To join the meeting, please click [here](https://southernct.edu.zoom.us/j/83888278575?pwd=MUhrUWdiOEVKWFdHTmNjQk9ZMGFzZz09) to be connected via Zoom.

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AGENDA
April 27, 2022
12:10 p.m.

To join the meeting, please click here to be connected via Zoom. Alternatively, copy and paste this link:
https://southernct-edu.zoom.us/j/83888278575?pwd=MUhrUWdiOEVKWDNjQkJk9ZMGFzZz09

I. Announcements Relevant to the Faculty Senate

II. Approval of Minutes of Previous Meeting held on April 13, 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

VII. New Business
   a. Nominations for Faculty Senate President
   b. Resolution For Revisions to the Promotion and Tenure Procedures and Renewal Procedures
   c. Resolution For Information Regarding the Adoption of the Promotion and Tenure Guidebooks
   d. Revisions to the Department Chairperson Document
   e. Resolution Regarding Faculty Statement to Encourage Student Completion of Student Opinion Surveys
   f. Approval of UCF Documents (Flow of Proposals, UCF Bylaws, UCF Constitution)

VIII. Guest(s)

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 APRIL 13, 2022

https://inside.southerncst.edu/faculty-senate/meetings

The 13th Meeting of the Faculty Senate AY 2021-2022 was held on April 13, 2022, at 12:10 p.m. via Zoom.

Attendance

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Allen</td>
<td>Accounting</td>
<td>11/13</td>
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<tr>
<td>Matthew Quinet</td>
<td>Counseling</td>
<td>13/13</td>
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<tr>
<td>Sandip Dutta</td>
<td>Finance</td>
<td>8/13</td>
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<tr>
<td>Shibiao “Bill” Ding</td>
<td>Mathematics</td>
<td>13/13</td>
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<tr>
<td>Rex Gilliland</td>
<td>Philosophy</td>
<td>13/13</td>
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<tr>
<td>Angela Lopez-Velasquez</td>
<td>Special Education</td>
<td>10/13</td>
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<tr>
<td>William Farley</td>
<td>Anthropology</td>
<td>10/13</td>
</tr>
<tr>
<td>Natalie Starling</td>
<td>Counseling &amp; School Psychology</td>
<td>13/13</td>
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<tr>
<td>Lawrence Brancazio</td>
<td>Health &amp; Movement Sciences</td>
<td>13/13</td>
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<tr>
<td>Joe Fields</td>
<td>Mathematics</td>
<td>13/13</td>
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<tr>
<td>Christine Broadbridge</td>
<td>Physics</td>
<td>13/13</td>
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<tr>
<td>Douglas Macur</td>
<td>Theatre</td>
<td>13/13</td>
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<tr>
<td>Melanie Uribe</td>
<td>Art</td>
<td>13/13</td>
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<tr>
<td>Helen Marx</td>
<td>Curriculum &amp; Learning</td>
<td>12/13</td>
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<tr>
<td>Robert Gregory</td>
<td>Health &amp; Movement Sciences</td>
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<tr>
<td>Klay Kruczek</td>
<td>Mathematics</td>
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<tr>
<td>Jonathan O'Hara*</td>
<td>Political Science</td>
<td>8/13</td>
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<tr>
<td>Luke Elderts</td>
<td>World Languages &amp; Literatures</td>
<td>13/13</td>
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<tr>
<td>Kevin Siedlecki</td>
<td>Athletics</td>
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<tr>
<td>Maria Diamantis</td>
<td>Curriculum &amp; Learning</td>
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<tr>
<td>Troy Paddock</td>
<td>History</td>
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<tr>
<td>Jonathan Irving</td>
<td>Music</td>
<td>5/13</td>
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<tr>
<td>Christopher Budnick</td>
<td>Psychology</td>
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<tr>
<td>Sean Grace</td>
<td>Biology</td>
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<tr>
<td>Dashmansha Jayawickreme</td>
<td>Earth Science</td>
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<tr>
<td>Carmen Coury</td>
<td>History</td>
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<tr>
<td>Andrea Adimando*</td>
<td>Nursing</td>
<td>8/12</td>
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<tr>
<td>Kate Marsland</td>
<td>Psychology</td>
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<tr>
<td>Deborah Weiss</td>
<td>Faculty Senate President</td>
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<tr>
<td>Mina Park</td>
<td>Business Information Systems</td>
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<td>Jia Yu</td>
<td>Economics</td>
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<td>Yan Liu</td>
<td>Information &amp; Library Science</td>
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<td>Kelly Martinez</td>
<td>Nursing</td>
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<tr>
<td>William Faracelas</td>
<td>Public Health</td>
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<td>Jeff Webb</td>
<td>Chemistry</td>
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<td>Peter Madonia</td>
<td>Educational Leadership</td>
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<td>Cindy Simoneau</td>
<td>Journalism</td>
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<tr>
<td>Obiageli Okwuka</td>
<td>Part-time Faculty</td>
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<tr>
<td>Michael Dodge</td>
<td>Recreation, Tourism &amp; Sport Management</td>
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<td>Meredith Sinclair</td>
<td>Undergraduate Curriculum Forum</td>
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<td>Barbara Cook</td>
<td>Communication Disorders</td>
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<td>Mike Shea</td>
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<td>Patrick Crowley</td>
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<td>Michele Delucia</td>
<td>Part-time Faculty</td>
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<td>Sebastian Perumbilly</td>
<td>Social Work</td>
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<td>Cynthia O’Sullivan</td>
<td>Graduate Council</td>
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<td>Wes O’Brien</td>
<td>Communication, Media &amp; Screen Studies</td>
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<td>Paul Petrie</td>
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<td>Stephen Monroe</td>
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<td>Social Work</td>
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<td>Kyle Mashia-Thaxton</td>
<td>Student Government Association</td>
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<td>Alaa Sheta</td>
<td>Computer Science</td>
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<td>Matthew Miller</td>
<td>Environment, Geography &amp; Marine Studies</td>
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<td>Carol Stewart</td>
<td>Management, International Business &amp; Public Utilities</td>
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<td>Virginia Metaxas</td>
<td>Part-time Faculty</td>
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<td>Gregory Adams*</td>
<td>Sociology</td>
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<td>Dr. Joe Bertolino*</td>
<td>SCSU President</td>
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<td>Guests:</td>
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<td>S. Suresh</td>
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<td>C. Sheehy</td>
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<td>S. Wittman</td>
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<td>Noah F. Jules</td>
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An asterisk denotes an absence. Overall attendance recorded below each member.
Faculty Senate President D. Weiss called the 13th meeting of the Faculty Senate to order at 12:10 p.m.

I. Announcements
   A. D. Weiss: Holocaust Remembrance event, April 18 from 1-2 (virtual).
   B. D. Weiss: “‘Our Freedom Has Not Yet Perished:’ War and Hope in Ukraine,” 2-6 p.m. (virtual).
   C. C. Broadbridge: Undergraduate and Graduate Research Activity Conferences, April 30th and May 2nd, respectively. https://www.southernct.edu/creative-conference.
   D. S. Gossman (SGA): Shared her experiences as SGA president and the concerns she has that her voice advocating for students has not been heard.
   E. D. Weiss: Reminder that elections for the Faculty Senate President will take place on May 4. Nominations will be opened beforehand but will also be accepted that day.

II. Minutes of the previous meeting held on March 30, 2022, 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. Reports of the Standing Committees were received.
   B. Technology (J. Fields): Drew Senators’ attention to the minutes of the committee, where they ask that interested faculty contact them regarding a pilot study.
      i. The committee is seeking volunteers who would be willing to assign a small amount of extra credit to their classes if the response rate exceeds some threshold. The amount of the extra credit and the threshold would be entirely up to the faculty member’s discretion. If you are interested in volunteering, please contact me (fieldsj1@southernct.edu).

V. Reports of the Special Committees
   A. Reports of the UCF and the Grad Council were received.

VI. New Business
   A. K. Kruczek ( Elections) moved to approve the Resolution Regarding Latin Honors.
      i. J. Webb moved to amend the resolution by inserting “at SCSU” (in red) into the paragraph describing the proposed changes:
         “Transfer students who have taken at least 60 45 credit hours at SCSU or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors.”
      1. The motion was seconded and was approved through unanimous consent.
      ii. Vote tally.
         1. Yes ______________________________ 38
         2. No ______________________________ 7
            a. Motion to approve the resolution as amended was approved.
B. D. Weiss suggested **postponing** the discussion on the revisions to the Chairperson document pending additional committee revisions. Hearing no objections, the motion to postpone was **approved**.

