

Southern Connecticut State University

FACULTY SENATE

March 17, 2021 | 12:10 p.m. | WebEx

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=mcb9940b322a45cbd0502f3eb6eb494df>

Table of Contents

AGENDA	2
UNAPPROVED MINUTES OF MARCH 3, 2021.....	3
DOCUMENTS TO ACCOMPANY MINUTES (MARCH 3, 2021 MEETING)	6
RESOLUTION REGARDING DEAN'S LIST POLICY REVISION.....	6
RESOLUTION REGARDING COURSE WITHDRAWALS FOR SPRING 2021.....	7
REPORT: ENROLLMENT UNDER PANDEMIC (C. LEE)	8
STANDING COMMITTEES.....	11
ACADEMIC POLICY COMMITTEE (APC)	11
ELECTIONS COMMITTEE (EC).....	12
FINANCE COMMITTEE (FC)	13
PERSONNEL POLICY COMMITTEE (PPC).....	14
RULES COMMITTEE (RC).....	15
STUDENT POLICY COMMITTEE (SPC)	16
TECHNOLOGY COMMITTEE (TC).....	18
SPECIAL COMMITTEES.....	19
UNDERGRADUATE CURRICULUM FORUM (UCF).....	19
GRADUATE COUNCIL	21
DOCUMENTS/RESOLUTIONS FOR REVIEW FOR THE MARCH 17, 2021 MEETING	22
RESOLUTION REGARDING COURSE INCOMPLETES FOR SPRING 2021	22
RESOLUTION REGARDING REVISIONS TO THE ONLINE STUDENT OPINION SURVEY	24
FOR REFERENCE: UNAUTHORIZED QUESTIONS USED ON PREVIOUS STUDENT OPINION SURVEYS	26
RESOLUTION REGARDING UNDERGRADUATE PASS/FAIL OPTION FOR SPRING 2021.....	27
RESOLUTION REGARDING GRADUATE STUDENT PASS/FAIL OPTION FOR SPRING 2021.....	29
REPORT FROM THE ACADEMIC POLICY COMMITTEE: POSSIBILITIES FOR IMPROVING THE P&T PROCESS.....	31
PROPOSED REVISIONS TO THE FACULTY SENATE BYLAWS FOR THE ELECTIONS COMMITTEE.....	36

Southern Connecticut State University
FACULTY SENATE

AGENDA

March 17, 2021

12:10 p.m.

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- I. Announcements Relevant to the Faculty Senate
- II. Approval of Minutes of Previous Meeting held on March 3, 2021
- III. Faculty Senate President's Report
- IV. Reports of Faculty Senate Standing Committees
 - a. Academic Policy
 - b. Elections
 - c. Finance
 - d. Personnel Policy
 - e. Rules
 - f. Student Policy
 - g. Technology
- V. Reports of Faculty Senate Special Committees
 - a. UCF
 - b. Graduate Council
- VI. Unfinished Business
 - a. Student Policy (K. Marsland): Resolution Regarding Course Incompletes for Spring 2021
 - b. Technology (J. Fields): Student Opinion Survey Revisions
- VII. New Business
 - a. Student Policy (K. Marsland): Resolution Regarding Undergraduate Pass/Fail Option for Spring 2021.
 - b. Student Policy (K. Marsland): Resolution Regarding Graduate Pass/Fail Option for Spring 2021.
 - c. Academic Policy (P. Petrie): Report on Simplifying the P&T Process
 - d. Proposed Revisions to the Faculty Senate Bylaws for the Elections Committee
- VIII. Guest(s)

Spring 2021 meetings: February 3, February 17, March 3, **March 17**, March 31, April 14, April 28, May 5.

Southern Connecticut State University
FACULTY SENATE

UNAPPROVED MINUTES OF March 3, 2021

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

The 11th Meeting of the Faculty Senate AY 2020-2021 was held on March 3, 2021, at 12:10 p.m. via WebEx.

Attendance

Dave Allen <i>Accounting</i> 11/11	Matthew Ouimet <i>Counseling</i> 11/11	Sandip Dutta <i>Finance</i> 7/11	Atul Kulkarni <i>Marketing</i> 11/11	Rex Gilliland <i>Philosophy</i> 11/11	Angela Lopez-Velasquez <i>Special Education</i> 7/11
William Farley <i>Anthropology</i> 11/11	Natalie Starling <i>Counseling & School Psychology</i> 11/11	Lawrence Brancazio <i>Health & Movement Sciences</i> 11/11	Joe Fields <i>Mathematics</i> 11/11	Binlin Wu <i>Physics</i> 11/11	Douglas Macur <i>Theatre</i> 11/11
Jeff Slomba <i>Art</i> 11/11	Beena Achhpal <i>Curriculum & Learning</i> 11/11	Robert Gregory <i>Health & Movement Sciences</i> 11/11	Klay Kruczek <i>Mathematics</i> 11/11	Jonathan O'Hara <i>Political Science</i> 2/2	Luke Eilderts <i>World Languages & Literatures</i> 11/11
Kevin Siedlecki <i>Athletics</i> 11/11	Maria Diamantis <i>Curriculum & Learning</i> 11/11	Troy Paddock <i>History</i> 10/11	Jonathan Irving <i>Music</i> 11/11	Michael Nizhnikov <i>Psychology</i> 9/11	
Sean Grace <i>Biology</i> 11/11	Dushmantha Jayawickreme <i>Earth Science</i> 11/11	Darcy Kern <i>History</i> 7/11	Frances Penny <i>Nursing</i> 7/11	Kate Marsland <i>Psychology</i> 11/11	Deborah Weiss <i>Faculty Senate President</i> 10/11
Mina Park <i>Business Information Systems</i> 11/11	Sanja Grubacic <i>Economics</i> 11/11	Yan Liu <i>Information & Library Science</i> 9/11	Kelly Martinez* <i>Nursing</i> 4/11	William Faraclas <i>Public Health</i> 11/11	Cindy Simoneau <i>Undergraduate Curriculum Forum</i> 11/11
Jeff Webb <i>Chemistry</i> 11/11	Peter Madonia <i>Educational Leadership</i> 9/11	Cindy Simoneau <i>Journalism</i> 11/11	Obiageli Okwuka* <i>Part-time Faculty</i> 10/11	Michael Dodge <i>Recreation, Tourism & Sport Management</i> 10/11	Meredith Sinclair <i>Undergraduate Curriculum Forum</i> 11/11
Barbara Cook <i>Communication Disorders</i> 11/11	Mike Shea <i>English</i> 11/11	Patrick Crowley <i>Library Services</i> 10/11	Mary Ellen Minichiello <i>Part-time Faculty</i> 8/11	Sebastian Perumbilly <i>Social Work</i> 11/11	Cynthia O'Sullivan <i>Graduate Council</i> 11/11
Derek Taylor <i>Communication, Media & Screen Studies</i> 11/11	Paul Petrie <i>English</i> 11/11	Jacqueline Toce <i>Library Services</i> 11/11	Stephanie Fischer <i>Part-time Faculty</i> 7/7	Stephen Monroe Tomczak <i>Social Work</i> 11/11	Zainab Seyal <i>Student Government Association</i> 2/2
Alaa Sheta <i>Computer Science</i> 11/11	Matthew Miller <i>Environment, Geography & Marine Studies</i> 11/11	Carol Stewart* <i>Management, International Business & Public Utilities</i> 8/11	Virginia Metaxas <i>Part-time Faculty</i> 6/7	Adam Pittman <i>Sociology</i> 9/11	Dr. Joe Bertolino <i>SCSU President</i> 7/11
Guests:	R. Prezant C. Hlavac J. H. Kim	S. Bulmer B. Zamfir T. Bennett	T. Broliar T. Millburn A. Smyth	T. Tyree A. Carroll C. Lee	

