

# Southern Connecticut State University

## FACULTY SENATE

### UNAPPROVED MINUTES OF MARCH 9, 2022

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

The 11<sup>th</sup> Meeting of the Faculty Senate AY 2021-2022 was held on March 9, 2022, at 12:10 p.m. via Zoom.

#### Attendance

Dave Allen <i>Accounting</i> 10/11	Matthew Ouimet <i>Counseling</i> 11/11	Sandip Dutta <i>Finance</i> 6/11	Shibiao "Bill" Ding <i>Marketing</i> 11/11	Rex Gilliland <i>Philosophy</i> 11/11	Angela Lopez-Velasquez <i>Special Education</i> 8/11
William Farley <i>Anthropology</i> 8/11	Natalie Starling <i>Counseling &amp; School Psychology</i> 11/11	Lawrence Brancazio <i>Health &amp; Movement Sciences</i> 11/11	Joe Fields <i>Mathematics</i> 11/11	Christine Broadbridge <i>Physics</i> 11/11	Douglas Macur <i>Theatre</i> 8/11
Melanie Uribe <i>Art</i> 11/11	Helen Marx <i>Curriculum &amp; Learning</i> 10/11	Robert Gregory <i>Health &amp; Movement Sciences</i> 11/11	Klay Kruczek <i>Mathematics</i> 11/11	Jonathan O'Hara <i>Political Science</i> 8/11	Luke Eilderts <i>World Languages &amp; Literatures</i> 11/11
Kevin Siedlecki* <i>Athletics</i> 6/11	Maria Diamantis <i>Curriculum &amp; Learning</i> 11/11	Troy Paddock <i>History</i> 11/11	Jonathan Irving <i>Music</i> 3/11	Christopher Budnick <i>Psychology</i> 3/11	
Sean Grace* <i>Biology</i> 9/11	Dushmantha Jayawickreme <i>Earth Science</i> 11/11	Carmen Coury <i>History</i> 11/11	Andrea Adimando* <i>Nursing</i> 7/10	Kate Marsland* <i>Psychology</i> 10/11	Deborah Weiss <i>Faculty Senate President</i> 11/11
Mina Park <i>Business Information Systems</i> 11/11	Jia Yu <i>Economics</i> 11/11	Yan Liu <i>Information &amp; Library Science</i> 11/11	Kelly Martinez* <i>Nursing</i> 4/11	William Faraclas <i>Public Health</i> 11/11	
Jeff Webb <i>Chemistry</i> 11/11	Peter Madonia <i>Educational Leadership</i> 8/11	Cindy Simoneau <i>Journalism</i> 11/11	Obiageli Okwuka <i>Part-time Faculty</i> 11/11	Michael Dodge <i>Recreation, Tourism &amp; Sport Management</i> 11/11	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> 8/11	Michele DeLucia <i>Part-time Faculty</i> 8/8	Sebastian Perumbilly <i>Social Work</i> 11/11	Cynthia O'Sullivan <i>Graduate Council</i> 9/11
Wes O'Brien <i>Communication, Media &amp; Screen Studies</i> 10/11	Paul Petrie <i>English</i> 11/11	Jacqueline Toce <i>Library Services</i> 10/11	Michael Sormrude <i>Part-time Faculty</i> 6/8	Stephen Monroe Tomczak <i>Social Work</i> 10/11	Kyle Mashia-Thaxton <i>Student Government Association</i> 11/11
Alaa Sheta <i>Computer Science</i> 11/11	Matthew Miller <i>Environment, Geography &amp; Marine Studies</i> 11/11	Carol Stewart* <i>Management, International Business &amp; Public Utilities</i> 10/11	Virginia Metaxas <i>Part-time Faculty</i> 9/11	Gregory Adams <i>Sociology</i> 9/11	Dr. Joe Bertolino* <i>SCSU President</i> 7/11
Guests:	T. Bennett T. Brolliar N. Henderson C. Hlavac	B. Johnson T. Milburn D. Pettigrew	E. Roberts J. Robin A. Smyth B. Zamfir		

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

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

I. Announcements

- A. B. Cook: Reminder to encourage students to complete the Wellness survey.
- B. C. Simoneau: Student leadership positions are open for campus media outlets.
- C. C. Simoneau: Shared disturbing developments regarding a member of the faculty and his family receiving threatening anonymous letters. A brief discussion ensued regarding recent highly inappropriate activity and what steps faculty might be able to take to address them.
- D. K. Mashia-Thaxton: SGA will debate the requirement that future student club leaders will need to have a minimum 2.5 GPA to be on the executive board.