C. B. Cook (Student Policy) **moved to approve** the Resolution Regarding Revisions of The Incomplete Course Grade Policy and Incomplete Grade Contract.
   i. W. Farclas **moved to strike** “extension” in the resolution and form as necessary. **Seconded**.
      1. A. Carroll explained that this would not be possible since this is a limitation of the Banner software.
      2. The motion to amend was **not approved** through unanimous consent.
   ii. **Vote tally**
      1. Yes ........................................ 46
      2. No ........................................... 0
         a. The motion to approve the resolution **passed**.

D. L. Brancazio **moved to support** the proposal for the creation of the Department of Health Systems and Innovation (see presentation in document below).
   i. W. Farclas, on behalf of Public Health, shared his department’s strong objections to the proposal.
   ii. M. Shea **moved to table the motion. Seconded**.

VII. **Guests**
   A. Dr. Matthew Ceppi (American Association of State Colleges & Universities) presented on the preliminary planning for the drafting of the new Strategic Plan (see presentation in documents below).

VIII. The body took back up the discussion on the motion to support the proposal to create the Department of Health Systems and Innovation.
   A. **Vote tally**
      i. Yes ........................................... 19
      ii. No ........................................... 18
         1. The motion to support the proposal to create the department of Health Systems and Innovation **passed**.

IX. **Adjournment**
   A. J. Webb **moved to adjourn. Seconded**.
   B. Meeting adjourned at 1:59 p.m.

_______________________________________
L. Elderts
Secretary
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, SCSU wishes to incorporate more equity into the recognition of the academic accomplishments of transfer and non-transfer students; and

Whereas, The SCSU Faculty Senate and the University are committed to transparency and clarity regarding academic policies; now, therefore, be it

Resolved, That the requirements for receiving Latin Honors be changed in the following way.

ORIGINAL:
Undergraduate students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation at the end of the spring semester. Seniors who have achieved collegiate honors are announced: those maintaining a 3.5-3.69 GPA are graduated cum laude; 3.7-3.89, magna cum laude; 3.9-4.0, summa cum laude. The GPA is computed from the student’s entire collegiate record. Transfer students who have taken at least 60 credit hours or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors. Only earned grades at Southern will be tabulated when determining academic honors. Students who successfully defended their honors theses are also recognized at the Honors Convocation, and graduate "with departmental honors."

PROPOSED CHANGE:
Undergraduate students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation at the end of the spring semester. Seniors who have achieved collegiate honors are announced: those maintaining a 3.5-3.69 GPA are graduated cum laude; 3.7-3.89, magna cum laude; 3.9-4.0, summa cum laude. The GPA is computed from the student’s entire collegiate record at Southern. Only earned grades at Southern will be tabulated when determining academic honors. Transfer students who have taken at least 60 credit hours at SCSU or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors. Students who successfully defended their honors theses are also recognized at the Honors Convocation, and graduate "with departmental honors."

Note: Other Local School Requirements (in credits)
WCSU: 30, ECSU: 45, CCSU: 60, UConn: 54, Montclair State: 51, William Paterson: 64, SUNY: 45 – 60
Resolution Regarding Revisions on The Incomplete Course Grade Policy and Incomplete Grade Contract

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, Revising the Incomplete Grade policy (last revision during Spring 2021) would provide students with increased transparency; and

Whereas, Current Banner Web upgrades now provide the technical support to make the additional revisions; now, therefore, be it

Resolved, That the following changes be incorporated into the existing Incomplete Policy for the Spring 2022 semester:

- The Instructor, in consultation with the student, shall specify the deadline for the submission of missing coursework from the student, on the Incomplete Grade Contract.
- The Instructor shall enter the “default” Incomplete Final Grade, on the Incomplete Grade Contract and on Banner Web.
- The Instructor shall enter the Incomplete Extension deadline on Banner Web, if the deadline is earlier than the 30-day default deadline.
Incomplete Grade Contract

Note: Students and faculty should keep a copy for reference.

A temporary Incomplete (I) grade is recorded when an instructor grants a student's request for an extension prior to the end of the semester. Instructors should not give an “I” unless the Incomplete has been requested by the Student and a contract has been completed. An Incomplete may impact satisfactory academic progress for financial aid and future registration if the Incomplete course is a prerequisite. The contract will specify the remaining coursework to be completed by the student and the final grade the student will earn if the remaining work is not completed. The instructor will make all course materials available to the student for the duration of the incomplete period.

STEP 1: STUDENT INFORMATION (to be completed by Student)

Student Name: ___________________________ Student ID #: ___________________________ Email: ___________________________ @southernct.edu

<table>
<thead>
<tr>
<th>Semester &amp; Year</th>
<th>Subject</th>
<th>Course #</th>
<th>CRN#</th>
<th>Section</th>
</tr>
</thead>
</table>

STEP 2: COURSE DETAILS (to be completed by the Instructor)

A. Remaining Coursework:

B. Student Submission Deadline: _________________

Note: When setting a submission deadline, instructors should consider the time needed to review coursework and submit a final grade. All incomplete grades must be changed by the instructor no later than 30 days after the next fall/spring semester begins, unless the instructor extends the incomplete by submitting a grade of “I+”.

C. Incomplete Final Grade: _________________

Note: The Incomplete Final Grade is the grade earned if no remaining coursework is completed.

STEP 3: SIGNATURES (to be completed by the Student and Instructor)

Student Signature: ___________________________ Date: ___________________________

Instructor Signature: ___________________________ Date: ___________________________

Note: Create a digital ID with your SCSU email by clicking the signature block above or submit the form from your SCSU email.

STEP 4: GRADE SUBMISSION PROCEDURES (to be completed by the Instructor)

When submitting end of semester grades, the instructor must:

1. Provide a copy of the signed contract to the student and department chairperson for the course.
2. Enter a grade of “I” on the Banner Web final grade roster.
3. Once the grade roster is submitted in Banner Web, the instructor will be prompted to enter two additional fields:
   a. Incomplete Final Grade
   b. Incomplete Extension Deadline
      1. The instructor must submit a Grade Change prior to this deadline (the Final Grade or “I+”).
      2. If a Grade Change is not received, the student will receive the Incomplete Final Grade automatically.
      3. The default deadline is 30 days into the next fall or spring semester. Instructors can set an earlier deadline.

Note: Incomplete grades should be resolved as soon as possible following student coursework submission. Unearned credit due to incomplete grades can impact course registration and financial aid eligibility.

To resolve the incomplete grade:

1. If the student submits any or all remaining work, the instructor must submit a final grade change in Banner Web>Faculty Service>Grade Change prior to the Incomplete Extension Deadline.
2. If the student does not submit any work, the Incomplete Final Grade will post to the student's transcript on or after the Extension Deadline. The instructor has no action to take.
3. If the instructor grants the student more time, an “I+” with a new Incomplete Extension Deadline must be submitted by the instructor in Banner Web>Faculty Services>Grade Change.

Revised 4/13/2022
Proposal: Department of Healthcare Systems and Innovation

**Summary**
The BS in Healthcare Studies (HLS) is a new and rapidly-growing program in the College of Health and Human Services (CHHS). HLS is not attached to a department, but has a small, core group of faculty with full-time effort in HLS who are housed in Health & Movement Sciences (HMS). HLS was originally developed as an interdisciplinary program in 2019. The curriculum has since evolved to the point where the current interdisciplinary model is no longer appropriate for the program. The core HLS faculty group is proposing the creation of a new **Department of Healthcare Systems and Innovation**, which would be the home department for the BS in Healthcare Studies and new curricular developments aligned with professional opportunities in healthcare.

**Overview and background**
The BS in Healthcare Studies (HLS) was launched in 2019 and was designed to serve two purposes: one, as a home program for students pursuing admission to the BS in Nursing program, and two, as a degree program for students interested in pursuing careers in healthcare professions. The program provides a broad base of knowledge about healthcare in the US, with coursework in healthcare careers, systems and policy, health informatics, patient-centered care, cultural humility and interpersonal skills in health professions, patient populations, and other related topics. The program was intentionally designed with a broad scope in order to serve students with a variety of interests and goals in the healthcare domain, and to prepare students both for graduate programs and direct entry into the workforce.