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

Faculty Senate President D. Weiss called the 11th meeting of the Faculty Senate to order at 12:10 p.m.

- I. Announcements
 - A. B. Cook: Discussion of *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*. April 7, 14, 21, 11 a.m. via Teams.
 - B. D. Macur: Performance of "Songs for a New World."
<https://inside.southernct.edu/theatre/productions>
- II. Minutes of the previous meeting held on March 3, 2021 were accepted as distributed.
<https://inside.southernct.edu/faculty-senate/meetings>
- III. Faculty Senate President's Report
<https://inside.southernct.edu/faculty-senate/meetings>
- IV. Reports of Faculty Senate Standing Committees
 - A. Minutes of the standing committees were received.
 - i. Personnel (N. Starling): Encourage faculty to complete survey distributed previously about the inclusion of Advising in faculty evaluation.
 - ii. Student Policy (K. Marsland): Three resolutions will be presented; two are related to grade issues around the pandemic. SPC will also be seeking feedback on Pass/Fail policy, which would need to be discussed at our next meeting.
- V. Reports of Faculty Senate Special Committees
 - A. UCF (M. Sinclair): No additional report.
 - B. Graduate Council (C. O'Sullivan): Graduate Council Report
 - i. Graduate Council met 2/22/21 via virtual meeting format. Notable information is included below:
 1. Based on the Graduate Council discussion of 11/30/2020, regarding initiating a new committee or centralized process for proposing and approving graduate programs, the Executive Committee moves as follows:
 2. Curricular initiatives are best planned at the departmental/programmatic level by faculty with disciplinary (and interdisciplinary) expertise, including appreciation for specific markets in their fields.
 3. Investment in new programs should not detract from strong, but under-enrolled existing programs. Some graduate programs with steady or increasing applicant pools lack capacity to admit all qualified applicants due to insufficient faculty and staff.
 4. Curricular planning and development is the purview of the faculty. The responsible faculty committee, the Graduate Council Curriculum Committee, is currently working to streamline approval processes. Any new or centralized committee or process should enhance and not replace the Graduate Council Curriculum Committee.
 5. During our 2/22/21 meeting, the Graduate Council engaged in small group discussions regarding the SGPS Strategic Plan proposal, including the Vision, Mission, and Priorities. A summary of this feedback will be

shared with the Strategic Planning Committee for incorporation into final documents.

VI. Unfinished Business

- A. K. Marsland, chair of SPC, **moved to approve** Resolution Regarding Dean’s List Policy Revision.
 - i. Vote to approve revisions as presented.
 - 1. Vote tally
 - a. Yes42
 - b. No0
 - i. Motion **approved unanimously**.

VII. New Business

- A. Presentation of data on course withdrawals and incompletes by A. Carroll, University Registrar.
- B. K. Marsland, chair of SPC, **moved to approve** Resolution Regarding Course Withdrawals for Spring 2021.
 - i. Vote to approve resolution as presented.
 - 1. Vote tally
 - a. Yes42
 - b. No0
 - i. Motion **approved unanimously**.
- C. K. Marsland **moved to approve** Resolution Regarding Course Incompletes for Spring 2021.
 - i. With unanimous consent, the motion to approve was **postponed** until the next meeting.

VIII. Guest

- A. Chul Lee, Director of Institutional Research.

IX. Adjournment

- A. W. Faraclas **moved to adjourn**. Seconded.
- B. Motion **approved**.
 - i. Meeting adjourned at 1:59 p.m.

L. Eilderts
Secretary

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING DEAN'S LIST POLICY REVISION

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

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; now, therefore be it

Resolved, That the Dean's List Policy be revised as follows:

~~Students are recognized for their high academic achievement by being placed on the Dean's List of their respective schools. In order for undergraduate students to qualify for the Dean's List, students must complete 12.0 or more credits in Fall or Spring and earn a semester GPA of 3.5 or better.~~

Full-time undergraduate students are recognized for their high academic achievement by being placed on the Dean's List of their respective college or school each fall and spring semester. To be eligible for the Dean's List, students must earn at least 12 credits and achieve a semester GPA of 3.5 or better. Courses taken for audit, pass-fail, or incomplete at the time grades are processed are not included.

Part-time matriculated undergraduate students are recognized for their high academic achievement by being placed on the Dean's List of their respective college or school each spring semester. To be eligible for the Dean's List, students must earn at least 12 credits in the academic year (fall and spring semesters) and achieve a GPA of 3.5 or higher in each semester. Courses taken for audit, pass-fail, or incomplete at the time grades are processed are not included.

