

Southern Connecticut State University

FACULTY SENATE

March 9, 2022 | 12:10 p.m. | Zoom

To join the meeting, please click [here](#) to be connected via Zoom.

Alternatively, copy and paste this link:

<https://southernct-edu.zoom.us/j/89147768847?pwd=U2N4Zk1iM1REQnp4bUdxQlYvUWpPdZ09>

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AGENDA

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- I. Announcements Relevant to the Faculty Senate
- II. Approval of Minutes of Previous Meeting held on February 23, 2022
- III. Faculty Senate President's Report
- IV. Reports of Faculty Senate Standing Committee
 - 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. Faculty Senate Resolution to Set the Writing Intensive ("W"), "Inquiry", and "Critical Thinking" Course Enrollment Caps at 20 on a pilot basis for six years effective September 2022
- VII. New Business
 - a. Resolution Regarding the Faculty Scholar Award
 - b. Resolution Regarding SCSU Early College Program Grading
 - c. Faculty Senate Resolution on CBA Travel Funds for 2022-2023
- VIII. Guest(s)
 - a. Finance Committee Presentation on the Early College Experience Program with guests Trudy Milburn, AVP for Academic Affairs, and Brian Johnson, Coordinator of First-Year Composition

Spring 2022

Full Faculty Senate Meetings:

1/26, 2/9, 2/23, 3/9, 3/30, 4/13, 4/27, 5/4

Standing Committee Meetings:

1/19, 2/2, 2/16, 3/2, 3/23, 4/6, 4/20

Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF FEBRUARY 23, 2022

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

The 10th Meeting of the Faculty Senate AY 2021-2022 was held on February 23, 2022, at 12:10 p.m. via Zoom.

Attendance

Dave Allen <i>Accounting</i> 9/10	Matthew Ouimet <i>Counseling</i> 10/10	Sandip Dutta <i>Finance</i> 5/10	Shibiao "Bill" Ding <i>Marketing</i> 10/10	Rex Gilliland <i>Philosophy</i> 10/10	Angela Lopez-Velasquez <i>Special Education</i> 7/10
William Farley* <i>Anthropology</i> 7/10	Natalie Starling <i>Counseling & School Psychology</i> 10/10	Lawrence Brancazio <i>Health & Movement Sciences</i> 10/10	Joe Fields <i>Mathematics</i> 10/10	Christine Broadbridge <i>Physics</i> 10/10	Douglas Macur <i>Theatre</i> 7/10
Melanie Uribe <i>Art</i> 10/10	Helen Marx <i>Curriculum & Learning</i> 9/10	Robert Gregory <i>Health & Movement Sciences</i> 10/10	Klay Kruczek <i>Mathematics</i> 10/10	Jonathan O'Hara <i>Political Science</i> 7/10	Luke Eilderts <i>World Languages & Literatures</i> 10/10
Kevin Siedlecki* <i>Athletics</i> 6/10	Maria Diamantis <i>Curriculum & Learning</i> 10/10	Troy Paddock <i>History</i> 10/10	Jonathan Irving* <i>Music</i> 2/10	Christopher Budnick* <i>Psychology</i> 2/3	
Sean Grace <i>Biology</i> 9/10	Dushmantha Jayawickreme <i>Earth Science</i> 10/10	Carmen Coury <i>History</i> 10/10	Andrea Adimando* <i>Nursing</i> 7/9	Kate Marsland <i>Psychology</i> 9/10	Deborah Weiss <i>Faculty Senate President</i> 10/10
Mina Park <i>Business Information Systems</i> 10/10	Jia Yu <i>Economics</i> 10/10	Yan Liu <i>Information & Library Science</i> 10/10	Kelly Martinez* <i>Nursing</i> 4/10	William Faraclas <i>Public Health</i> 10/10	
Jeff Webb <i>Chemistry</i> 10/10	Peter Madonia <i>Educational Leadership</i> 7/10	Cindy Simoneau <i>Journalism</i> 10/10	Obiageli Okwuka <i>Part-time Faculty</i> 10/10	Michael Dodge <i>Recreation, Tourism & Sport Management</i> 10/10	Meredith Sinclair <i>Undergraduate Curriculum Forum</i> 10/10
Barbara Cook <i>Communication Disorders</i> 10/10	Mike Shea <i>English</i> 10/10	Patrick Crowley <i>Library Services</i> 7/10	Michele DeLucia <i>Part-time Faculty</i> 7/7	Sebastian Perumbilly <i>Social Work</i> 10/10	Cynthia O'Sullivan <i>Graduate Council</i> 8/10
Wes O'Brien <i>Communication, Media & Screen Studies</i> 9/10	Paul Petrie <i>English</i> 10/10	Jacqueline Toce <i>Library Services</i> 9/10	Michael Sormrude* <i>Part-time Faculty</i> 5/7	Stephen Monroe Tomczak* <i>Social Work</i> 9/10	Kyle Mashia-Thaxton <i>Student Government Association</i> 10/10
Alaa Sheta <i>Computer Science</i> 10/10	Matthew Miller <i>Environment, Geography & Marine Studies</i> 10/10	Carol Stewart <i>Management, International Business & Public Utilities</i> 10/10	Virginia Metaxas <i>Part-time Faculty</i> 8/10	Gregory Adams <i>Sociology</i> 8/10	Dr. Joe Bertolino* <i>SCSU President</i> 7/10
Guests:	T. Bennett T. Broliar C. Hlavac	P. Levatino M. Kingan D. Pettigrew R. Prezant	R. Regos K. Swanson		