The HLS program is an appropriate choice of major for students who:
- Have an associate degree in a skilled healthcare field, and want to receive a BS degree to advance in their position or to become eligible for Masters programs
- Plan to apply to a post-baccalaureate accelerated Nursing program (ACE)
- Plan to work in clinical trials research
- Plan to apply to an MHA program or an MBA program with a healthcare administration focus
- Plan to apply to a certificate or other training program in a specialized field (for example: Yale Ultrasound school)
- Would like to work in a hospital setting but don’t yet have a specific field of interest
- Are currently at SCSU, but want to receive AS degree in a skilled healthcare profession (examples: Diagnostic imaging, Physical Therapy Assistant, Surgical Tech, among others). While at SCSU, students can complete the BS degree requirements and many of the AS degree requirements and program prerequisites, and therefore accelerate completion of both the AS degree and the BS in HLS.

At present, HLS is not housed in a department. Curricular decisions are voted on by a steering committee that consists of the program director (Larry Brancazio), Director of the Center for Pre-Professional Programs (Angela Ruggiero), and representatives from each of the six departments in the College of Health & Human Services with undergraduate programs (although only the faculty members on the committee vote on curricular issues). The program
director handles duties that are typically required of a department chair, such as scheduling, adjunct instructor hiring and review, overseeing advising assignments, and addressing student requests and concerns. The program has an operating expense budget and has received other sources of support from CHHS in the form of reassigned credits and non-teaching load (NTL) stipends for administrative functions and undergraduate advising, and a graduate assistant.

Two full-time faculty members, Drs. Larry Brancazio and Tarah Loy-Ashe, both members of Health & Movement Sciences (HMS), commit their full load credit to the HLS program. A tenure-track search is being completed, which will add a third member of HMS who will also have a full-time commitment to HLS.

**Development of the HLS program**

To date, HLS has been governed as an interdisciplinary program, owing to the fact that the original program requirements included only four HLS courses and nine courses from varied departments (Biology, Health & Movement Sciences [including Respiratory Care courses], Management, Public Health, Psychology, and Recreation, Tourism, & Sports Management).

1) Shift to HLS-designated courses

However, the program has undergone considerable modification over the past three years. One major change was the conversion of RSP (Respiratory Care) courses to HLS courses. RSP is a small program with a highly specific population of students, namely respiratory care professionals who are returning to earn a Bachelor’s degree. The demand for seats from HLS students in RSP 330, 415, and 440 has overwhelmed the RSP program: they have gone from a rotating schedule of individual sections of these courses to needing three or more sections of each course each semester. This resulted in an instructor staffing challenge; RSP’s accreditation requires that the RSP courses be taught by instructors with critical care experience, and it became too difficult for the RSP program director to find enough qualified instructors. Therefore, there are now HLS 330, HLS 415, and HLS 440 courses modeled on their RSP counterparts.

The creation of a concentration for clinical trials researchers (described in the next paragraph) involved the development of four specialized HLS courses. Additional courses have been created to strengthen the curriculum, including an LEP Tier 3 course in Cultural Humility for Healthcare Professionals (HLS 380), and a writing-intensive course in Perspectives in LGBTQ+ Healthcare Practices (HLS 370W). Other HLS program requirements were adjusted because they didn’t align with the career goals of many HLS majors (for example, BIO 201 is not needed for students aiming for careers in healthcare administration), and the major requirements have been modified to allow greater flexibility in course selection. With these changes, there are **15 HLS courses** listed in the Fall 2022 catalog, and an HLS major will be able to fulfill up to **30 credits of major requirements with HLS courses**.

The HLS program now includes a General concentration, three specialized concentrations, and two additional concentrations designed for students working towards admission to Nursing or
Health Science. The concentrations are described in the following paragraphs, and the Appendix includes a list of the catalog course requirements for each concentration.

2) Creation of Healthcare & Clinical Research concentration
The HLS major now includes an option for a concentration in Healthcare and Clinical Research (HACR), which prepares students for careers in clinical trials. This concentration includes five specialty HLS courses, and students in the HACR concentration may take up to 36 credits of major requirements with HLS courses.

3) Separating HLS for pre-nursing and HLS for degree completion
As noted earlier, one of the initial goals in creating HLS was to provide a “home” major for the hundreds of students who enter SCSU each year with an interest in nursing. A stated goal was to increase retention and graduation of students who did not transition into the nursing major by providing them with another degree option with healthcare career options, and particularly one that requires the university standard of 2.0 GPA for graduation. In contrast, most health-degree programs in the College of Health and Human Services have higher minimum GPAs (many 2.70 or higher). HLS therefore functions as a primary completion option for students with health-related interests and who have GPAs below the requirements of other programs, but it also functions as an additional option of choice for any student interested in healthcare careers.

One area of concern has been the major exploration process for pre-nursing students who aren’t accepted into Nursing. Although HLS was not intended to preclude these students’ explorations of other degree options, there could be a tendency for them to consider HLS as the default option. To address this concern, measures have been put in place to ensure that the selection of the healthcare studies major is thoughtful and intentional.

To this end, changes have been implemented to make “Nursing Pathway HLS” and “degree-completion HLS” more transparently independent. First, there are separate advising streams for the two: The Center for Pre-Professional Programs (headed by Angela Ruggiero) manages advising for the nursing pathway students, and the HLS faculty team (headed by the HLS Program Director) manages advising for the degree-completion HLS majors.

Second, the distinction between the two is now formalized with the creation of a new HLS concentration called “STEM Foundations for Nursing” (HLS:SFFN). This concentration, which goes into effect in Fall 2022, lists the set of Nursing prerequisites as cognate requirements. Students who plan to apply for the Nursing program will begin in HLS:SFFN; however, those who don’t meet the Nursing requirements will not be able to stay in the concentration, and therefore will need to select a different major or a different concentration within HLS. This creates a critical choice point for students and is expected to promote their exploration of different majors.
4) Creation of interdisciplinary concentrations in HLS: Therapeutic Recreation in Aging (TRIA) and Speech-Language Pathology Assistant (SLPA)

The HLS program now includes two interdisciplinary concentrations, created in collaboration with Recreation, Tourism & Sports Management (RTSM) and Communication Disorders (CMD), respectively. The Therapeutic Recreation in Aging (TRIA) concentration combines the HLS core major with a set of REC courses; and the Speech-Language Pathology Assistant (SLPA) concentration combines the HLS core with CMD courses. Both programs were designed to prepare students for direct entry to a professional field. Graduates of the SLPA concentration will meet the American Speech and Hearing Association’s (ASHA) guidelines for professional Speech-Language Pathology Assistants. Likewise, graduates of the TRIA concentration will meet the Connecticut state requirements to become a Therapeutic Recreation Director in a skilled nursing facility.

5) Creation of a pre-Health Science concentration: Health Science Foundations (HSFN)

Health Science (HSC) is a degree program designed for students pursuing post-graduate training in Occupational Therapy, Physical Therapy, and other highly competitive fields. HSC and HLS share several requirements, although they have different foci and target different pools of students. Like Nursing, HSC has stringent requirements for admission, and students typically apply in their third semester or later. At the request of the directors of the HSC program, the HLS team created a pre-Health Science concentration in HLS that parallels the STEM Foundations for Nursing concentration, called “Health Science Foundations” (HLS:HSFN). Starting in 2022, students who aim to apply for acceptance in HSC will start in the HLS:HSFN concentration.

The following diagram presents an overview of the current design of the HLS program:
6) HLS@HCC
The Healthcare Studies program will be the first SCSU degree program to be offered at the Housatonic Community College campus. Students who receive an AS degree at Housatonic will be able to complete the BS in HLS without leaving the Housatonic campus, through a combination of on-ground SCSU courses offered at the Housatonic campus and online SCSU courses. This program is specifically targeting students who are completing associate degrees in Surgical Technology and Medical Assisting; for these students, the BS degree will complement their training and provide opportunities to advance to supervisory and management positions in their future careers.

Student demand
Over the past three years, the program has exploded in popularity. At the start of the spring 2022 semester, HLS had 560 majors, making it the largest undergraduate major at SCSU. This number is, in fact, a bit misleading; it includes students pursuing acceptance to the Nursing program, who are advised in the Center for Pre-Professional Programs and are not taking HLS courses. However, at the start of the spring 2022 semester, there were approximately 315 “true” HLS majors who are pursuing HLS to completion, which makes HLS the third-largest undergraduate major on campus. The only departments that oversee a larger number of undergraduate majors are Psychology, Nursing, and Health & Movement & Sciences (which houses multiple undergraduate majors).