~~These requirements apply to all undergraduate students, regardless of their academic class (i.e., freshman, sophomore, junior, or senior).~~

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
RESOLUTION REGARDING COURSE WITHDRAWALS FOR SPRING 2021

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 circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students;

Whereas, Students may be disadvantaged by these challenges, resulting in poorer class performance that does not reflect their typical classroom performance;

Whereas, Faculty wish to provide students with increased flexibility to make critical decisions regarding their courses; and

Whereas, Revising the Course Withdrawal policy would provide students with increased flexibility; now, therefore, be it

Resolved, That the following policy be implemented for the Spring 2021 semester:

The Course Withdrawal deadline shall be extended from “prior to the twelfth week of classes” to May 9th, 2021 (the last day of classes).

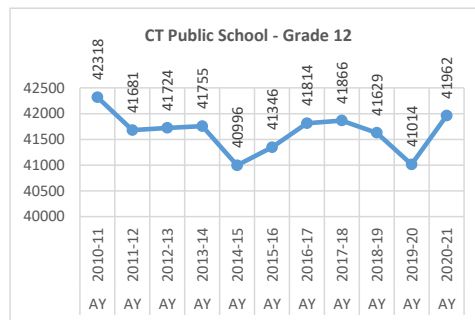
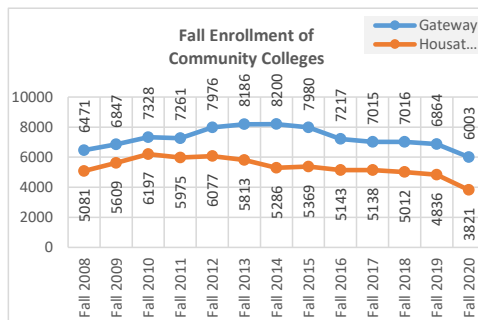
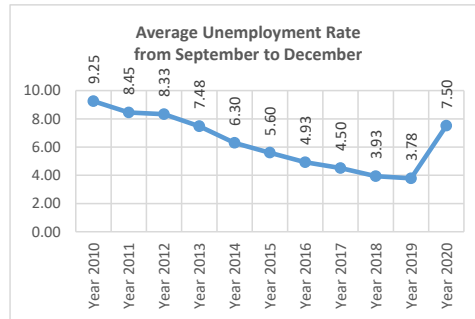
Further, the Late Course Withdrawal shall be extended beyond the end of classes for students with extenuating circumstances as approved by the school or college Dean and shall include any extension based upon “I” (Incomplete) or “I+” (Incomplete Extension) status.

REPORT: ENROLLMENT UNDER PANDEMIC (C. LEE)

Spring 2021 Enrollment Under Pandemic

1. Circumstances

- a. During the fall (September thru December), the average unemployment rate in Connecticut was 7.5% (ranging 6.1 thru 8.2% each month). It was the highest unemployment rate since 2013. The unemployment trend between 2010 and 2019 partially explained the college’s enrollment trend of subgroups such as ‘undergraduates’ or ‘transfer’ enrollment. However, the unemployment rate of 2020 failed to explain the current behavior of student enrollment as it was not originally triggered by an economic reason.
- b. Total public school enrollment of 12th graders in Connecticut during the academic year 2019-20 was 41,014 and the number of grade 12 students has shown little variation since 2010-11. No data is available on how many 12th graders have dropped out during the pandemic and before they applied for colleges.
- c. Gateway and Housatonic Community College, the two biggest feeder colleges of transfer-in students at Southern, had the smallest enrollment last Fall since 2009. Each college’s enrollment was down by 12 and 21%, respectively.
- d. In Connecticut the number of deaths by COVID-19 was 4,467 as of September 1st which continuously increased to 5,995 as of December 31, 2020.



2. Admission

- a. Given the circumstance of CT public high schools, regional economics, feeder community colleges, and a year-long pandemic, it is understandable that Southern's admission rate is basically static this spring. We have 46 'new' undergraduate students (vs. 45 last year), 303 'transfer' undergraduate students (vs. 334 last year), and 169 'new' graduate students (vs. 146 last year). As of the census date, admission had brought in a total of 517 students in spring.
- b. Starting last fall, we no longer require standardized test scores for admission, so it is understandable that the acceptance rate of 'new' undergraduates jumped up to 91% this spring from 73% last year, and the yield (=enrolled/accepted) slightly dropped to 45% from 50%.
- c. There are 267 applicants who were accepted at Southern in Spring.2021, but who did not enroll, who 'declined'. Among those, 184 applicants who declined did not enroll at any colleges or universities, but 83 applicants are found in 34 different institutions including 22 at Gateway Community College, 7 at U of Connecticut, 5 at Three Rivers Community College, 5 at Quinnipiac, 4 at Western Connecticut State University, 3 at Housatonic Community College, and 3 applicants at Central Connecticut State University in the order of highest to lowest.

3. Spring Enrollment

- a. The current spring enrollment is the record low since Southern started the Banner system. Year-over-Year enrollment dropped by 6.2% to 8638 from 9212 last spring (undergraduate level dropped 9.4% while graduate level increased 7.4%). Compared to Spring 2011 (which is a decade ago) with a hypothetically fully filled undergraduate classroom, Southern now has 1 empty seat for every 5 seats.
- b. Graduate enrollment had a net increase this spring for the first time in a long time. However, the graduate enrollment is also a whopping 37% less than Spring 2011.
- c. By enrollment status, the full-time undergraduate, which is traditionally Southern's biggest enrollment segment, got hit hard and dropped by 12% to 5525 this spring from 6274, i.e., a difference of 749 students. Other enrollment segments showed an increase despite economic hardship and the pandemic; the part-time undergraduate segment increased by 3.9% and both full-time and part-time graduate enrollment increased more than 7% this spring.
- d. By college, A&S and Education undergraduate enrollment decreased by 9.8 and 8.6%. Although less dramatic, Business and Health & Human Services also decreased by 1.4 and 3.5%, respectively.
- e. The retention rate from fall to spring is 2 points lower than previous years. Southern traditionally showed fall-to-spring retention rates between 91 and 93%, but it was 88.8% this spring. Minorities showed even lower retention rates than their White counterparts: the retention rate of the Hispanic undergraduate cohort is 83% and that of the Black undergraduate cohort is 86%, while that of the White cohort is 91%. It also showed that the cohort who started in the College of A&S showed lower retention rates than those who started in other colleges. Additional noticeable difference of retention rates is between dorm resident (91%) vs. commuter (87%). The students who were living on one resident hall floor kept the same retention rate as in previous years despite the pandemic

and the new housing policy, while the retention rate of commuter students was slipped down in spring.