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

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

I. Announcements

- A. L. Eilderts asked Senators to indicate the academic year they began their 3-year term to the Faculty Senate by filling out this form: <https://forms.office.com/r/Kv3ba0xyE9>.
- B. B. Cook reminded Senators to encourage them to reach out to their colleagues and students regarding the Wellness Survey.
- C. D. Weiss asked if there were any interested Senators in serving on the Admissions Open House committee;
- D. D. Weiss shared that President Bertolino has purchased copies of the book *The Great Upheaval* by Art Levine for all Senators.
- E. D. Macur shared that the next Theatre production would be *Antigone* and its opening night would be Thursday February 24th. The show will run for the weekend.

II. Minutes of the previous meeting held on February 9, 2022, were accepted as distributed. <https://inside.southernct.edu/faculty-senate/meetings>

III. Reports of Faculty Senate Standing Committees

- A. Reports of the Standing Committees were received.
- B. M. Diamantis (Student Policy): committee met February 16th to discuss pass/fail, incompletes, and to look over the data of the number of credits taken over winter break and the grades students received with A. Carroll.

IV. Faculty Senate President's Report

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

V. Special Committees

- A. Grad Council: No report
- B. UCF: Senators asked M. Sinclair questions regarding the LEP taskforce, its recommendations, and the next steps. M. Sinclair shared that the changes would come to a referendum most likely Fall 2022, and that additional meetings/fora will be planned so that faculty will have an opportunity to discuss.

VI. New Business

- A. Department Proposal: Marriage and Family Therapy. P. Levatino and S. Perumbilly presented the proposal.
 - i. M. Diamantis **moved to support** the proposal to create a distinct Department of Marriage and Family Therapy.
 - ii. **Seconded.**
 - 1. Vote tally
 - a. Yes38
 - b. No1
 - 2. The motion to support the proposal was **approved**.
- B. K. Kruczek **moved to poll** the Senators on which proposed modification to the Faculty Scholar award had the most support (see documents below).
 - i. After discussion Senators moved to vote.
 - 1. Option 1.....1

- 2. Option 2.....0
- 3. Option 3.....9
- 4. Option 4.....20
- ii. The results of the poll will now be considered by the committee.