II. Guest(s)

- A. SCSU Early College Experience Program (ECE): P. Madonia (Finance), B. Johnson (Coordinator First Year Composition), T. Milburn (AVP Academic Affairs)
  - i. P. Madonia provided an overview of the Finance committee's engagement with the ECE at the request of the Faculty Senate Executive Committee Fall 2021. Eligible high school students apply and enroll to earn college credit while they are in high school; they work with teachers in the schools who are certified to deliver the course, or with university professors who are assigned to teach the course. Some questions/topics brought forth by the committee include standards, quality, instructor qualifications, student eligibility, grading, university credits.
  - ii. T. Milburn: Five-year agreements with high schools in our area. Tuition is waived for partner high school students. Has been in place since 2019. Currently we have 15 agreements with our top feeder schools, with 26 partnerships with schools and districts throughout the state. Dept. chairpersons make the decision whether an instructor will continue to teach an ECE course, and the offer to teach can be revoked at any time. Demand has been growing. Last year we had 42 high school students enrolled in courses on our campus and 131 in high schools. This spring, we have 100 on campus and about 200 in high schools. Concern has been raised over students who receive failing grades in these courses since it will be on their permanent transcript. The number of students who have received failing grades or less than a C- are as follows: 2018-1; 2019-4; 2020-6; 2021-22. This is proportional to the increase in enrollment. She said that chairpersons are alerted when there is a high school student enrolled in a course, and any time a student is in a course that has a prerequisite, chairpersons are notified, and the student must demonstrate s/he has the prerequisite. She advocates for 100/200-level courses and asks that chairpersons share with her the courses that are recommended for the ECE program.
  - iii. B. Johnson: Has had many conversations with T. Milburn, and states that the program is in its early days. ECE is three different things: 1) ECE Southern course taught in a high school by high school faculty to high school students; 2) Southern faculty teaches a Southern class at a high school to high school students; 3) Southern faculty teach a Southern course with qualified high school students on our campus. For him, the third option is the one he would like to encourage: it brings more and more students to campus, and it sets our

program apart from other programs (e.g., UCONN). We also have a geographical advantage compared to UCONN. Some concerns/questions raised are those P. Madonia mentioned earlier: oversight, grading, quality, and fit. He would like us to consider what our program should be: a service program or a recruitment program?

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- III. Minutes of the previous meeting held on March 9, 2022, were accepted as distributed.  
<https://inside.southernct.edu/faculty-senate/meetings>
- IV. Faculty Senate President's Report  
<https://inside.southernct.edu/faculty-senate/meetings>
- V. Reports of Faculty Senate Standing Committees
  - A. Reports of the Standing Committees were received.
  - B. K. Kruczek (Elections): Self-nominations for all-University committees will be distributed soon. Deadline to self-nominate is Friday April 1.
- VI. Reports of the Special Committees
  - A. M. Sinclair (UCF): Report of the UCF was received. Reminded faculty to participate in the LEP poll regarding recommended changes to the LEP.
  - B. L. Eilderts, on behalf of C. O'Sullivan (Grad Council): Graduate Commencement will be May 19, 2022 in the Lyman Center at 2:00 p.m. and 7:00 p.m.
- VII. New Business
  - A. W. Faraclas (Finance) **moved to approve** the resolution regarding CSU-AAUP Travel Funds for the AY 2022-2023.
    - i. With no objection, the motion to approve the resolution was **approved by unanimous consent**.
  - B. K. Kruczek (Elections) **moved to approve** the resolution regarding the Faculty Scholar Award.
    - i. With No objection, the motion to approve the resolution was **approved by unanimous consent**.
  - C. On behalf of the Faculty Academic Strategic Plan Committee (FASP), the Faculty Senate Executive Committee **moves to approve** the resolution regarding course caps in "W", "Inquiry", "Critical Thinking".
    - i. M. Shea **moved to insert** "and that ENG 112 courses be set at 18" into the first resolved statement so that it reads:
      - 1. *Resolved*, That enrollment caps for "W", "Inquiry", and "Critical Thinking" courses be set at 20 and that ENG 112 courses be set at 18 on a pilot basis for six years, effective September 2022; and be it further
      - 2. M. Diamantis **moved to call the previous question**.
        - a. With no objection, the motion to amend goes to a vote.
          - i. Vote tally for the amendment to the resolution.
            - 1. Yes ..... 32
            - 2. No .....8
          - a. The motion to **amend the resolution** was **approved**.