- f. Our transfer-in undergraduate cohort showed successful fall-to-spring retention rates the last couple of years including Spring 2021 and it is more than 90%.
- g. Graduate level has two separate cohorts, full-time and part-time, in calculating retention rates. Both cohorts showed better retention rates this spring than last year: full-time graduate changed from 91.4 to 96.6%, and part-time graduate improved from 85% to 92% this spring.
- h. Before being discounted by any financial aid, the total estimated tuition generated by undergraduate courses is 35.2 million, which is roughly \$19,769 collected per course section. Also, roughly 59% of course sections are led by full-time instructors, while 41% is by part-time.
- i. Before being discounted by any financial aid, the total estimated tuition generated by graduate courses is 5.1 million, which is roughly \$9,927 collected per course section. About 76% of classes are led by full-time instructors while 24% are led by part-time instructors.

4. Additional Information

Our official and final census report is found in college Confluence:

<https://km.southernct.edu/pages/viewpage.action?spaceKey=SFB&title=SCSU+FACT+BOOK>

The Official report includes Spring 2021 Main report, Spring 2021 Admission Summary, Student Mobility from Fall to Spring, Student Outflow-Influx by Program, and Daily Add and Drop summary. However, more reports which are useful for each program are found in interactive Fact Book.

Mar 2, 2021

Chul Lee

Director of Institutional Research

STANDING COMMITTEES

ACADEMIC POLICY COMMITTEE (APC)

APC MINUTES 3/10/2021

Present: Allen, Crowley, Gilliland, Grace, Kulkarni, Perumbilly, Petrie (chair), Siedlecki

- Revised P&T focus group report and recommendations document
- Reviewed draft P&T focus group powerpoint and presentation plan
- On track to distribute report in advance of presentation during 3/17 Senate meeting

Respectfully submitted,
Paul R. Petrie

ELECTIONS COMMITTEE (EC)

**Faculty Senate
Elections Committee
Minutes Wednesday, March 10, 2021**

Present: Darcy Kern, Jonathan O’Hara, Mina Park; Frances Penny; Cindy Simoneau, chairperson.

Absent: Klay Kruczek

1. Announcements
2. Old Business
 - A. Continuing discussion on request for university resolution on free speech
3. New Business
 - A. Elections Committee reviewed recommended actions submitted by member Klay Kruczek concerning university elections and unanimously approved resolution for bylaws change:

Here is proposed language:

“Elections for All-University Committee vacancies shall be held before the end of each spring semester. A follow-up election, in the fall semester, shall be administered by the Elections Committee to fill any vacancies that remain after the spring election. During the self-nomination period in the fall semester, any School/College-restricted vacancy shall be dual listed as the original School/ College-restricted vacancy and a one-year at-large vacancy (and indicated with a *). If any member from the respective School/College self-nominates, only the nominee will be from the School/College shall be listed on the ballot, and the other nominees will be notified that their name(s) will not be on the ballot. Otherwise, the at-large nominees shall be listed on the ballot and will serve for one year.”

Here is the current language in the Bylaws (IX.D.2.):

“ Elections for All-University Committee vacancies shall be held before the end of each spring semester. If necessary, special elections shall be administered by the Elections Committee to fill any vacancies that remain after the first election. School/College restrictions for All-University Committees shall be removed in special elections that are held after the first special election.”

Respectfully submitted,
Cindy Simoneau

FINANCE COMMITTEE (FC)

PERSONNEL POLICY COMMITTEE (PPC)

PERSONNEL POLICY & RULES COMMITTEE
Combined Minutes
3/10/2021

Teams Meeting

PPC Members: Toce, Jacqueline; Slomba, Jeffrey; Lopez-Velasquez, Angela; Tomczak, Stephen; Shea, Michael; Kelly Martinez (absent); Pittman, Adam; Metaxas, Virginia; Starling, Natalie (chair)

Rules Members: Cook, Barbara; Diamantis, Maria; Paddock, Troy; Webb, Jeffrey; Miller, Matthew; Gregory, Robert (chair)

12:15pm

APPROVAL OF MINUTES: PPC Meeting Minutes of February 24, 2021

PPC & Rules Approved

CONTINUING BUSINESS:

Present members reviewed the following topics:

- Candidate withdrawal of a tenure file
- Letters of support
- Adding materials and information to the file as it moves through the different levels of evaluation

Both committees will meet again for a joint meeting on 3/24/2021 from 1-2pm

Adjourned 2:05pm

RULES COMMITTEE (RC)

PERSONNEL POLICY & RULES COMMITTEE

Combined Minutes

3/10/2021

Teams Meeting

PPC Members: Toce, Jacqueline; Slomba, Jeffrey; Lopez-Velasquez, Angela; Tomczak, Stephen; Shea, Michael; Kelly Martinez (absent); Pittman, Adam; Metaxas, Virginia; Starling, Natalie (chair)

Rules Members: Cook, Barbara; Diamantis, Maria; Paddock, Troy; Webb, Jeffrey; Miller, Matthew; Gregory, Robert (chair)

12:15pm

APPROVAL OF MINUTES: PPC Meeting Minutes of February 24, 2021

PPC & Rules Approved

CONTINUING BUSINESS:

Present members reviewed the following topics:

- Candidate withdrawal of a tenure file
- Letters of support
- Adding materials and information to the file as it moves through the different levels of evaluation

Both committees will meet again for a joint meeting on 3/24/2021 from 1-2pm

Adjourned 2:05pm

STUDENT POLICY COMMITTEE (SPC)

Student Policy Committee March 10, 2021 Minutes

Present: B. Achhpal, M. Dodge, B. Farley, K. Marsland, M.E. Minichiello, M. Nizhnikov, M. Ouimet, Z. Seyal