VII. Adjournment

- A. B. Cook moved **to adjourn** the meeting. **Seconded.**
 - i. Meeting adjourned at 2:00 p.m.

L. Eilderts, Secretary

Proposal for Department Status: Marriage and Family Therapy



To:
Dr. Deb Weiss
Faculty Senate President
Southern Connecticut State University

From:
Paul Levatino, Associate Professor
Program Director, Clinic Director
Marriage and Family Therapy Program

Dear Faculty President Weiss:

Attached find MFT's proposal and plan for Department status for Senate advisement. A letter of support from the chairperson of Social Work, Dr. Loida Reyes, is also included.

History:

The Marriage and Family Therapy (MFT) program at SCSU traces its roots back to 1975 within the Counseling and School Psychology Program. Over time, the demand for specialized training in Family Therapy increased, and in 1982 Dean Anthony Pinciario and the MFT program agreed the program was best served as its own department. The MFT program officially became a free-standing graduate-level Department in 1983. The Department was unique in offering a specialized Masters in Family Therapy degree.

The program immediately established itself. It applied for and was granted accreditation by the Commission on the Accreditation of Marriage and Family Therapy Education (COMAFTE) in 1984, making SCSU's MFT program one of the first in the nation to receive national accreditation and one of the few programs in the world to offer the specialized Masters of Family Therapy credential.

The MFT department operated as a department from 1983 until 2008. At that time the Dean of HHS elected to combine the MFT Department with the Social Work Department, designating MFT as a program within the Social Work Department. This move was made because (at that time) MFT's Department consisted of only three full-time faculty. Previous SCSU guidelines recommended that department status required a minimum of four full-time faculty members.

In 2011, under the leadership of Dean Gregory Paveza, the MFT program applied for and was granted an additional faculty line. A national faculty search was successfully completed and in August 2012 Dr. Sebastian Perumbilly was hired, increasing the MFT full-time faculty number from three to four.

Following a series of faculty retirements and successful faculty searches the MFT program gained its current faculty structure in 2016: Dr. Sebastian Perumbilly, Dr. Rebecca Harvey, Dr. Julie Liefeld, and Mr. Paul Levatino. Each of these MFT faculty members has obtained tenure. The program is grounded by eight stable, committed part-time faculty members.

Since 2011, the MFT program operates in a highly successful two- or three-year cohort model, admitting 26 to 28 students each Fall. The program's retention and graduation rates are high: 91% of all admitted students graduate within six years of admission.

Challenges to Existing Structure Within Social Work:

For those unfamiliar with graduate level clinical mental health credentials, the placement of the MFT program within Social Work may seem appropriate. However, from an operations perspective, the current structure of MFT within Social work presents significant challenges:

- While both programs specialize in preparing master's level mental health clinicians, Marriage and Family Therapy is a distinct profession with its own history, theories, clinical models, professional organizations, professional journals, accreditation standards, core competencies, training focus (i.e., systemically focused psychotherapy and unique clinical supervision education), code of ethics, and national standards for clinical practice.
- Our involvement in one another's operations does not complement faculty member's professional academic development nor is there room in either of the program's accreditation mandated program coursework for cross-program student registration.
- The organizational structure of having the MFT program within Social Work is not efficient. Most Social Work committees do not benefit from nor relate to the development of Marriage and Family Therapy. MFT faculty involvement in Social Work activities siphons faculty time and resources away from developing new MFT curriculum offerings as well as limits our ability to refine the current MFT curriculum. The two programs' accreditation standards do not align, and this lack of alignment complicates each program's re-accreditation process, adding an additional layer of explanation to each program's reaccreditation portfolio, and an additional level of scrutiny from site-visitors. Separate Department status addresses these concerns.
- The placement of MFT within the Social Work program places a burden on Social Work leadership. MFT, as a separate and distinct profession, has its own principles, practices, and standards. Requiring Social Work faculty leaders to oversee a program they have little knowledge of and investment in is an unreasonable burden on Social Work's Chairperson. This is also unfair to committees within the Social Work Department. Asking their personnel committee to review faculty performance in the promotion and tenure or six-year review process is a strain on Social Work's Promotion and Tenure Committee. MFT's placement within Social Work requires that their Department Curriculum Committee review and approve MFT course modifications. Social Work faculty members have no knowledge in MFT pedagogy and accreditation requirements, nor should they need to. Asking them to learn these guidelines and practices while doing their own work and department management is unfair and inefficient.
- Placement of MFT in Social Work, negatively impacts MFT's representation on University Committees (Faculty Senate, Graduate Council, Council of Academic Chairs, etc.). While most committees on campus have accommodated representation of MFT within their membership, the placement of MFT in Social Work translates to MFT having to advocate for and justify our presence within these structures. In addition, the placement of MFT within Social Work translates to MFT faculty running against Social Work faculty for committee member positions (Promotion and Tenure, Personnel Committee, Faculty Senate, Graduate Council, Department Curriculum Committee, etc.) in faculty elections. MFT cannot effectively represent itself within committees unless it is fully and fairly represented. Social Work faculty are more familiar with and naturally inclined to support their own faculty in department-wide elections. With MFT placed as a program within Social Work, the deck is stacked against equitable MFT faculty representation.
- The MFT program currently and historically maintains its own budget and program resources, and this move will place no additional fiscal burdens on the College of Health and Human Services, the University, or on the Social Work Department. MFT program was moved into the Social Work program in 2007, however MFT consistently operated and managed a distinct Operating Budget (HHS 055) overseen by the MFT Program Director and Dean of Health and Human Services. The MFT program has a Department Secretary, serving MFT Clinic, faculty, and student needs. *No additional resources will be required to operate MFT as a distinct Department, nor will any resources be taken from the Social Work Department in this modification.*

- Often the professional advocacy organizations for MFT's and Social Workers are not aligned and on opposing sides of Connecticut legislative initiatives. This poses challenges for shared academic resources and challenging conversations regarding professional advocacy goals. These non-aligning advocacy situations contribute to a strained relationship between the two professions and faculty professionals. While current SCSU faculty within the two programs navigate these differences in a collegial manner, there have been varying challenges and complex dynamics in the past. Historically when consensus between the two programs could not be reached these impasses were solved by MFT faculty being outvoted and/or their opinion relegated to a secondary priority. These disagreements distract us from work within our individual disciplines and set up unnecessary and unproductive conflicts. Asking two competing professional organizations to operate under the same umbrella is not efficient. It puts the smaller profession at risk of having its values, principles and practices minimized. Noting the observations and challenges noted above, conversations and preparations for initiating the separation of Social Work and MFT began in the 2019-2020 academic year. Social Work and MFT faculty are in favor of this change. Former Chairperson Dr. Rofuth and current Chair Dr. Reyes, support the move of MFT back to its own Department. This move was approved by Social Works's Management Team committee members in 2020.
- Social Work has petitioned for and is positioned to become its own school in 2023. Remaining a program within Social Work would leave MFT especially vulnerable. As the profession with fewer professionals and professional advocacy resources, the MFT program is already in danger of having its professional goals circumvented by its larger peer profession. Currently, the Dean of Health and Human Services, Dr. Sandy Bulmer, manages and advocates equally for the two programs, overseeing each as distinct and separate entities. Recent chairpersons of Social Work (Drs. Rofuth and Reyes) have navigated the relationship with deliberate attention and emphasis on operating them as equal, distinct, and separate entities. However, if the current leadership structure or personnel within the Dean's Office, Social Work and MFT faculty were to change, MFT would be left especially at risk to relegation to second tier status within a larger, more powerful School of Social Work. This dynamic is not unique to SCSU. In other programs in the United States, the placement of MFT within larger master's level mental health programs (e.g. counseling and/or social work) has negatively impacted MFT's enrollment and program delivery. MFT was separated from CSP in 1983 to promote the department's growth and to isolate MFT from this dynamic.