It is anticipated that between 80 and 90 students will graduate with a degree in HLS in the 2021-22 academic year, making it the 3rd or 4th largest major for undergraduate degree recipients.
Regardless of whether these numbers continue to increase in coming years or whether they plateau or drop, HLS is certain to continue as one of the largest undergraduate majors on campus.

**Need for a new direction**

Although it is currently governed by an interdisciplinary steering committee, HLS bears little similarity to other existing interdisciplinary undergraduate degree programs at SCSU. For comparison, the Interdisciplinary Studies (IDS) major is completed almost entirely with courses from other programs, with only two required IDS-specific courses. Data Science (DSC), which is alternately managed by Math and Computer Sciences, requires 3 DSC courses, with the rest of the requirements roughly split between MAT and CSC courses. In contrast, the General concentration of HLS includes up to 30 credits of HLS courses, and the Healthcare & Clinical Research concentration includes up to 36 credits of HLS courses.

Additionally, in the fall HLS will have an established core of 3 tenure-track faculty who have full-time workload assignments in HLS, again setting it apart from other interdisciplinary programs. Because the CSU-AAUP Collective Bargaining Agreement requires every faculty member to have a home department, these faculty have moved or been hired into the Department of Health and Movement Sciences (HMS). In the years ahead, additional tenure-track faculty will need to be hired for HLS, regardless of whether it is an interdisciplinary program or its own department. Although the Health and Movement Sciences department has been extremely supportive with searches and welcoming faculty members, the collective faculty needs of the HLS program do not consistently align with those of HMS, nor those of any other department at SCSU.

The HLS-focused faculty are responsible for more students than many, if not most, individual departments: There are over 300 HLS majors who receive individual advising from full-time and part-time faculty, and there are currently 18 adjunct-taught sections of HLS courses (along with 7 taught by full-time faculty). In other words, the administrative demands of managing the program and serving its students are those of a mid-sized department.
The HLS-assigned faculty team have worked hard not only to build the HLS program and serve the needs of its students, but also to create a sense of identity for the program and its students. At this point, they desire self-governance, both in curricular oversight and development and in faculty tenure and promotion review. Given the size of the program and the growth of its core faculty, governance by a steering committee composed of representatives of different departments – all of whom have substantial responsibilities in their home departments and programs – is no longer the best model for the HLS program.

**PROPOSAL**

- We propose the creation of a new department in the College of Health and Human Services, to be called the **Department of Healthcare Systems and Innovation (HSI)**.
- The founding faculty of the department will be Larry Brancazio, Tarah Loy-Ashe, and the new tenure-track hire.
- The mission of the Department of Healthcare Systems and Innovation (HSI) will be:
  - Provide a strong educational foundation for students planning for a career in a healthcare profession, including (but not limited to) roles in patient support, healthcare administration and management, clinician support, clinical trials research, healthcare data informatics, and direct patient care
  - Develop curriculum that will prepare students for healthcare-related graduate or post-baccalaureate programs
  - Develop innovative curricular opportunities, both at the undergraduate and graduate levels, to prepare students for direct entry into healthcare employment, particularly in areas of projected growth
  - Provide robust advising and mentoring for HLS majors
  - Work with other departments to promote interprofessional coursework and training opportunities for students across the College of Health and Human Services

- The name “Healthcare Systems and Innovation” was chosen to represent this mission:
  - “Healthcare” highlights the principal program of the department, Healthcare Studies, and defines the scope of the department’s academic focus.
  - “Healthcare Systems” references both (a) the study of the complex system of healthcare policies and delivery in the United States, and (b) the future place of employment for many Healthcare Studies graduates (e.g. Yale New-Haven Health, Hartford HealthCare).
  - “Innovation” reflects the goals of (a) developing original and unique curriculum that addresses current and future trends in healthcare, and of (b) training future innovative healthcare leaders.

- The new HSI department will meet all requirements outlined in the CBA and Faculty Senate documents:
  - The founding members of the department will create and approve initial departmental by-laws, which will be reviewed annually.
- The chairperson will be selected following the procedures in the Faculty Senate Department Chairperson Document, starting with a preferential poll of the founding faculty.

- The department will create a Department Evaluation Committee (DEC), which will rely on the hardship DEC pool at first.

- The department will elect representatives to Faculty Senate and UCF. Larry Brancazio is currently the Senate representative for Health & Movement Sciences (HMS,) and Tarah Loy is currently the UCF rep for HMS.

- The department will either create a Departmental Curriculum Committee (DCC) or function as a committee-of-the-whole.

Curricular responsibilities:
• The new HSI department (either as a committee-of-the-whole or via a DCC) will review course and program proposals, to be voted on by the full HSS faculty for submission to UCF.

• The new HSI department’s DCC/faculty will be responsible for reviewing and voting on:
  - new course proposals and course revisions for HLS-designated courses
  - revisions to the BS in Healthcare Studies, concentration in General
  - revisions to the BS in Healthcare Studies, concentration in Health & Clinical Research
  - new program proposals built on HLS courses (concentrations, minors)

• The new HSI department’s DCC/faculty will be responsible for maintaining and updating the following, in order to preserve alignment with the HLS: General, Nursing, and Health Science curricula:
  - revisions to the BS in Healthcare Studies, concentrations in STEM Foundations for Nursing
  - revisions to the BS in Healthcare Studies, concentrations in Health Science Foundations

Interdisciplinary responsibilities:
The current steering committee will be restructured into two interdisciplinary curriculum committees for the two interdisciplinary concentrations (SLPA and TRIA):

• Speech-Language Pathology Assistant (SLPA) concentration: An interdisciplinary curriculum committee, consisting of two members of the new HSI department (selected by HSI faculty) and two members of CMD (selected by CMD faculty), will review and vote on changes to the HLS:SLPA concentration, with a majority vote required for approval. Changes proposed by this curriculum committee will be sent to both HSI and CMD for departmental votes.

• Therapeutic Recreation in Aging (TRIA) concentration: An interdisciplinary curriculum committee, consisting of two members of new HSI department (selected by HSI faculty) and two members of RTSM (selected by RTSM faculty), will review and vote on changes to the HLS:TRIA concentration, with a majority vote required for approval. Changes proposed by this curriculum committee will be sent to both HSI and RTSM for departmental votes.
RESOURCES

- The new HSI department will be composed of current and newly hired SCSU faculty. There is contiguous office space available for these faculty members in the new Health & Human Services building.
- The HLS program currently manages an independent operating expenses budget, and HSI would function with an equivalent OE budget as a department.
- The HLS program has requested 50%-time clerical support for the HLS program; HSI would make the same request as a small department.
- The HLS group plans to request an additional tenure-track line in within the next two years for the HLS program, and would make the same request as the HSI department.
Appendix: Program Catalog listings

Healthcare Studies, B.S. - General

MAJOR REQUIREMENTS (45 Credits)

*Healthcare Studies Core (36 Credits)*
HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 240 – Statistics for Health and Clinical Sciences or MAT 107 – Elementary Statistics (T1QR)* [Students who take HLS 240 instead of MAT 107 must take a different T1QR course]
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

*General Concentration (9 Credits)*
HLS 490 - Career Skills for the Health Professional
Select two electives from:
- Any HLS course at the 200, 300, or 400 level
- BIO 201 - Human Anatomy and Physiology II
- ECO 320 - Health Economics
- HSC 450 - Medical Documentation
- JRN 332 - Public Relations Techniques for Health and Medicine
- MGT 385 - Human Resources Management
- PCH 202 - Introduction to Public Health
- REC 231 - Foundations of Therapeutic Recreation
- SPA 201 - Medical Spanish
- SWK 200 - Introduction to Social Work

*COGNATE REQUIREMENTS (6 Credits)*
PSY 100 - Introduction to Psychology (T2MB)*
Select one (T2LE)*:
- BIO 100 - General Zoology
- BIO 200 - Human Anatomy and Physiology
Healthcare Studies, B.S. – Healthcare and Clinical Research

MAJOR REQUIREMENTS (51 Credits)

Healthcare Studies Core (33 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Concentration in Healthcare and Clinical Research (18 Credits)