12:15 Meeting called to order via Webex

1. Discussion and approval of revisions to the Resolution Regarding Course Incompletes for Spring 2021 Incomplete to address questions and concerns raised by Senators on March 3rd.
2. Deliberation regarding possible extension and modification of the pandemic P/F policy.
 - a. Reviewed input from:
 - Senators
 - SGA
 - Academic Advising
 - Registrar
 - Provost
 - AVP for Enrollment Management
 - Awaiting input from College Deans, Dean of Student Affairs and Academic Success Center
 - b. The committee agreed that students continue to face significant pandemic-related challenges this semester including but not limited to: personal illness/quarantine; family illness/quarantine; increased work/family responsibilities; emotional, social and academic challenges associated with social isolation; and challenges associated with online learning. Further, although students were fully aware of course modalities when they registered for Spring 2021 classes, for many students the online synchronous/asynchronous classes were their only options; thus, many students are currently in modalities that they did not choose and with which they continue to struggle.
 - c. The committee agreed that the University has implemented numerous initiatives (e.g., enhanced advising, counseling and technological support, resources through the Office of Student Affairs, etc.) but that these initiatives alone are insufficient given the ongoing impact of the pandemic.
 - d. The committee agreed that extension of the Course Withdrawal deadline and revised Incomplete policy are necessary but insufficient.
 - e. The committee agreed that there are significant concerns around further extension of the Fall 2020 P/F provisions without significant modification to address issues including but not limited to: the large number of credits that many students are accruing under P/F; the potential long-term implications (e.g. graduate school and employment competitiveness) of students accruing many Ps over several semesters; students' potentially inadequate preparation for upper level courses;

proportion of students who would have received an A or B had they not elected P/F; the potential negative impact of Ps for students on Academic Warning/Probation; students making uninformed and potentially poor decisions regarding P/F (particularly if they are not required to seek advising first); issues pertaining to equity, clarity and simplicity.

- f. The committee proposed that the “pandemic” P/F policy be extended to Spring 2021 with the following modifications:
 - o Students be limited to one P/F course
 - o Students be required to receive advisement in order to execute a P/F contract
 - o The deadline for submission of P/F contracts be the same as the Course Withdrawal deadline: May 9th
 - M. Dodge will follow-up with Graduate Counsel and Graduate School Dean’s office regarding any additional modifications necessary for graduate students.
3. Old Business to be addressed at next meeting on March 24th
 - a. Academic Misconduct Policy revision
 - b. Students’ access to course materials during Incomplete/Grade Appeal periods
 - c. Potential revisions to permanent Incomplete, Course Withdrawal and Pass/Fail policies
 - d. Access to feminine hygiene products

Meeting adjourned at 2:00

Respectfully submitted by K. Marsland

TECHNOLOGY COMMITTEE (TC)

Faculty Senate Technology Committee

Minutes of meeting 3/10/2021

The committee convened at 12:15 via Microsoft Teams.

We held a brief meeting to update the resolution concerning the revisions to the online Student Opinion Surveys.

Respectfully,

J. E. Fields

SPECIAL COMMITTEES

UNDERGRADUATE CURRICULUM FORUM (UCF)

Report to the Faculty Senate Undergraduate Curriculum Forum March 4, 2021 Meeting Actions

The UCF considered two motions:

1. Motion from LEPC to update language regarding “Competency Completion Deadlines” in the LEP Charter (p. 12 of the document). Proposed change is to the following:

To help students better prepare for instruction in Tier 2 courses and in their majors, the ideal situation is that students satisfy all of their Tier 1 competency requirements in their first year of study. However, students who need to take Tier 1 pre-requisite courses and/or whose programs require a heavy major credit load in the first year may require greater flexibility in completion of LEP Tier 1. In light of this caveat, each semester a student should register for at least three, or the number of remaining Tier 1 requirements if fewer than three, courses toward the completion of their remaining Tier 1 competency requirements until the competency requirements are completed. This recommendation is intended to help students successfully progress through the LEP.

2. Motion from StAR to approve language for the StAR policy on requests for an extension of a self-study:

"Under extenuating circumstances, the StAR Committee will consider requests from the college/school/department/program, with prior consultation with the respective Dean and the AVP of Academic Affairs, to postpone program reviews. Such requests must be submitted at least two semesters prior to the semester in which a department is on the StAR calendar. The ultimate decision to approve or deny an extension for a program review rests with the StAR Committee."

Both motions were sent back to committee for further revisions based on discussion.

Call for Courses on Racial and Intersectional Justice:

The UCF will be collecting courses faculty self-designate as taking up racial and intersectional justice to be listed on a website for student information during registration. The call and further information can be found [here](#).

Reminders to faculty:

- There is a new submission process for New Course Proposals, Revised Course Proposals, and Special Topics Courses (via DocuSign). Links and instructions can be found on the UCF Confluence page.
- Please be mindful of deadlines for proposal submissions (also on the UCF Confluence page). Notably:

- W Courses not already approved as W Courses must be submitted for approval by March 22 for inclusion on the summer or fall schedule.
- Special Topics courses must be submitted by March 29 for inclusion on the summer or fall schedule.

Respectfully submitted,
Meredith Sinclair (UCF Chair, Sp. 2021)
Mar. 10, 2021

GRADUATE COUNCIL

DOCUMENTS/RESOLUTIONS FOR REVIEW FOR THE MARCH 17, 2021 MEETING

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE RESOLUTION REGARDING COURSE INCOMPLETES FOR SPRING 2021

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 circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students;

Whereas, Students may be disadvantaged by these challenges, resulting in poorer class performance that does not reflect their typical classroom performance;

Whereas, Faculty wish to provide students with increased flexibility to make critical decisions regarding their courses; and

Whereas, Revising the Incomplete Grade policy would provide students with increased flexibility; now, therefore, be it

Resolved, That the following policy be implemented for the Spring 2021 semester:

- A student who wants an Incomplete grade must request one from the instructor.
- Following the request, the instructor may grant a grade of Incomplete (I) if it is determined that the student has a valid reason for not meeting any particular course requirement(s) prior to the termination of the semester.
- If the Incomplete is granted, the Instructor and Student must complete and sign an Incomplete Grade Contract, in which the Instructor shall specify the remaining coursework to be completed by the Student and the provisional final grade the Student would earn if the remaining work is not completed.
- The Instructor shall submit a copy of the completed contract to the Chairperson of the department in which the course is offered by May 19, 2021.
- The Instructor shall enter a grade of "I" when submitting final grades. (Note: Instructors should not give an "I" unless the Incomplete has been requested by the Student and a contract has been completed.)
- The Instructor shall make all course materials available to students for the duration of the Incomplete period.