Future Structure:

Making Marriage and Family Therapy to its own Department within the College of Health and Human Services will solve all the matters addressed above. In addition, this modification requires no additional financial resources from any stakeholder (MFT, Social Work, the College of Health and Human Services, and/or the University).

- Marriage and Family Therapy will operate as an individual Department under the leadership of the Dean of Health and Human Services.
- The Marriage and Family Therapy Department's four core faculty will serve as members of its Department Curriculum Committee and Promotion and Tenure Committee.
- One core faculty member will serve as a Faculty Senator within SCSU's Faculty Senate.
- One faculty member will serve on the Graduate Council as Department Representative.
- The Program Director position will become the role of Department Chair. This position already receives re-assigned time which will be converted to Chairperson credits.

In preparation for this transition, the MFT faculty implemented coverage of the roles outlined above in 2019:

- Graduate Council and Faculty Senate and meeting coverage is provided via Drs. Harvey (GC) and Perumbilly (FS).
- MFT core faculty meet 1.5 hours every three weeks following Robert's Rules of Order, and self-manage Personnel, Promotion and Tenure, and Curriculum Committee issues.

- The MFT Program Director already attends meetings of the Dean's Chairs Meetings, and the Council for Academic Chairpersons.

As evidenced, the structure for MFT department status is in place, functional, and sustainable in a long-term capacity under this model.

Outcome:

Marriage and Family Therapy training at SCSU has a historical legacy and reputation of excellence within SCSU and the State of Connecticut. Transitioning MFT to its own Department will reduce layers of administrative bureaucracy, incurring no additional costs to Southern Connecticut State University. The MFT Department will have greater visibility and enhanced reputation within the University and community-at-large, and this will translate to greater distinction of future MFT graduates. The move ameliorates all the concerns outlined above and positions both Departments to operate more efficiently and effectively. By focusing on our individual disciplines more precisely and with fewer distractions, both programs can commit to growth initiatives that foster enrollment and retention. Finally, this move brings to fruition a strategic collaboration between Social Work, MFT and the Dean of Health and Human Services, initiated three years ago, designed to position MFT and Social Work to meet long-term strategic goals and streamline accreditation processes.

Faculty Scholar Award Modifications (proposed but not approved)

The Faculty Scholar Award will be awarded in the following manner:

There will be four categories for consideration:

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

Option 1: The categories for the full award (currently \$2500) will alternate as follows:

- Technology/Art/Performance/Invention and Journal Article(s) (2022, 2024, 2026, ...)
- Monograph and Textbook (2023, 2025, 2027,)

Option 2: The categories for the full award (currently \$2500) will alternate as follows:

- Journal Article(s) (2022, 2026, 2030, ...)
- Technology, Art, Performance, and Invention (2023, 2027, 2031, ...)
- Monograph (2024, 2028, 2032, ...)
- Textbook (2025, 2029, 2033, ...)

Option 3: Hand out awards to two categories (currently \$1250 for each of the two awards) as follows:

- Technology/Art/Performance/Invention (2022, 2024, 2026, ...)
- Journal Article(s) (2022, 2024, 2026, ...)

- Monograph (2023, 2025, 2027,)
- Textbook (2023, 2025, 2027,)

Option 4: Hand out one award to each of four categories (currently \$625 for each of the four awards) as follows:

- Journal Article(s)
- Technology, Art, Performance, and Invention
- Monograph
- Textbook

STANDING COMMITTEES

Academic Policy Committee (APC)

MINUTES—APC—03/02/2022

Present: Allen, Crowley, DeLucia, Ding, Gilliland, Jayawickreme, Petrie (chair), Uribe

- Preliminary discussion re: Latin Honors: 60-credit residency requirement and its implications for transfer students.
- Possible P&T document correction (evaluation category weights). Provisionally approved, pending input from P&T Committee chair.
- Progress reports / new documents from P&T reform subgroups, including provisional approval of new language for Senate P&T document re personal professional statements in file.