HLS 240 - Statistics for Health and Clinical Sciences
HLS 317 - Community Engagement in Health Research
HLS 427 - Research Data Management
HLS 437 - Clinical Trial Administration and Good Clinical Practice
HLS 497 - Internship in Healthcare Studies

Select one from:

- Any HLS course at the 200, 300, or 400 level
- BIO 201 Human Anatomy and Physiology II
- ECO 320 Health Economics
- HSC 450 Medical Documentation
- JRN 332 Public Relations Techniques for Health & Medicine
- MGT 385 Human Resources Management
- PCH 202 Introduction to Public Health
- REC 231 Foundations of Therapeutic Recreation
- SPA 201 Medical Spanish
- SWK 200 Introduction to Social Work

COGNATE REQUIREMENTS (6 Credits)

Select one (T2LE)*:

- BIO 100 - General Zoology
- BIO 200 - Human Anatomy and Physiology
- PSY 100 - Introduction to Psychology (T2MB)
Healthcare Studies, B.S. - Therapeutic Recreation In Aging

MAJOR REQUIREMENTS (51 Credits)

Healthcare Studies Core (33 Credits)
HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Concentration in Therapeutic Recreation in Aging (18 Credits)
PCH 348 - Death, Dying and Bereavement
REC 210 - Activity Development and Leadership
REC 231 - Foundations of Therapeutic Recreation
REC 300 - Practicum
REC 303 - Leisure and Aging
REC 391 - Interventions and Facilitation Techniques in Therapeutic Recreation

COGNATE REQUIREMENTS (7 Credits)
Select one:
  - BIO 200 - Human Anatomy and Physiology (T2LE)*
  - HMS 280 Survey of Anatomy and Physiology
  - PSY 100 - Introduction to Psychology (T2MB)*
Healthcare Studies, B.S. – Speech Language Pathology Assistant

MAJOR REQUIREMENTS (58 REQUIREMENTS)
Healthcare Studies Core (36 Credits)
HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 240 – Statistics for Health and Clinical Sciences or MAT 107 – Elementary Statistics (T1QR)*
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Concentration Requirements (22 Credits):
CMD 200 - Introduction to Developmental Communication Disorders
CMD 203 - Phonetics and Phonological Systems
CMD 317 - Anatomy and Physiology of the Speech Mechanism
CMD 319 - Language Development: Ages Birth to Five
CMD 419 - Language Acquisition: School Age: Adolescence
CMD 462 - Clinical Practicum for the Speech Language Pathology Assistant
CMD 463 - Speech Language Pathology Assistant Practicum

COGNATE REQUIREMENTS (6 Credits)
PSY 100 - Introduction to Psychology (T2MB)*
Select one (T2LE)*:
   BIO 100 - General Zoology
   BIO 200 - Human Anatomy and Physiology
HEALTHCARE STUDIES, B.S. – STEM FOUNDATIONS FOR NURSING

MAJOR REQUIREMENTS (36 Credits)
HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Ethics of the Life Sciences
HLS 400 - Health Informatics
HLS 415 or RSP 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
HLS 490 - Career Skills for the Healthcare Professional
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Choose one of the following:
- Any HLS courses at the 200, 300 or 400 level
- ECO 320 - Health Economics
- HSC 450 - Medical Documentation
- JRN 331 - Public Relations Techniques for Health & Medicine
- MGT 385 - Human Resources Management
- PCH 202 - Introduction to Public Health
- REC 231 - Foundations of Therapeutic Recreation
- SPA 201 - Medical Spanish
- SWK 200 - Social Welfare and Social Services in America

Other courses may be substituted with approval of program director

NURSING PREREQUISITES AND COGNATES (38 Credits)
'C+' or better required in all Cognate Requirements
BIO 200 – Human Anatomy & Physiology I
BIO 201 – Human Anatomy & Physiology II
BIO 120 - Microbiology
CHE 120 – General Chemistry I (T2PR)*
CHE 125 – Principles and Applications of General, Organic, and Biochemistry (T2LE)*
Written Communication Course (T1WC)*
MAT 107 – Elementary Statistics (T1QR)*
PHY 103 - Physics and Technology for Health Professionals (T1TF)*
PSY 100 – Introduction to Psychology (T2MB)*
PSY 219 – Lifespan Development

Select one:
- MAT 108 – Mathematics for the Natural Sciences
- MAT 112 – Algebra for Business and the Sciences
- MAT 120 – College Algebra; MAT 122 – Precalculus; MAT 124 - Finite Mathematics
- MAT 139 – Short Course in Calculus; MAT 150 – Calculus I; MAT 151 – Calculus II
Healthcare Studies, B.S. – Health Science Foundations

MAJOR REQUIREMENTS (36 Credits)
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Ethics of the Life Sciences
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
HLS 490 - Career Skills for the Healthcare Professional
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Healthcare electives: choose one of the following:
   - Any HLS course at the 200, 300 or 400 level
   - ECO 320 Health Economics
   - HSC 450 - Medical Documentation
   - JRN 331 - Public Relations Techniques for Health & Medicine
   - MGT 385 - Human Resources Management
   - PCH 202 - Introduction to Public Health
   - REC 231 - Foundations of Therapeutic Recreation
   - SPA 201 Medical Spanish
   - SWK 200 - Social Welfare and Social Services in America
   - Other courses may be substituted with approval of program director

COGNATES (29 credits)
Health Science Prerequisites
BIO 200 - Human Anatomy and Physiology I [T2LE]*
CHE 120 - General Chemistry [T2PR]*
HSC 200 - Healthcare Professions and Medical Terminology ('C' or better)
MAT 107 - Elementary Statistics [T1QR]*
PSY 100 - Introduction to Psychology [T2MB]*

Cognates
BIO 102 - Biology I
BIO 201 - Human Anatomy and Physiology II
CHE 121 - General Chemistry II
We consult and advise university leaders to help their institutions thrive.

Postsecondary Value Framework

Institutional leaders, federal and state policymakers, and other stakeholders deliver:

- Value for Students: By explicitly grounding the mission in increasing opportunity to build wealth, and improving individuals’ wellbeing and employment in both social and economic engagement.
- Value for Society: By explicitly increasing the mission’s public investments, outcomes, informing public health and safety, and improving recruitment and employment rates.
What will distinguish Southern as a modern forward-focused public regional comprehensive university?

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Strategic Priorities

- Preparing for the Future
- Academic Excellence
- Driving Enrollment
- Ensuring Student Success
- Advancing Social Justice and Anti-Racism
- Engaging Our Community and Expanding Our Reach
Next Steps

1. Identify Opportunities
2. Vet & Prioritize
   - Design – actions, responsible, resources needed, metrics
3. Review and Refine
4. Execute

Academic Excellence

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<td>Faculty professional development to retool programs for career readiness and employment; embed career education into academics</td>
</tr>
<tr>
<td>Co-curricular integration</td>
</tr>
</tbody>
</table>
## Driving Enrollment

<table>
<thead>
<tr>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affordability / Pricing strategy</strong></td>
</tr>
<tr>
<td>Wrap around services for adult learners. e.g., Train advisors on unique stressors of adult learners. Modality of service offerings / availability after business hours. Resources to succeed in an online environment. Writing center access</td>
</tr>
<tr>
<td>Support adult learners. Full redesign of programs that work for working adult learners. Develop cohort degree programs, degree completion programs, online and summer to attract adult learners, stackable credentials</td>
</tr>
<tr>
<td>Reengage stop outs</td>
</tr>
<tr>
<td>Rethink/redesign pathways</td>
</tr>
<tr>
<td>Understand/tailor student experience</td>
</tr>
<tr>
<td>Strategic Messaging. Invest in knowing the perception of Southern. Define Southern's outcomes in ways that resonate (jobs) to prospective students and families</td>
</tr>
<tr>
<td>Stronger relationships with K-12 (University-wide approach)</td>
</tr>
<tr>
<td>Reciprocity relationships with CCs. Admit more transfer students. Improve clarity in process, course transferability, outreach</td>
</tr>
<tr>
<td>Internationalization</td>
</tr>
<tr>
<td>Out of state students</td>
</tr>
<tr>
<td>Graduate enrollment. Target Graduate enrollment increase and market strategically</td>
</tr>
<tr>
<td>Stop counting majors. Shift to counting credit delivery</td>
</tr>
</tbody>
</table>