- ii. W. Faraclas **moved to continue the meeting** as long as quorum was maintained.
  - 1. With no objection, the meeting continued.
- iii. W. Faraclas **moved to call the previous question.**
  - 1. The motion was **seconded.**
    - a. The motion **to call the previous question failed.**
- iv. With no more discussion, the body moved to a vote on the revised resolution.
  - 1. Vote tally
    - a. Yes ..... 20
    - b. No ..... 12
    - i. The motion to approve the resolution as amended **passed.**

VIII. Adjournment

- A. Meeting adjourned at 2:14 p.m.

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L. Eilderts  
Secretary

Resolution Regarding CBA Travel Funds for 2022-2023

**SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE**

**Resolution Regarding CBA Travel Funds for 2022-2023**

Whereas, Southern Connecticut State University (SCSU) 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 CSU-AAUP CBA Travel Fund ["Travel Fund"] supports Faculty attendance at professional seminars, workshops, conferences or educational exchanges (CSU-AAUP Contract Article 9.5.1);

Whereas, Participation in such conferences and academic gatherings enhances the ability of SCSU Faculty members to achieve excellence as scholars in their particular disciplines;

Whereas, The Collective Bargaining Agreement (9.5.1) specifies that the President or designee shall consult with the cabinet and the Senate President in assigning travel funds, and each full-time member normally shall not be allowed more than \$1,500 reimbursement per contract year toward the cost of fees, and each part-time member not more than \$750 from the Travel Fund;

Whereas, Reduced frequency of travel during the coronavirus pandemic has resulted in a significant amount of residual monies in the Travel Fund at the end of 2021-2022;

Whereas, Residual monies will remain in the Travel Fund and be added to the 2022-2023 CBA-determined Travel Fund allocation, leading to an unusually large pool of funds for travel;

Whereas, The Faculty Senate and the Provost have identified a mutual desire to use available travel funds to support Faculty attendance at professional seminars, workshops, conferences or educational exchanges and also to promote active participation;

Whereas, Cost increases for travel and conference fees have significantly affected faculty members' opportunities to participate in national and international professional seminars, workshops, conferences and educational exchanges;

Whereas, The SCSU Administration and the SCSU AAUP have signed a memorandum of understanding (MOU) allowing an exemption from the \$750 limit for 2021-2022 travel funds for part-time Faculty; and

Whereas, Through this resolution the Faculty Senate is acting to fulfill its responsibility in conferring with the President on the establishment of a maximum annual SCSU funding limit on travel funds provided by the CBA for 2022-2023; now, therefore, be it

*Resolved*, That the Faculty Senate recommends that the travel fund reimbursement caps for 2022-2023 be set as \$2,000.00 for tenured full-time faculty members and non-tenured faculty members on special appointment (non-tenure track), \$2,250.00 for non-tenured full-time faculty members on tenure track; and be it further

*Resolved*, That for full-time members of the Faculty traveling to a professional seminar, workshop, conference or educational exchange shall have the travel cap raised by \$250 for one of two circumstances:

- a) for travel that requires trans-ocean travel, OR

- b) if the member is Faculty traveling to attend a professional seminar, workshop, conference or educational exchange as an invited keynote speaker<sup>1</sup>, and whose expenses are not covered in full by the sponsoring organization;

and be it further

*Resolved*, That the Faculty Senate recommends that the travel fund reimbursement caps for 2022-2023 be set at \$875 for part-time Faculty members; and be it further

*Resolved*, That part-time members of the Faculty traveling to a professional seminar, workshop, conference or educational exchange shall have the travel cap raised by \$125 for one of two circumstances:

- a) for travel that requires trans-ocean travel, OR
- b) b) if the member is traveling to attend a professional seminar, workshop, conference or educational exchange as an invited keynote speaker and whose expenses are not covered in full by the sponsoring organization;

and be it further

*Resolved*, That according to the foregoing, the maximum total travel reimbursement cap shall be \$2,250 for tenured full-time faculty members and for non-tenured faculty members on special appointment (non-tenure track); \$2,500.00 for non-tenured full-time faculty members on tenure track; and \$1,000 for part-time Faculty members<sup>2</sup>.

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<sup>1</sup> For the purposes of this document, an invited keynote speaker is the person “headlining” or serving as the main speaker during an opening meeting or other plenary session at an event covered by CBA-provided travel funds. A faculty member applying for an increased travel fund cap based on having been invited to give a keynote address, must provide a copy of a formal, written invitation, which states the amount of expenses paid by the sponsoring organization and the stipend awarded by the sponsoring organization to cover expenses. A faculty member who attends a professional seminar, workshop, conference or educational exchange as a participant in any other capacity (e.g., to present a paper, poster session, experiential learning activity, professional development workshop, attend committee or governing group activities) is not an invited keynote speaker.

<sup>2</sup> This provision is not intended to change any other terms and conditions of the Collective Bargaining Agreement

**MEMORANDUM OF UNDERSTANDING BETWEEN  
SOUTHERN CONNECTICUT STATE UNIVERSITY  
AND  
SOUTHERN CONNECTICUT STATE UNIVERSITY-AMERICAN ASSOCIATION OF  
UNIVERSITY PROFESSORS**

This agreement is entered into by and between Southern Connecticut State University (SCSU) and the Southern Connecticut State University American Association of University Professors (SCSU-AAUP).

Whereas, The Collective Bargaining Agreement (9.5.1) specifies that the President or designee shall consult with the cabinet and the Senate President in assigning travel funds, and each full-time member normally shall not be allowed more than \$1,500 reimbursement per contract year toward the cost of fees, and each part-time member not more than \$750 from the Travel Fund;

Whereas, Reduced frequency of travel during the unique and one-time event (the coronavirus pandemic) has resulted in a significant amount of residual monies in the Travel Fund at the end of 2021-2022;

Whereas, Residual monies will remain in the Travel Fund and be added to the 2022-2023 CBA determined Travel Fund allocation, leading to an unusually large pool of funds for travel;

Whereas Faculty Senate Resolution S-2022-12 agreed to allow the full-time faculty more than the limited \$1,500 reimbursement for the 2022-23 academic year via CBA (9.5.1), and were prohibited by the same CBA article to authorized increased amounts for the part-time faculty; therefore be it

Resolved, that each part-time faculty member may be allowed more than \$750 reimbursement from the Travel Fund in accordance with the Faculty Senate and University President.

The parties further agree that this agreement is due to unusual circumstances and is with prejudice but without precedent except in matters involving the part-time faculty applying for 2022-2023 travel funds and is not intended to change any other terms and conditions of the Collective Bargaining Agreement.