Elections Committee (EC)

Minutes for March 2, 2022

Attendees: Carmen Coury, Klay Kruczek, Mina Park, Cindy Simoneau

Old Business:

Resolution on the Faculty Scholar Award

The committee finalized wording on the resolution, after having the general idea of how to hand out the award ironed out at the full Faculty Senate meeting on 2/23.

New Business:

Spring 2022 Self-Nominations

The committee approved wording on the self-nomination form. The process for Self-nominations should start on March 9.

At-Large Membership for Non-A&S Faculty

The committee plans to bring up the idea of having spots on committees allocated for “Non-A&S at-large” members, to balance out the committees a bit more. We figured it was too late in the year to implement this idea for the 2022 – 2023 academic year.

Finance Committee (FC)

Personnel Policy Committee (PPC)

Minutes 3/2/2022

Teams Meeting

PPC Members: Adams, Gregory; Toce, Jacqueline; Lopez-Velasquez, Angela; Marx, Helen; Tomczak, Stephen; Shea, Michael; Martinez, Kelly (absent); Sormrude, Michael; Metaxas, Virginia; Starling, Natalie (chair)

12:10pm

Approval of minutes of 2/16 meeting

CONTINUING BUSINESS:

1. P&T Guidebooks
 - a. The committee has invited representatives from AAUP and the P & T committee to a March meeting date (3/23) to share/discuss updates to the guidebooks thus far
 - b. The committee reviewed the draft of revisions to the Teaching Faculty P & T Guidebook and began constructing a list of revisions to share with guests at the March 23rd meeting
 - c. The committee will use this progress to make revisions to the other P & T Guidebooks (Library, Counseling, etc.) beginning at the next meeting (moved to next meeting agenda)
2. P&T/Renewal Procedures documents
 - a. The committee will review progress and plan a Resolution as a future agenda item
3. Updating Professional Assessment Procedures Document – to match updates to the other documents (moved to next meeting agenda)
4. Academic advising re P&T (moved to next meeting agenda)

Rules Committee (RC)

March 2nd, 2022

The committee went through the document one more time for any additional clean-up needed... For now the committee agreed to leave the reference's to Division Director in the document as is...

Meeting adjourned at 1:39 pm

Respectfully submitted,

Dr. Jeffrey A. Webb

Student Policy Committee (SPC)

Student Policy Committee
Wednesday March 2, 2022

In attendance: Maria Diamantis (chair), William Farley, Barbara Cook, Wes O'Brien, Michael Dodge, Matt Ouimet, Katherine Marsland, Christine Broadbridge, Kyle Thaxton, Krista Jones (guest), Sarah Grossman (guest)

- Krista Jones (Vice President of the Board of Academic Experience, Student Government) attended in order to present a proposal asking that faculty submit or post their syllabi prior to the start of the semester, 1-3 days prior.
Krista reported that this submission will benefit students to review and consider the course as they finalize their schedules, since the Add/Drop period is so short at the beginning of each semester. There is no real evidence other than anecdotal discussion from students and there is no way of proving that students will read the syllabus on time to make the right decision. Other challenges include how will the syllabus be distributed since BB9 is not the only platform used; many faculty do currently reach out via email to students prior to the beginning of the semester and share their course syllabi, objectives, assignments, schedules, etc.
Other challenge is if students actually read and understand the content of the syllabi as well as extra challenges for the part time faculty.
After lengthy discussion the committee will consider writing and presenting a resolution to suggest/recommend that faculty try to communicate their syllabi to their students as soon as possible, if not earlier than the semester's start date.
Kate, Barbara, and Maria will work on drafting the resolution for further discussion at our next committee meeting. The goal will be to have something to submit to the full senate by March 30.
- Next item of discussion was the further requested data on the winter intersession (2022-2021 and 2021-2022) as provided by Alicia Carroll
 - It seems that students who took more courses in winter session appear to have done better than students who took less courses
 - Asynchronous classes were offered at a higher rate in the past two winter sessions, obviously due to the pandemic. Therefore, the data seems to be skewed since it also displays that students are not doing well in such courses overall. More data will be needed to compare number of offerings and grade distribution and teaching modalities. Thus, the committee will not make a recommendation for any changes at this time.
- Another item of discussion was the Incomplete Policy
 - Current Banner version does allow faculty to list an incomplete along with the earned current student grade and prior to completing incomplete assignments
 - Banner can be set up so that the earned grade will be the final grade passed the due date (rather than the current process of F)
 - Since Banner can do so now, the committee will ask Alicia if a message goes to all faculty informing faculty of this latest Banner update.
 - One item of the discussion which was not completed includes the limits of the current Incomplete time line. To be discussed next.