- The “I” grade shall automatically become an “F” 30 days after the start of the next semester, unless one of the following occurs earlier:
 - The Student completes the remaining coursework, and the Instructor enters a final passing grade;
 - The Student has decided to not complete the remaining coursework and the Instructor enters the provisional grade specified in the Incomplete Grade Contract, or; the Student elects to submit a Late Withdrawal from the course for approval by the School or college Dean.
 - The Instructor issues an extension for completion of the remaining work and enters a grade change to “I+” (Incomplete Extension); or
 - For courses taken in the Spring 2021 semester only, at any point, a student who has been given an I or I+ may request a Late Withdrawal from the course for approval by the school or college Dean.

RESOLUTION REGARDING REVISIONS TO THE ONLINE STUDENT OPINION SURVEY

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 Faculty recognize the importance, as well as the contractual necessity, of assessing student's opinions regarding educational outcomes in courses;

Whereas, Being able to cross-correlate demographic information about students with their opinions concerning course outcomes can be of importance for institutional research;

Whereas, Students may be uncomfortable giving their opinions if they feel they can be identified based on their demographics; and

Whereas, Some of the questions on the Student Opinion Survey should be updated; now, therefore, be it

Resolved, That the Online Student Opinion Survey be revised in accordance with the following.

STUDENT OPINION SURVEY – DRAFT – 2021 FEB 10

Revisions by Technology Committee

Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree, Not Applicable

- 1) The syllabus or course outline described what I would learn in this course (“learning goals”).
- 2) This course helped me meet those learning goals.
- 3) This course evaluated how well I met those learning goals.
- 4) My experience in this course helped me appreciate this subject.
- 5) The way the course was taught helped me understand course material.
- 6) The instructor responded constructively to students’ questions.
- 7) The instructor created a supportive atmosphere in which to learn.
- 8) The assignments and exercises in this course helped me understand the subject matter.
- 9) The course readings and/or materials helped me understand the subject matter.
- 10) The instructor provided regular feedback on my performance in this course.
- 11) The instructor had high standards for student achievement.
- 12) The instructor encouraged me to take responsibility for my own learning.
- 13) I was motivated to work hard to be successful in this course.
- 14) The instructor was accessible and was available to help me.
- 15) Once the course began, the instructor made course materials available as they were needed.
- 16) The course materials were well-organized and easy to navigate.
- 17) The instructor made effective use of technology in this course.

Open Comments

18) Which aspects of this class (e.g., lectures, discussions, readings, assignments, tests) were the most helpful for learning course material?

- 19) Which aspects of this class were the least helpful for learning course material?
- 20) What other comments do you have about the strengths and weaknesses of this course?
- 21) Comment on the instructor's use of technology in the course.

ADDITIONS HIGHLIGHTED IN GREEN

AREAS FOR FULL SENATE DISCUSSION HIGHLIGHTED IN YELLOW

REMOVED LANGUAGE IS STRUCK OUT

We respect the privacy of students. As answers to this section could potentially identify a student, Answers to this section will only be reported to the director of institutional research.

Demographics:

- 22) Are you Male or Female? Do you identify yourself as: Female, Male, Non-binary, or Prefer not to answer?
- 23) What is your age? (19 or under, 20-24, 25-29, 30 or over, ~~no answer~~ Prefer not to answer)
- 24) Are you registered as a part-time or full-time student? (Part-time, Full-time, Uncertain, Prefer not to answer)
- 25) What is your status? (~~Freshman~~ First year, Sophomore, Junior, Senior, Graduate, Uncertain, Non-matriculated, ~~Other~~, Prefer not to answer)
- 26) Which of these best describes this course for you? (Course in my major, Course in my minor, General education LEP requirement, ~~or elective~~, Free elective, Elective not otherwise required, Prerequisite, Other, Uncertain)
- 27) What approximate grade do you expect in this course? (A, B, C, D, F, ~~Other~~, Uncertain, Prefer not to answer)

THESE QUESTIONS HAVE BEEN REMOVED

- The instructor was easily reached by email, phone, discussion board, chat room, or other means.
- The instructor was available to help students at reasonable hours and responded to questions promptly.
- The course content was available when I needed it.
- The threaded discussion/course conference contributed to my learning.
- The course included interactive assignments and links to examples from the Web that helped me learn course content.
- There were an adequate number of online activities provided for practice.
- The course content was well-designed, easy to read, and included effective graphics.
- It was easy to navigate through course materials.
- It was easy to submit assignments to the instructor.
- I experienced only minor, or no, technical problems with this course.
- I received timely assistance with technical problems.
- Support services to help me with this course were available and easy to access.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING UNDERGRADUATE PASS/FAIL OPTION FOR SPRING 2021

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 circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students;

Whereas, Students may be disadvantaged by these changes, resulting in poorer class performance that does not reflect their typical classroom performance;

Whereas, Faculty wish to provide students with every opportunity to achieve successful completion of their courses this semester, stay on track towards their graduation, and reduce the level of stress that they are likely experiencing;

Whereas, Allowing students to take courses on a Pass/Fail basis could provide them with an option that will help to achieve the above; and

Whereas, The current Pass/Fail option is not adequate to accomplish this given its restrictions and given the fact that Students would have needed to elect a course as Pass/Fail by the fourth week of the semester, which has already passed; now, therefore, be it

Resolved, That the following revised Undergraduate Pass/Fail policy be approved for the Spring 2021 semester:

- With the approval of their advisor, matriculated students are eligible to register for certain courses on a Pass/Fail basis.
- The Pass/Fail option may be used for electives, the Liberal Education Program, or the requirements of a major or minor (as decided by the department housing the major or minor).
- During the Spring 2021 semester, students may elect to take one course under the Pass/Fail option.
- After consulting with the student, the advisor (or Chair if the advisor is the instructor of the course in question) would complete and submit a Pass/Fail form for the student to then authorize by the deadline.
- The deadline for students to authorize the Pass/Fail contract shall be extended to May 9th (the last day of classes).
- The Pass/Fail option is non-reversible. Students will be advised that once they have selected the Pass/Fail option, it will not be possible to revert to a graded option.

