 10.6.4 of the CBA:

1. For purposes of this matter, as the University system is multifaceted in its approach to education within all the diverse disciplines,
   a. the term “research” as indicated in 10.6.4 of the CBA shall be interpreted to include all expressions of creative activities in all the diverse disciplines of the university as indicated in Article 4.11.9.2 of the CBA; and
2. To maintain transparency at every stage of the process (principle 1) and to ensure equitable distribution of and access to research reassigned time (principle 7), and to include formal assurances that maintain equitable status of all faculty members by guarding against instituting a real or perceived two-tiered faculty body (principle 9),
   a. the term “advisory system established by the Chief Academic Officer” as indicated in 10.6.4 of the CBA shall be School/College committee(s) comprised of faculty and formed by faculty election; committee(s) shall have equitable and diverse representation from across the range of disciplines and departments within each School/College; a Dean/Director may appoint faculty to fill seat(s) that remain vacant after the Faculty Senate elections process is complete,
   b. credit hours above and beyond the contractual amount as indicated in 10.6.4 of the CBA being awarded for research reassigned time shall not be redirected for other purposes,
   c. efforts shall be made to increase this pool of credits in the future dependent on available resources,
d. at the beginning of each academic year, the Provost shall report in writing to the Faculty Senate the number of credits available for research reassigned time for the next year to be awarded through the application process,

e. the opportunity to apply for reassigned time shall be made public through the SCSU Faculty Senate website and all-faculty email announcements,

f. all awarded reassigned credit shall be announced publicly via the SCSU Faculty Senate website and annually as a list of awardees,

g. each award shall be for a continuous period of time and have a specified duration of no more than three consecutive years; awards can have specified durations of less than three consecutive years (e.g., 1-year, 2-year),

h. award recipients shall be limited to no more than three consecutive years of research reassigned time, i.e., award recipients are not eligible for consecutive awards totaling more than three years,

i. a Dean/Director who denies research reassigned time after a faculty member’s submission of a complete proposal and is recommended by the applicable School/College committee shall provide the faculty member and the committee with a written explanation; and

3. For the following principles:

   a. To align with the University mission and strategic plan (principle 2),
   b. To identify a clear purpose with supporting rationale (principle 3),
   c. To ensure consideration is given to the potential for positive impact on student learning, enrollment, retention, or student support/advisement (principle 4), and
   d. To support accountability under the award of research reassigned time (principle 8),
      i. the criterion for eligibility shall be full-time faculty who are tenured or on tenure-track,
      ii. criteria for ineligibility for reassigned time shall be anticipated possession of other awarded reassigned time for research, or anticipated grant-funded reassigned time during the award period for which the faculty member is applying, and
      iii. faculty members seeking reassigned time for research shall apply to the School/College committee by submitting a written proposal, which includes a narrative that:
         1. aligns with at least one item from the university mission and/or strategic plan;
         2. describes how the furthering of academic excellence in the applicable discipline(s) will be achieved;
         3. outlines an identifiable need in the applicable discipline(s) with a clear rationale;
         4. describes, under the guidance of the home Department, how the expected outcome (e.g., product) of the activities under the reassigned time will be defined, measured, and be potentially impactful to the specific discipline;
         5. describes how the activity might have a positive impact on student learning, enrollment, retention, or student support/advisement, and, if applicable, the potential for student participation; and
4. For the following principles:
   a. To demonstrate an administrative sustainability commitment for the specified time period of the award, (principle 5), and
   b. To include formal assurances that maintain equitable status of all faculty members by guarding against instituting a real or perceived two-tiered faculty body (principle 9), and
   c. To not diminish resources in other areas of contractual faculty activity, teaching, service, and professional attendance and participation, as well as faculty reassigned time for curriculum development, committee work, program coordination, faculty-administrative positions, etc. (principle 6), and
   d. To support accountability under the award of research reassigned time, and to include a progress monitoring plan and contingency plan(s) to discontinue the reassigned time, including steps for returning to the default instructional load credit allocation as outlined in Article 10.2 of the Collective Bargaining Agreement (principle 8),
      i. opportunities for reassigned time for which faculty members can apply shall include written announcements from the Provost and/or appropriate Dean/Director that outlines:
         1. a definitive statement that all faculty members can choose participation or non-participation (e.g., faculty choice) without prejudice regarding tenure and promotion decisions,
         2. confirmation that resources will be made available to support the operations of departments whose members receive research reassigned time (such as needed personnel; funds to pay needed personnel; materials; space),
         3. how resources will be distributed, class-caps will be maintained, and all other contractual areas of activity for the university faculty as a whole will be protected (i.e., teaching, service, and professional attendance and participation),
         4. a progress monitoring plan with clear dates and timing (e.g., halfway) and expectations for the product at each progress check, and
         5. expectations for award recipients to report progress to the applicable School/College committee as measured by the criteria outlined in the applicant’s proposal, and
   5. To clearly outline expectations related to faculty evaluation for Renewal, Promotion, Tenure, Professional Assessment, as outlined in the Collective Bargaining Agreement (principle 10),
      a. faculty members shall not be penalized in the evaluation process for not receiving reassigned time for research nor compared to faculty members receiving reassigned time for research,
      b. faculty members shall be allowed to describe activity related to reassigned time for research under the category of Load Credit, and
      c. faculty members shall be allowed to describe outcomes related to reassigned time for research under the category of Creative Activity
RESOLUTION REGARDING COURSE CLASS ENROLLMENT CAPS FOR FALL 2020