Meeting adjourned at 2:00 pm.

Respectfully submitted,
Maria Diamantis, Chair, SP Committee

Technology Committee (TC)

Faculty Senate Technology Committee

Minutes of meeting 3/2/2022

The meeting convened at 12:15 via WebEx. We were joined by Provost Robert Prezant.

The discussion about ways to incentivize students to complete Student Opinion Surveys continued.

We reviewed a Google Jamboard which was pre-populated with previously identified ideas and issues.

Dr. Prezant shared some research he had done into what practices other universities are following.

After much discussion one idea seemed to rise to the top – making the completion of course surveys an assignment. The provost suggested that faculty could put a requirement into their syllabi making completion of the SOS a course expectation and provide some small amount of credit for that. This would require that faculty be informed of which students had completed the survey (but, obviously, not the content of their responses). Alaa Sheta remarked that there had previously been such reports, but that we hadn't received them last semester. A concern was raised that in small sections, knowledge of who had completed the surveys might allow faculty to identify students.

Dr Prezant had to leave us at 12:45, but prior to leaving shared that he was not in favor of a monetary reward system, but would try to support the committee's eventual decision.

Jonathan Irving suggested that he would poll his department on whether they agreed with the basic idea of making SOS completion an assignment. A final thought was that we could pilot the idea in the current semester by asking faculty to 1) Allot some class time to completing the surveys, and 2) Offer a small amount of extra credit to students who do so.

Respectfully,

J. E. Fields

SPECIAL COMMITTEES

Undergraduate Curriculum Forum (UCF)

Report to the Faculty Senate Undergraduate Curriculum Forum February 24, 2022 Meeting Actions

Actions

The following revised programs were approved:

Revised Minor Proposals

1. Criminal Justice Minor

Revised Program Proposals

1. BS Sociology – Concentration Criminal Justice
1. BA Interdisciplinary Studies Concentration Child, Family, and Community
1. BS Interdisciplinary Studies Concentration Child, Family, and Community

The following new and revised courses were approved:

New Course Proposals

1. HLS 350 – Interventions and Support in Dementia Care
1. HLS 370 – Perspectives in LGBTQ+ Healthcare Practices
1. HIS 345 – History and Culture of the African Diaspora

Revised Course Proposals

1. SOC 362 – Criminological Theory
1. PCH 450 – Death, Dying, and Bereavement -> PCH 348 – Death, Dying, and Bereavement
1. PCH 492 – Health and Aging -> PCH 292 – Health and Aging

The following W Courses were approved:

1. WGS 100 - Dynamics of Gender Class and Race
1. HLS 370 - Perspectives in LGBTQ+ Healthcare Practices

The following special topics courses were logged:

1. CSC 398 – Introduction to Research in the Discipline (1st time offered; Fall 2022) - previously logged; title change
1. ART 298 - Photography as Visual Language (1st time offered; Fall 2022)
1. ART 398 – The Moving Image: DSLR Video & Audio Recording (3rd time offered; Fall 2022)
1. ART 398 – Photographic Travel Journal (2nd time offered; Summer 2022)
1. HIS 398 – The City Never Sleeps: Athens Through the Centuries (1st time offered; Fall 2022)

Other Notes

- Special Topics courses for Summer 22 and Fall 22 must be submitted by March 22. W Courses not currently approved as a W must be submitted by March 22.