For SCSU

3/8/2022

Date



For SCSU-AAUP

3/7/2022

Date

## Resolution Regarding Course Enrollment Caps in Writing Intensive (“W”), “Inquiry”, “Critical Thinking”, and ENG 112 Courses

### SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

#### **Resolution Regarding Course Enrollment Caps in Writing Intensive (“W”), “Inquiry”, “Critical Thinking”, and ENG 112 Courses**

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

Whereas, Senate Resolution F-09-01 was approved by the University President on November 24, 2009, recognizing that the Liberal Education Program (LEP) required “smaller classes,” and agreeing to “provide the necessary resources” for the implementation of the program;

Whereas, LEP Tier I enrollment caps for “Inquiry” and “Critical Thinking” courses, which were expected to address “written communication,” were originally capped at 20 students;

Whereas, Writing Intensive (“W”) courses were capped at 20 students;

Whereas, These classes typically involve the close reading and interpretation of selected passages, dialogical interactions, and extensive discussions of the revisions of written assignments as part of their pedagogical design;

Whereas, The abovementioned enrollment caps, resulting from our processes of shared governance, were established to support and enhance the academic engagement and achievement of our students;

Whereas, The Council of Academic Chairs, and the Office of the Provost and Vice President of Academic Affairs agreed, in March 2011, to a temporary increase in enrollment caps for “Inquiry,” “Critical Thinking,” and “W” courses from 20 to 23;<sup>1</sup>

Whereas, In the Fall 2011 semester, the Faculty Senate passed a “Resolution on Adverse Educational Impacts of Increased Course Limits” (Resolution F-11-01/November 14, 2011), in response to the increase, in Fall 2011, of the enrollment caps from 20 to 23 in LEP Tier I “Inquiry” and “Critical Thinking” classes as well as in “W” classes;<sup>2</sup>

Whereas, In the Fall 2013 semester, the Faculty Senate approved an Undergraduate Curriculum Forum “Resolution on Class Caps” (F-13-03/November 20, 2013), a Resolution that suggested that the increases in enrollment caps may have “serious impact on effective instructional delivery and student success”;<sup>3</sup>

Whereas, Faculty Senate Resolution S-16-13 sought to restore course enrollments for “W”, “Inquiry” and “Critical Thinking” classes to 20;<sup>4</sup>

Whereas, The Undergraduate Curriculum Forum approved a motion September 28, 2017, to restore “W” classes to an enrollment cap of 20 by Fall Semester 2019;<sup>5</sup>

Whereas, Goal 7 of the SCSU Faculty Academic Strategic Plan Committee’s (FASP) “A Strategic Vision for Academic Excellence, 2018” sought to “Promote the academic achievement of our students by establishing appropriate class sizes of no more than 20 students per section for courses that

emphasize written communication, including “W” (Writing Intensive), as well as Tier I LEP courses, “Inquiry” and “Critical Thinking”;<sup>6</sup>

Whereas, The enrollment of writing intensive classes at Eastern Connecticut State University are limited to 20 students;<sup>7</sup>

Whereas, In 2015, the College Conference on Communication and Composition (CCCC), the leading organization for postsecondary teaching of writing, resolved that “No more than 20 students should be permitted in any writing class,” and “Ideally, classes should be limited to 15”;<sup>8</sup>

Whereas, Our students have been negatively impacted by the disruption of on-ground class attendance and increased anxiety caused by the Covid-19 pandemic;

Whereas, Setting the enrollment caps of 20 in “W”, “Inquiry”, and “Critical Thinking” courses, and 18 in ENG 112 courses, will enable our faculty to better support our students as we emerge from the pandemic;

Whereas, The university no longer receives data on the writing ability of all entering students that would have previously been provided by the SAT;

Whereas, Numerous scholarly inquiries reiterate the realization that writing courses that emphasize revisions benefit from smaller enrollments that allow teachers to provide meaningful individual support to each of their students;<sup>9</sup> and

Whereas, As a social justice university, SCSU is cognizant of the potential of such personalized support for student writing for closing the achievement gap for students who have been socio-economically disadvantaged; now, therefore, be it

*Resolved*, That enrollment caps for “W”, “Inquiry”, and “Critical Thinking” courses be set at 20 and that ENG 112 courses be set at 18 on a pilot basis for six years, effective September 2022; and be it further

*Resolved*, That during the course of the pilot implementation of enrollment caps for the designated courses, information be gathered regarding teaching, learning, and undergraduate student achievement, as well as retention and graduation rates, such that the impact of the pilot enrollment caps can be assessed.