- The Pass/Fail option is blind in that the instructor is not aware of the student's use of the Pass/Fail option until after the grades are submitted, except where the instructor is also the advisor or Chair.
- The final grade will be reported as "P" if the final grade earned is "D-" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is not passing, the final grade will be reported as "F." This grade earns zero quality points, but will impact the GPA, and does count as attempted credit. Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student's ability to meet certain GPA requirements needed for their major, graduation, or honors; and may not be satisfactory in meeting prerequisite requirements when applying to graduate programs.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING GRADUATE STUDENT PASS/FAIL OPTION FOR SPRING 2021

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 circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students;

Whereas, Students may be disadvantaged by these changes, resulting in poorer class performance that does not reflect their typical classroom performance;

Whereas, Faculty wish to provide students with every opportunity to achieve successful completion of their courses this semester, stay on track towards their graduation, and reduce the level of stress that they are likely experiencing;

Whereas, Allowing students to take courses on a Pass/Fail basis could provide them with an option that will help to achieve the above; and

Whereas, The current Pass/Fail option is not adequate to accomplish this given its restrictions and given the fact that Students would have needed to elect a course as Pass/Fail by the fourth week of the semester, which has already passed; now, therefore, be it

Resolved, That the following revised Graduate Pass/Fail policy be implemented for the Spring 2021 semester:

- On a department-specific basis, and with the approval of their graduate program advisor, matriculated students in some graduate programs are eligible to register for certain required or elective courses on a Pass/Fail basis. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass/Fail option.
- During the Spring 2021 semester, students may elect to take one course under the Pass/Fail option.
- After consulting with the student, the advisor (or chair if the advisor is the instructor of the course in question) would complete and submit a Pass/Fail form for the student to then authorize by the deadline.
- The deadline for submitting a Pass/Fail request shall be extended to May 9th, the last day of classes.

- The Pass/Fail option is non-reversible. Students will be advised that once they have selected the Pass/Fail option, it will not be possible to revert to a graded option.
- The process for electing the Pass/Fail option shall be automated to the greatest extent possible via a web form. This web form shall provide the student with information about the policy, provide the students with a link to courses that have been designated as exempt by departments (i.e., are not available for Pass/Fail under this revised policy), require that the students indicate that they have read and understood the Pass/Fail policy, and shall direct students to their graduate program advisors or chairs for consultation.
- The Pass/Fail option is blind in that the instructor is not aware of the student's use of the Pass/Fail option until after the grades are submitted, except where the instructor is also the advisor or chair.
- The final grade will be reported as "P" if the final grade earned is "C" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is C- or below, the final grade will be reported as "F." This grade earns zero quality points, but will impact the GPA, and does count as attempted credit. Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student's ability to meet certain GPA requirements needed for their major, graduation, or honors; and may not be satisfactory in meeting prerequisite requirements when applying to other graduate programs.

REPORT FROM THE ACADEMIC POLICY COMMITTEE: POSSIBILITIES FOR IMPROVING THE P&T PROCESS

Possibilities for Improving the P&T Process Report from the Academic Policy Committee, March 2021

1. Background:

The APC was charged by the Faculty Senate Executive Committee with investigating possibilities for simplifying the promotion and tenure process and reducing the size of P&T files and the time required of candidates and evaluators to assess them. The APC settled on focus groups as the best mode for soliciting opinions from a representative range of participants in the P&T process on a number of ideas and questions aimed at our charge. Focus groups were conducted in both semesters of AY 2019-2020 and in Fall 2020 using a uniform powerpoint that guided participants through the key ideas and questions. Seven focus groups were conducted, with representatives of the following groups: AAUP, DEC members, department chairs, recently hired faculty, newly tenured faculty, university P&T committee members, Provost and Deans.

2. Key findings:

Findings are organized according to the questions in the focus group powerpoint. They comprise a summary of areas of general (although not always unanimous) agreement among multiple participants across multiple focus groups. We have not attempted a comprehensive summary of all participants' comments.

- a. Require a personal statement and/or introductory statement for each category of evaluation, and limit its page length.
 - Size reduction is a good idea, but only if it preserves individual's right to self-presentation.
 - Reasonable to limit, but length needs to be negotiated (not too short).
 - Should be a philosophy and narrative, not just a list-style recap of info found in CV / CIF.
 - Word limit would be useful—would force concision / better communication
 - Content guidelines with clearer limits and definitions needed—lack thereof leads to “race to the top” (pressure to add more and more)
 - Key lengths of statements to evaluation category weighting
 - Word limits would lead to better dept-to-dept comparisons of candidate files
- b. Limit file's inclusion of evidence to a specified number (2, 3, 4?) of the candidate's most representative achievements in each area of evaluation.
 - Wide differences of opinion, within many and between some focus groups.
 - A degree of agreement that a “highlights” strategy might be good *as a suggestion* but not as a hard limit.
 - P&T committee most unanimous in wanting more documentation rather than less (complete articles, web links, proof that publications were peer reviewed, etc.).
 - Other groups lean toward a “less is more” philosophy, based on trusting faculty to tell the truth in their CVs / CIFs.
 - Kinds and numbers of evidence documentation should be keyed to importance and nature of each category of evaluation (e.g. more for Creative Activity; less for Service).

c. (Re)institute department guidelines specifying expected file documentation for each discipline.

- Yes: clarifies expectations for faculty.
- Problem: dept guidelines may conflict with Dean's or Provost's expectations.
- Success depends on guidelines not being overly prescriptive or limiting of candidate's self-presentation.
- Good to have, especially with respect to creative activity (what is considered creative activity varies widely between the disciplines).
- These could be beneficial to the P&T committee as they are not always familiar with discipline or department specific creative activity.
- Problematic for departments with internal divisions, lack of consensus. Need failsafe plan for dealing with such situations.
- Should include examples / sample guidelines for departments to emulate.
- Must be communicated to candidates from early in their SCSU careers and remain consistent (no retroactive application of new standards).
- Some complications need to be considered: subdisciplines within a dept; mismatches between different depts' expectations (quantification vs open-ended or qualitative measures); disagreements between depts' and dean's guidance and expectations; inherent subjectivity of process; dysfunctional DEC's in some departments.

d. Create guidelines for expected content of DEC and department chairs' letters of evaluation

- Yes: clearer indication of what these letters should include, with models.
- Should be framed as suggestions and examples rather than prescriptions / requirements.
- Offer as floor, not ceiling; suggestive, not prescriptive (except to prohibit form letters).
- Frame as a means of empowering departments to define their own P&T expectations so that other actors in the process don't do it for them—requires culture shift in ways of thinking about P&T process in depts.
- DEC/Chair letters should address each category.
- DEC/Chairs should represent the candidates.

e. Provide training / oversight for DEC's

- Generally, "yes" to training; "no" to oversight (primarily because it would be impractical).
- Problem: training sessions already exist, but those who need them most don't attend.

f. Revise and shorten (or combine) Senate's P&T Procedures document and P&T Guidelines documents

- Cannot be combined, because Senate document is an extension of the CBA while Guidelines have status of suggestions and examples rather than requirements.
- Guidelines in need of reconciliation with Senate document.