## Ensuring Student Success

<table>
<thead>
<tr>
<th>Opportunity</th>
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</thead>
<tbody>
<tr>
<td><strong>On campus employment / apprenticeships</strong></td>
</tr>
<tr>
<td>Support and promote internships. More/Support. Centralized, restructure, integrated with advising and career services. Integrate internships/experiential learning in curriculum for credit. Paid internships</td>
</tr>
<tr>
<td>Redesign career center/programs to reach all students. 1. Understanding career opportunities, 2. Creating a career plan, 3. Networking with employers, 4. Having an internship, 5. Receiving career advice from faculty and/or employers, 5. Learning critical thinking</td>
</tr>
<tr>
<td>Re-envision the 1st year</td>
</tr>
<tr>
<td>Help students develop resiliency skills. Integrate in the first-year seminar.</td>
</tr>
<tr>
<td>Communicate with students where they are. Including with technology (SMS, chatbots, social media)</td>
</tr>
<tr>
<td>Course sequencing and scheduling to support persistence</td>
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</tbody>
</table>
### Advancing Social Justice and Anti-Racism

<table>
<thead>
<tr>
<th>Opportunity</th>
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</thead>
<tbody>
<tr>
<td><strong>Opportunity</strong></td>
</tr>
<tr>
<td>Equitable policies &amp; practices</td>
</tr>
<tr>
<td>Train hiring managers</td>
</tr>
<tr>
<td><strong>Onboarding to the Southern culture</strong> – define the Southern culture of leadership, create onboarding program for new managers, faculty and staff.</td>
</tr>
<tr>
<td>Articulate our outcomes for equity</td>
</tr>
<tr>
<td><strong>Embed social justice and equity in the curriculum</strong></td>
</tr>
<tr>
<td>Faculty and staff reflect student demographics</td>
</tr>
<tr>
<td>Elevate the student voice</td>
</tr>
<tr>
<td>Every opportunity we pursue advances social justice and anti-racism</td>
</tr>
</tbody>
</table>

### Engaging our Community and Expanding Our Reach

<table>
<thead>
<tr>
<th>Opportunity</th>
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</thead>
<tbody>
<tr>
<td><strong>Opportunity</strong></td>
</tr>
<tr>
<td>Integrate workforce internships</td>
</tr>
<tr>
<td>Paid internships</td>
</tr>
<tr>
<td><strong>Integrate internships/experiential learning in curriculum for credit</strong></td>
</tr>
<tr>
<td><strong>Opportunity</strong></td>
</tr>
<tr>
<td>Engage employers and industry</td>
</tr>
<tr>
<td><strong>Communicate Southern's economic impact</strong>. Measure and communicate impact on the public good to community, employers, legislators, potential students</td>
</tr>
<tr>
<td>Develop resources for students (fundraising)</td>
</tr>
<tr>
<td>K-12 partnerships</td>
</tr>
<tr>
<td>Partnerships with area institutions</td>
</tr>
<tr>
<td>Coordinate community engagement</td>
</tr>
</tbody>
</table>
## Preparing for the Future

### Opportunity
- **Acquire Carnegie Social Mobility Classification**
- Training and development for growth mindset
- Leverage our location – innovation, academic
- Leverage our alumni
- Engage the union as a partner

## Ensuring Student Success

### Opportunity
- **On campus employment / apprenticeships**
- **Support and promote internships.** Support. Centralized, restructure, integrated with advising and career services. Integrate internships/experiential learning in curriculum for credit. Paid internships

  **Redesign career center/programs to reach all students.** 1. Understanding career opportunities, 2. Creating a career plan, 3. Networking with employers, 4. Having an internship, 5. Receiving career advice from faculty and/or employers, 6. Learning critical thinking

- **Re-envision the 1st year**
- **Help students develop resiliency skills.** Integrate in the first-year seminar.
- **Communicate with students where they are.** Including with technology (SMS, chatbots, social media)
- **Course sequencing and scheduling to support persistence**
Campus Input

Students

• Affordability strong priority. We can't afford the tuition increases.
• Getting jobs that pay better than if we’d not come here. Advisors to help us know what future job opportunities are.
• Teach students how to access resources and advocate for themselves.
• What does social justice mean to Southern? Say it a lot but don’t really see it.
• Listen to the students.
Alumni and Foundation

- Can’t be everything to everyone.
- Affordable online offerings strong priority. Provide opportunities for people working full-time jobs.
- More marketing. Tell the Southern story.
- Graduate programs need to be more intentional for what’s needed in industry; available to people with full-time jobs.
- Maximize internships, “school to work” pipeline.
- Dual admission to community college and Southern.
- Explore a P3 to modernize the dorms.

Staff

- Communication and transparency.
- We can’t get ourself out of the pandemic. Faculty won’t come back to campus.
- Not talking about or addressing the structural deficit.
- Physical infrastructure needs attention. Can’t expect people to live in our dorms.
- Budget doesn’t align with our values or priorities. Budget process isn’t strategic. If we produce priorities, are we prepared to redistribute resources to them?
- We’ve lost the culture of care that Southern used to have.
- Data to know why students leave or why they succeed.
- Online. We don’t do online well.
- Culture of Leadership sounds great, but we need to define it for Southern and commit.
- Help students understand what they need, instead of worrying about what they want.
Faculty

• We do fine with first year. Doesn’t need redesign.
• Create a first-year experience for transfers.
• Let’s go after the stop outs. But we have no data.
• Need a central data repository. There’s only 1 person in IR.
• Interdisciplinary programs is missing.
• Better coordination and support of internships.
• All of these are for the faculty to do. We don’t have the bandwidth. 75+ retirements
• Honors College needs more resources.
• Onboarding means indoctrination. Call it something else.
• Emphasize engaged citizenry as much as (or more than) employability.
• K-12 outreach. Dual enrollment.
• Listen to all students. Not just those who have time to be involved on campus.

Opportunities and Actions
Opportunities and Actions

• **Adult Learners and Stop Outs**
  - Full redesign of programs that work for working adult learners
  - Develop cohort degree programs, degree completion programs, online and summer to attract adult learners
  - Stackable credentials
  - Wrap around services for adult learners. Modality of service offerings / availability after business hours

• **Employability and Internships**
  - Centralize, restructure, integrate with advising and career services
  - Integrate internships/experiential learning/coops in curriculum for credit
  - Paid internships. Partner with industry
  - Embed career guidance and vocational discernment in the curriculum

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Opportunities and Actions

• **Define and Live the Southern Culture / Commit to Social Justice**
  - Define the Southern culture of leadership (document)
  - Define what social justice is to Southern
  - Create onboarding / re-onboarding program for managers, faculty and staff
  - Assess and rewrite policies and practices for equity and anti-racism
  - Embed social justice and anti-racism in the curriculum
  - Train hiring managers

• **Invest in Data and Analytics**
  - Reallocate resources to people and systems
  - Create a data governance committee and plan
Opportunities and Actions

• **Affordability**
  - Pricing strategy and tuition policies
  - Need-based and supplemental grants. Philanthropic partners.
  - Microgrants / emergency grants
  - Advocacy
  - Completion grants / explore with industry
  - Accelerated bachelor’s degrees
  - Childcare
  - Specialized discounts

Others to consider

• Redesign the budget process to align with priorities
• Explore/engage the private sector about updating the residence halls
• Internationalize the campus. Probably hard to do with sub-optimal residential experiences
• Pursue the Social Mobility classification
• Centralize K-14 relationships. Outreach earlier, improve/clarity in process, course transferability, dual admission
• Invest in knowing the perception of Southern. Define Southern’s outcomes in ways that resonate (jobs) to prospective students and families
Moving the Needle

- Ensuring Affordability. AASCU Institutions’ Practices and Policies.
- New pathways from college to career. Chronicle for Higher Education.
- Effective practices that support adult learners. American Council on Education
- ACE Programs and Services for Adult Learners Search Tool
- Three Key Challenges To Meeting Adult Learners’ Needs—And How To Solve Them.
- Online Learning at Public Universities 2022: How COVID-19 Has Impacted Online Education. AASCU.

aascu.consulting@aascu.org
ceppim@aascu.org

Additional Comments?
STANDING COMMITTEES

Academic Policy Committee (APC)