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<sup>1</sup> See Faculty Senate Resolution S-16-13, <http://www2.southernct.edu/faculty-staff/faculty-senate/F-17-06%20W%20Course%20Enrollment.pdf>

<sup>2</sup> Faculty Senate Resolution F-11-0, [http://s3.amazonaws.com/ares2.southernct.edu/old-wysiwyg/facultysenate/uploads/textWidget/wysiwyg/documents/F-11-01\\_Adverse\\_Educational\\_Impacts\\_of\\_Increased\\_Course\\_Enrollment\\_Limits.pdf](http://s3.amazonaws.com/ares2.southernct.edu/old-wysiwyg/facultysenate/uploads/textWidget/wysiwyg/documents/F-11-01_Adverse_Educational_Impacts_of_Increased_Course_Enrollment_Limits.pdf)

<sup>3</sup> Faculty Senate Resolution F-13-03, <http://www2.southernct.edu/faculty-staff/faculty-senate/F%2013%2003%20Resolution%20UCF%20on%20Class%20Caps.pdf>. The UCF Resolution supported by the Faculty Senate established that a range of professional organizations, “including National Education Association (NEA), National Council of Teachers of English (NCTE), Associated Writing Programs (AWP), National Communication Association (NCA), American Council on the Teaching of Foreign Languages (ACTFL), Association of Departments of Foreign Languages (ADFL) and Accreditation Board for Engineering and Technology (ABET) have guidelines for establishing class caps and/or faculty/student ratio based on pedagogical concerns.”

<sup>4</sup> Faculty Senate Resolution S-16-13, <http://www2.southernct.edu/faculty-staff/faculty-senate/AY%2016%20S-16-13%20Restore%20StudentClassCapsForInquiry.CriticalThinking.AndWritingIntensiveClasses.pdf>

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<sup>5</sup> See Faculty Senate Resolution F-17-06, <http://www2.southernct.edu/faculty-staff/faculty-senate/F-17-06%20W%20Course%20Enrollment.pdf>

<sup>6</sup> Faculty Senate Resolution S-18-11, <http://www2.southernct.edu/faculty-staff/faculty-senate/S%202018%2011%20ResolutionEndorsingFSAcademicStrategicPlanCommitteeVision.pdf>

<sup>7</sup> “Proposing a Writing-Intensive Course,” Eastern Connecticut State University, <https://www.easternct.edu/writing-program/proposingawritingintensivecourse.html#:~:text=Minimum%20requirements%20for%20writing-intensive,also%20considered--see%20below>

<sup>8</sup> College Conference on Communication and Composition Position Statement(CCCC). A Statement on an education issue approved by the CCCC Executive Committee. Principles for the Postsecondary Teaching of Writing. <https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting>

<sup>9</sup> See, for example, Alice Horning, “The Definitive Article on Class Size,” (2007). WPA: Writing Program Administration 31(1/2), p. 14.

## Resolution Regarding the Faculty Scholar Award

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

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

Whereas, Within the context of shared governance faculty participation furthers such excellence;

Whereas, The Faculty Senate is charged with maintaining the role of the Faculty Scholar Award Committee;

Whereas, The Faculty Senate strives to recognize the diversity of high-quality creative activity of the faculty; and

Whereas, The Faculty Senate wishes to increase the number of quality applications for the Faculty Scholar Award and ensure equity in making the awards available to faculty of all disciplines; now, therefore, be it

*Resolved*, That the process for selecting the recipient of the Faculty Scholar Award be modified as follows:

Funding allocated for the Faculty Scholar Award shall be equally distributed each year among the categories below:

1. Monograph
2. Textbook
3. Journal Article(s): A series of related journal articles can be considered as one product
4. Technology/Art/Performance/Invention;

and be it further

*Resolved*, That all documents related to this change be modified accordingly by the appropriate committee.