- An updated document explaining policies for accelerated programs was shared and has been updated to UCF's Confluence. This document reflects policy previously approved by UCF and Grad Council.
- The LEP Revision Task Force has finalized their recommendations for LEP Revision to LEPC.
 - The task force report can be viewed in [UCF's Confluence](#).
 - A [survey for faculty](#) to collect feedback on the task force recommendations has gone out to faculty and will close on Friday, March 11 at noon.
 - LEPC is currently finalizing the proposal with a goal of bringing it to UCF on March 31.
 - Faculty with comments can also email ucfoffice@southernct.edu and these will be passed along to LEPC and the task force.
 - Departments wishing to have a conversation about the recommendations can schedule a meeting with UCF chair Meredith Sinclair and LEPC chair Joan Kreiger by emailing sinclairm4@southernct.edu.
- TAP-FIRC voted to approve the new SLOs for the TAP Framework 30. The next step is a vote at each system institution to approve the new SLOs or retain the current ones. Details are being finalized but expect a vote at UCF by semester's end. Information and discussion sessions for all faculty will be held in March/April. TAP-FIRC rep Heidi Lockwood shared the following documents; please review and share with your departments:
 - [Presentation of the New Proposed TAP Framework30 SLOs](#)
 - [Comparison of Existing TAP Framework30 SLOs versus New Proposed TAP Framework30 SLOs](#)

Respectfully submitted,
 Meredith Sinclair, UCF Chair
 Feb. 25, 2022

Graduate Council

DOCUMENTS FOR REVIEW FOR THE MARCH 9, 2022 MEETING

Faculty Senate Resolution to Set the Writing Intensive (“W”), “Inquiry”, and “Critical Thinking” Course Enrollment Caps at 20 on a pilot basis for six years effective September 2022

Southern Connecticut State University

Faculty Senate Resolution to Set the Writing Intensive (“W”), “Inquiry”, and “Critical Thinking” Course Enrollment Caps at 20 on a pilot basis for six years effective September 2022

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;¹

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;²

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”;³

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

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;⁵

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";⁶

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

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";⁸

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 the designated classes 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;⁹ 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 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.

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

² 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

³ 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.”

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

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

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

⁷ “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>

⁸ 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>

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

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

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;

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 in further

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

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding SCSU Early College Program Grading

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, Southern Connecticut State University offers an Early College (EC) program that enables eligible high school students to enroll in and earn up to 30 college credits by successfully completing EC courses;

Whereas, The SCSU EC program exists for the purpose of supporting students in their aspirations to pursue higher education, and has important implications for university access, achievement, enrollment and retention;

Whereas, Grades earned in the EC program are recorded on an SCSU transcript for participating high school students;

Whereas, EC courses appearing on the SCSU transcript count as attempted credit calculated in the SCSU GPA for students admitted to Southern Connecticut State University; and

Whereas, The recording of a grade for a student who fails to achieve a passing grade of C or above negatively affects that student's potential for college success through continuing progress at SCSU or another institution of higher education; now, therefore, be it

Resolved, That grades of C- or below earned in the SCSU EC program will be converted to a grade of NC on the SCSU transcript; and be it further

Resolved, That this policy will be in effect commencing with the Spring 2022 semester and for the 2023 academic year, and will be continued only with further action by the Faculty Senate.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Faculty Senate Resolution on 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 speaker¹, 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 members².

¹ 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.

² This provision is not intended to change any other terms and conditions of the Collective Bargaining Agreement.