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

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

Whereas, The extenuating emergency circumstances caused by COVID-19 will result in changes in the way pedagogy and routine business will be conducted during Fall 2020 under any of the models currently under consideration and discussion including, but not limited to, on-ground classes, hybrid classes, all online classes, delay in start of the fall semester;

Whereas, On-ground classes for the fall (if held), will require social distancing; and

Whereas, The majority of current online and hybrid courses are limited to a class cap of no more than 20-25 students to ensure that best pedagogy and delivery practices and to maximize the opportunity for student success; now, therefore, be it

Resolved, That the enrollment cap for fall 2020 classes be capped at no more than 25 students per class; and be it further

Resolved, That modifications be made to existing class enrollment caps in an expedient manner in order to avoid disruption at a later date to the extent possible; and be it further

Resolved, That departments may choose to offer selected courses with more than 25 students per class when it is otherwise not feasible to adhere to this cap; and be it further

Resolved, That adequate resources be provided for faculty training for teaching online courses during the remainder of the semester and during the summer months to ensure that faculty are able to provide courses that are cohesive, well-designed, and effective and that are matched to the learning needs of our students.
Resolution Regarding Digital Evaluation Files and Paper Applications

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING DIGITAL EVALUATION FILES AND PAPER APPLICATIONS

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

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

Whereas, The extenuating emergency circumstances caused by COVID-19 have resulted in closure of the SCSU campus and changes in the way pedagogy and routine business are being conducted during Spring 2020;

Whereas, There is uncertainty regarding whether the campus will be open or available for access in the fall 2020 semester;

Whereas, The submission of paper evaluation files and other paper applications, e.g., sabbatical applications, has been our modus operandi, until the limited pilot project of digital evaluation file submission during AY 2019-2020;

Whereas, Utilization of paper files and applications requires a greater necessity for human contact at a time when the campus may still need to limit such contact, and can increase the likelihood of passing pathogens through the handling of paper files; and

Whereas, The pilot project of digital evaluation file submission during AY 2019-2020 is in the process of being completed successfully and we have the knowledge and tools needed for successful digital evaluation file submission and review; now, therefore, be it

Resolved, That beginning in AY 2020-2021, all evaluation files shall be submitted only through the digital process; and be it further

Resolved, That arrangements be made for all paper evaluation files currently in the possession of the Administration to be returned to faculty members by no later than May 31, 2020, recognizing the importance of these files being in faculty possession in order to enable them to prepare their digital files; and be it further

Resolved, That the use of paper applications, such as those utilized to apply for sabbatical leave shall be discontinued beginning in AY 2020-2021 and applications shall be submitted through a digital process to be designed and approved by the Faculty Senate.