MINUTES—APC—04/20/2022

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

- P&T reform, continued:
  - Senate P&T Document revisions establishing requirements and length limits for personal professional statements in P&T files discussed with P&T Committee chair: ready to move forward to Senate with other reform proposals.
  - Dept guidelines subcommittee: revised draft document with example guidelines (Art); instructions/suggestions sheet for content and purposes of dept guidelines in process.
  - DEC/Dept chair letters subcommittee: APC chair discussions with AAUP (Linda Cunningham and Kari Swanson) and with P&T Committee chair (Maria Diamantis) re: privacy and legality concerns associated with tracking down exemplary letters. All agreed on process for seeking examples without violating P&T process or candidate privacy. If this initiative is pursued next year, APC will alert P&T to flag particularly good examples of DEC and chair letters for APC, through dept chairs, to seek permission to use as examples. Alternative plan: use generic “good and bad” evaluation letters written for P&T workshop years ago in place of or in addition to actual examples.
  - File evidence guidelines subcommittee: subcommittee finalizing APC run-through of draft additions to P&T Guidelines document from last meeting. After PPC’s revisions of P&T Guidelines doc are approved by Senate, merge Guidelines with proposed additions.
  - All subcommittees beseeched to take detailed notes about current state of the project and next steps, in order to hit the ground running in Fall ’22.
Finance Committee (FC)

Faculty Senate Finance Committee Meeting
April 20, 2022
Present: William Faraclas (chair), Obiageli Okwuka, Sebastian Perumbilly, Carol Stewart
Not Attending: Peter Madonia, Jia Yu

The Committee acted to approve the Minutes of March 23, 2022, meeting as distributed.

Having no other formal business to conduct, the committee spent the next hour reflecting on its productivity and accomplishments of this academic year in the context of shared governance. The committee chair expressed sincere thanks to the membership for its thoughtful work and collegiality.

The one remaining concern of the committee is its recommendation that a table of internal curriculum and creative activity grants (those from CSCU and SCSU) be posted on the Faculty Senate website. The table should include grant name, grant amount, sponsor, source of information (link), application deadline, notification date for successful applicants, and other pertinent information. Carol Stewart is pursuing final details to provide the Senate with information needed to post a table for the next academic year.

Respectfully submitted,
William Faraclas
Personnel Policy Committee (PPC)

PERSONNEL POLICY COMMITTEE
Minutes
4/20/2022

Teams Meeting

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

**CONTINUING BUSINESS:**

1. **P&T Guidebooks**
   a. The committee finalized a Resolution for Information
   b. The committee finalized updates to the Teaching Faculty Guidebook; translating the updates to the other guidebooks (athletics, counseling, library) will be a goal of volunteering committee members between the conclusion of the meeting today and end of week

2. **P&T/Renewal Procedures documents**
   a. The committee chair will finalize the draft of the Resolution and Procedures documents between the conclusion of the meeting today and end of week

3. The committee will prepare to present materials to the Executive Committee and Chair of P & T Committee at end of week in preparation for presentation to the Senate on 4/27

4. **Updating Professional Assessment Procedures Document** – to match updates to the other documents (moved to next meeting agenda)

5. **Academic advising re P&T** (moved to next meeting agenda)
Rules Committee Minutes from April 20, 2022

Members present: Troy Paddock, Robert Gregory, and Jeff Webb
Members absent: Matt Miller

The meeting convened at 12:10.

The committee was presented with the proposed last changes to the Chairs’ Document after receiving them from a few executive committee members. After discussion of these proposed edits, the committee is prepared to bring forth the proposed changes to the Chair’s Selection Document.

After a discussion of those final proposed edits the committee then moved onto our next task looking into developing a academic student complaint procedure. Building off the discussion with the interested parties at our last subcommittee meeting, the members discussed ideas on how to begin developing/formulating a formal Academic Student Complaint Procedure for possible implementation in the future.

The meeting was adjourned at 1:45…..

Respectfully submitted,

Dr. Jeffrey A. Webb
The SPC met on April 20th. The members in attendance: Maria Diamantis (chair), William Farley (secretary), Wes O’Brien, Christine Broadbridge, Mike Dodge, Matt Ouimet, Kate Marsland, Kyle Mashia-Thaxton (SGA student representative)
Absent: Barbara Cook

1. **Distribution of Syllabi** – This item was brought forward by the SGA, asking the FS to strongly encourage faculty to distribute their syllabi prior to the start of the semester via any method of communication with the students (eg Blackboard Learn; email or other). SGA believes that such early distribution of syllabi will allow early communication between faculty and students; it will assist students to know the course expectations and the attendance policy; therefore be more informed as they might need to make the decisions about course withdrawal. In addition the syllabus will provide information on textbooks, therefore students can search to purchase the textbooks from a variety of sources. The syllabus should also specify if the textbook(s) are required or recommended. Students purchase texts but not all are required. Suggestion from the committee was that a joint statement, from the Faculty Senate President and the Provost, in which faculty are strongly encouraged to publish their syllabi as early as possible and in addition students are strongly encouraged to read the syllabi.

2. **Revisions to the Attendance Policy** – this item was brought forward by Alicia Carroll and it will be forwarded to the committee for discussion for the next academic year. Note: this item is unrelated to the SGA request to study strict attendance policies. For the record, the overarching attendance policy was revised eight years ago to meet the U.S. Department of Education requirements. Since that time, data has emerged that might indicate revising the policy to reduce impacts to students, yet stay aligned to the requirements. The “Policy on reporting Non-Attendance or Non-Participation” is raised as the primary concern. It is not expressly clear how this part of the policy translates into practice/procedure and that it may not be equitable for all students as it regards:

   - Final Grades Status (N Grade versus Not on Transcript)
   - Enrollment Status versus Billing Status (Removed from Roster versus Dropped from Roster)
   - Reinstatement Approval (Late Approval by Dean and/or Appeal) result in students having an indicator on their transcript as never attending and paying for the not attended course.

3. **Strict attendance policies in course syllabi** – this item was brought forth by the SGA who have held meetings with deans and chairs regarding the strict attendance policies from some departments and classes. The request from SGA is that the FS engages in discussion regarding these policies and their link to final grades. The SGA is concerned that these policies may be outdated, and at times appear illogical and/or unfair. There is concern that a student’s grade may be based on attendance rather than on knowledge gained relative to the course content. One example given was a syllabus that indicated that four unexcused absences would result in failing the class. SGA is meeting with the Provost to create an attendance philosophy and the SPC strongly encourages that the FS is included in those discussions/decisions. Further discussions between SGA and the Provost’s office should include FS representatives.

Meeting adjourned at 1:58 pm.
Technology Committee (TC)
Actions
Motion from LEPC to Revise the LEP Charter Language on LEP Revisions - Approved
Discussion was continued on this motion. LEPC brought forward revised language based on prior UCF conversation. The motion was approved
Motion from StAR to Approve the Women’s & Gender Studies Self-Study - Approved
The WGS Self-Study was approved and is available for viewing in Confluence.
Motion to Endorse the Department of Finance’s Name Change – Approved
UCF endorses the decision of the Department of Finance to rename as the Department of Finance and Real Estate.
Motion from LEPC to Revise the LEP - Discussion
Discussion began on the proposed revisions to the LEP. Amendment below was motioned and seconded. No votes taken. Discussion on the amendment and the motion to continue at the next meeting.

Motion to Amend the LEP Revision Motion: Leave Global Awareness and Cultural Expressions as two distinct categories in Explorations instead of collapsing them. Eliminate one Explorations elective to leave the number of credits in Explorations the same.

Course & Program Proposals
The following revised programs were approved:
Revised Minor Proposals
1. none

Revised Program Proposals
1. none

The following new and revised courses were approved:
New Course Proposals
1. BIS 390 – Applied Business Information Systems
2. BIS 372 – Database Management

Revised Course Proposals
1. SOC 311 – Systemic Racism in America -> SOC 410 Systemic Racism in the United States
The following W Courses were approved:
  1. none

The following special topics courses were logged:
  1. PHI 298 – Animal Ethics, Sustainability, and Food (1st time offered, Fall 2022)
  2. CHE 498 – Nutritional Biochemistry (1st time offered, Summer 2022)
  3. ENG 298 – Seminar in Tutoring Writing: Theory and Practice (1st time offered, Fall 2022)

Other Notes
  1. UCF chair election April 28; standing committees should ideally elect new chairs by April 21
  2. Final LEP Revision open information session: Friday, April 22: 11am-12pm
  3. Possible special meetings of UCF on May 5 (9:35-10:50) and May 14 (8-10am – exam schedule)
  4. Self-nominations to LEP revision workgroups due April 22; see information and nomination link in Confluence
  5. REMINDER: Notification of upcoming vote (April 28) on the revised TAP Framework30 Student Learning Outcomes (SLOs).
     a. Proposed revisions can be viewed here (link is also in UCF’s Confluence)
     b. Click here to join the FIRC Framework30 Info Session (Friday April 22 12-1)
     c. Contact Heidi Lockwood, lockwoodh1@southernct.edu, to arrange a time to chat.
     d. Vote scheduled at the April 28 UCF meeting. Please discuss with your departments in preparation for this vote.