- Some feeling that Guidelines should not be controlled by P&T committee but by a body more representative of evaluators at all stages of the renewal, promotion, and tenure process.

g. What is the bare minimum of evidentiary documentation that each candidate's file should or must include?

Areas of general agreement:

- CIF and/or CV.
- Personal statements for all categories of evaluation.
- Items should be included in department guidelines, therefore discipline-specific.
- Reduce extensive piles of evidence; file should be "representative, not comprehensive."

Recurrent ideas:

- CV should replace CIF: redundant.
- 1 major exhibit per area of evaluation.
- Require course observations (not just student opinion surveys).
- Cite publications but don't include them.
- Want the candidate to have the best voice possible in the file.

Concerns:

- Fear that faculty would be negatively impacted by minimalist P&T option: faculty need opportunity to explain more fully, give examples, etc.
- Amount of evidence in file must ultimately remain in candidate's hands: contractual.
- Need discussion and agreement on the shared principles beneath and between the contract, the Senate procedures, and the P&T Comm recommendations.
- Fear that administration may want minimalist process in order to have leeway for subjective judgment.
- Speculation that P&T Comm wants more evidence in order to pursue objectivity—but more evidence doesn't eliminate subjectivity. Only a level playing field among all candidates is essential.

h. Other ideas: What works in our current system? What doesn't work? How could it be improved? (This is a list of the more unique, specific and actionable ideas suggested by individuals in various focus groups; it does not necessarily represent areas of widespread agreement among individuals or groups.)

- Add ability to add comments to a letter.
- P&T process needs to figure a better way to value non-traditional scholarship.
- Fear that P&T committee won't value the story a candidate has told about his/her work.

- One person said s/he would “trade some freedom for more certainty” about P&T standards (i.e. s/he’d accept a more limited and quantified delineation of “what counts” toward P&T), but majority said that clarifying the criteria needn’t be in conflict with faculty freedom to shape their own self-presentation in P&T files.
- Teaching evaluations (OIR bubble sheets) are problematic as measures of teaching effectiveness.
- Useful to have a better understanding of administration’s role in the process.
- Several participants defined P&T problems in terms of competing “cultures” of P&T in different departments and among different evaluators. P&T should be framed as constructive process that builds university community, not as competition. Need a greater institution-wide shared understanding of purposes and values of P&T process, not just procedures.
- Perceived bias toward quantitative measures of candidates’ achievements undervalues work in many disciplines whose value is not readily quantifiable.
- Files should include all DEC letters during the period of employment.
- Files should include “external letters” from faculty and scholars from the same discipline attesting to the impact the candidate has created for their professional discipline/field and society.
- Files should demonstrate evidence of individual’s professional growth.
- Files should emphasize what’s new from year to year; repeating the same things again and again doesn’t make sense.

3. Issues about which there was not consensus:

- How can the university develop a shared understanding of standards and values surrounding the P&T process?
- Should standards and criteria for promotion be different from those for tenure?
- Should standards and criteria for promotion from assistant to associate professor be different from those for promotion from associate to “full” professor?
- What can be done about widely variant departmental cultures surrounding renewal, promotion, and tenure?
- How can evaluators in the P&T process productively balance an ethos of faculty development, support, and trust with the legitimate interest in maintaining rigorous academic and professional standards of evaluation?

4. APC recommendations for P&T reform:

- a. In order to reduce file size (without instituting hard limits on page length, number of evidentiary items, etc.), provide more guidance on expected / accepted kinds and number of items of documentation for each evaluation category. Include that information in department guidelines and university P&T Guidelines document.
- b. (Re)institute, with Senate oversight, department guidelines specifying expected file documentation and standards / criteria for each discipline, including a 5-year review cycle.

- c. Create guidelines and models for expected content of DECs' and department chairs' letters of evaluation.
- d. Require and limit (by word length) candidate personal statements for the P&T file as a whole and for each area of evaluation.
- e. To allay concerns from candidates and P&T members about reduced file size, allow the P&T committee to request more information from a candidate when committee members have further questions (as DECs already may), within defined limits and procedures to be determined.
- f. Under Senate oversight, reconcile Senate P&T Procedures document with P&T Committee's Guidelines document to eliminate disagreements and confusing differences in emphasis.
- g. Do not take action on these recommendations unless and until current CBA negotiations are concluded and current or similar contractual provisions governing P&T process are reconfirmed.

PROPOSED REVISIONS TO THE FACULTY SENATE BYLAWS FOR THE ELECTIONS COMMITTEE

Here is the current language in the Bylaws (IX.D.2.):

“All-University Committees are those that the Faculty Senate has established to perform specific ongoing tasks. The Faculty Senate shall determine the purpose of each All-University Committee, committee eligibility and length of term for its members. Faculty serving on All-University Committees shall be elected by the full-time faculty in elections administered by the Elections Committee. Elections for All-University Committee vacancies shall be held before the end of each spring semester. If necessary, special elections shall be administered by the Elections Committee to fill any vacancies that remain after the first election. School/College restrictions for All-University Committees shall be removed in special elections that are held after the first special election.”

Here is proposed language:

“All-University Committees are those that the Faculty Senate has established to perform specific ongoing tasks. The Faculty Senate shall determine the purpose of each All-University Committee, committee eligibility and length of term for its members. Faculty serving on All-University Committees shall be elected by the full-time faculty in elections administered by the Elections Committee. Elections for All-University Committee vacancies shall be held before the end of each spring semester. A follow-up election, in the fall semester, shall be administered by the Elections Committee to fill any vacancies that remain after the spring election. During the self-nomination period in the fall semester, any School/College-restricted vacancy shall be dual listed as the original School/ College-restricted vacancy and a one-year at-large vacancy (and indicated with a *). If any member from the respective School/College self-nominates, only the nominee will be from the School/College shall be listed on the ballot, and the other nominees will be notified that their name(s) will not be on the ballot. Otherwise, the at-large nominees shall be listed on the ballot and will serve for one year.”