Respectfully submitted,
Meredith Sinclair, UCF Chair
April 19, 2022
Graduate Council
WHEREAS, Southern Connecticut State University exists for the primary purpose of furthering academic excellence;

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

WHEREAS, Through the process of shared governance the Faculty Senate worked collaboratively across multiple years with multiple entities across the university to gather input and information from relevant parties, including the Chief Academic Officer, Deans of the Colleges/School, faculty representatives across the university, and AAUP; AND

WHEREAS, The Faculty Senate recognizes that, to further academic excellence, procedures for the evaluation of full-time faculty members for promotion and tenure, as well as renewal, are in need of periodic review and revision as stated in Part VI of the Promotion and Tenure Procedures Document; now, therefore, be it

Resolved, That, effective beginning in the Fall semester of 2022, the Faculty Senate establishes the following revisions to the Promotion and Tenure Procedures Document (dated September 15, 2021) and Renewal Procedures Document (dated September 15, 2021),

1. Add reference to an Article of the Collective Bargaining Agreement to Part II.B.3.e.;
2. Add clarification regarding candidate submission of written notice of withdrawal to Part III.A.1.e.;
3. Revise language for increased clarity to Part III.C.1.h.;
4. Add clarification and revision regarding election of Committee members to Part III.F.2. and Part III.F.4.;
5. Address missing terminology in Part III.G.2. and Part III.H.2.; and
6. Add clarification regarding computing ballots in Part IV.C.3.

To review these documents please click on the links below. You will need to be signed in with your Southern credentials to view them. If you have any issues, please contact the Faculty Senate Secretary.

- Revisions to P&T Procedures Document
- Revisions to the Renewal Procedures Document
SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution For Information Regarding the Adoption of the Promotion and Tenure Guidebooks

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

Whereas, The Faculty Senate recognizes, to further academic excellence, its responsibility to review information related to the evaluation of full-time faculty members for promotion and tenure, as well as renewal, including the review of existing advisory documents;

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

Whereas, To fulfill the aforementioned responsibility, the Personnel Policy Committee (PPC) was directed by the Executive Committee of the Faculty Senate to review and revise the existing Promotion and Tenure Guidebooks to ensure that language within the guidebooks aligns with the Promotion and Tenure, and Renewal, Procedures documents; and

Whereas, The Personnel Policy Committee (PPC) of the Faculty Senate worked collaboratively with multiple current representatives from the Promotion and Tenure Committee and consulted with AAUP for input and information to assist with its work; now, therefore, be it

Resolved, That, effective beginning in the Fall semester of 2022, the Faculty Senate establish its adoption of the Promotion and Tenure Guidebooks (dated April 20, 2022) as a responsibility of the Faculty Senate, with the accompanying revisions to previous version of the document, the Promotion and Tenure Guidebooks (dated September 2020), to

1. Improve consistency and language/terminology, both within the aforementioned document and with the existing Promotion and Tenure Procedures Document;
2. Update wording to reinforce the existing Promotion and Tenure Procedures Document’s ethos that candidates shall have control and remain in control of their file; and
3. Add clarification to better reflect the intent of the documents.

To review these documents please click on the links below. You will need to be signed in with your Southern credentials to view them. If you have any issues, please contact the Faculty Senate Secretary.

- P&T Guidebook for Athletic Coaches
- P&T Guidebook for Athletic Trainers
- P&T Guidebook for Library Faculty
- P&T Guidebook for Teaching Faculty
SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding Proposed Changes to the Chairperson Document

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; and

Whereas, The Faculty Senate is responsible for making changes to the Chairperson Document; now, therefore, be it

Resolved, That the following changes regarding the Chairperson Document (see attached for proposed changes to the document) be approved. (see below for a summary of the proposed changes):

To review this document please click on the links below. You will need to be signed in with your Southern credentials to view them. If you have any issues, please contact the Faculty Senate Secretary.

- Proposed Changes to the Chairperson Document (with track changes)
- Proposed Changes to the Chairperson Document (clean copy)
Rules Committee Summary of Proposed Changes to the Chairperson Document

(These proposed changes were based on issues and advice brought to the attention of the Senate by Faculty Members, E-Board, Deans, AAUP advice, etc.)

The following is a general summary of the substantive changes being proposed by the Rules Committee: (grammatical changes not included)

1.) The Title of the document changed to reflect the nature of the document. (The document covers the election procedures of the chairperson not really other aspects of the position.)
2.) Wherever possible references were changed to they or them.
3.) Wherever possible references to full-time faculty were changed to Tenure/Tenure-Track faculty.
4.) Under term of office of department chairperson 2. “If a vacancy occurs during a term a term of office, a newly elected Department Chairperson shall serve the remainder of the academic year in which the vacancy occurs”. Previously this clause also had “plus a term of the next three academic years”. The committee strongly felt this was too long for a presumably quickly elected member. (Since this clause refers to an unplanned vacancy the committee felt departments needed more time to elect anyone a typical term of office.)
5.) additionally the document now refers to the AAUP contract section which does apply to this situation:
The contract states the following in Article 5.24

5.24 Department Chairpersons, Academic Division Directors, Area Directors and Interdisciplinary Program Directors shall be selected in accordance with university procedures. These members shall serve until completion of their terms as specified by university policy.

Upon such resignation, university procedures for the selection of Chairpersons, Academic Division Directors, Area Directors and Interdisciplinary Program Directors shall be used to determine a replacement. Such procedures shall be expedited with final selection taking place within thirty (30) days from the date of the vacancy. During the interim the President may appoint a member in an acting capacity to fill the vacancy.

6.) Furthermore, we propose to add “note: If chairperson vacancy occurs with less than 30 days left in the spring semester or over the summer, the appointed member will serve until an election can occur.”

7.) Cleaned up some duplicate references to DPC members resigning if they become a candidate.

8.) Under the “Recommendation of the Department Section C”. Based on several issues brought forth to the committee about this section, we propose it read as “The Department Personnel Committee will communicate the names, and the number of 1st, 2nd, and 3rd preference of the members that have accepted their nomination in the preferential poll to department members and the Dean within seven (7) calendar days.”
9.) Under Department Recommendation Presented to the Appropriate Dean: We recommend to change the language to: “The Department Personnel Committee shall inform the appropriate Dean or the Division Director in writing of the one (1) to two (2) names recommended by the department for the position of Department Chairperson and ordered according to the department’s preference.” This statement has caused some confusion with several departments feeling that had to submit 3 names (the language previously said 3) to the dean.

10.) Under L: Impasse Procedures 1.: We propose to move the language: No member of the involved department may serve on the Impasse committee.

The large majority of the rest of the proposed changes are minor changes such as: grammar, correcting timelines, etc..
SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding Faculty Statement to Encourage Student Completion of Student Opinion Surveys

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, Student Opinion Surveys are instrumental in Faculty evaluations utilized for renewal, promotion, tenure, and professional assessment; and

Whereas, per the CBA (4.11.8), “…the procedure for collecting, routing, and disposition of the surveys shall be recommended by the Senate and approved by the President.”; now, therefore, be it

Resolved, That faculty be provided a sample email that may be used to encourage student participation this semester in the completion of Student Opinion Surveys; and be it further

Resolved, That faculty be provided a sample statement(s) that may be added to their syllabi that will encourage students to complete Student Opinion Surveys; and be it further

Resolved, That the sample email and statement(s) be disseminated to faculty and made available in various online locations.

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1 In addition to the department-approved evaluation instruments referenced in this document, as always, faculty may gather student feedback at any time to utilize in whatever manner they so choose.
UCF Documents (Flow of Proposals, UCF Bylaws, UCF Constitution)

To review these documents please click on the links below. You will need to be signed in with your Southern credentials to view them. If you have any issues, please contact the Faculty Senate Secretary.

- [UCF Flow of Proposals](#)
- [UCF Bylaws](#)
- [UCF Constitution](#)