

Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF NOVEMBER 9, 2022

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

The 5th Meeting of the Faculty Senate AY 2021-2022 was held on November 9, 2022, at 12:11 p.m. via Zoom.

Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL 2
Lisa	Haylon	Accounting	2025	X	3
Kenneth	McGill	Anthropology	2023		2
Melanie	Uribe	Art	2024	X	5
Kevin	Siedlecki	Athletics	2023	X	5
Elizabeth	Roberts	Biology	2023	X	5
Kate	Toskin	Business Information Systems	2025	X	4
Jeff	Webb	Chemistry	2023	X	5
Richard	Zipoli	Communication Disorders	2024	X	3
Melanie	Savelli	Communication, Media & Screen Studies	2025	X	5
Shafaeat	Hossain	Computer Science	2025	X	5
Matthew	Ouimet	Counseling	2024	X	5
VACANT		Counseling & School Psychology	2023		
Helen	Marx	Curriculum & Learning	2024	X	5
Maria	Diamantis	Curriculum & Learning	2024		3
Dushmantha	Jayawickreme	Earth Science	2025	X	5
Jia	Yu	Economics	2024	X	5
Peter	Madonia	Educational Leadership	2023		3
Paul	Petrie	English	2023	X	5
Mike	Shea	English	2024	X	5
Miriah	Kelly	Environment, Geography, & Marine Sciences	2025	X	5
Sandip	Dutta	Finance & Real Estate	2025		4
Kyle	O'Brien	Healthcare Systems & Innovation	2025	X	5
Robert	Knipe	Health & Movement Sciences	2025	X	5
Daniel	Swartz	Health & Movement Sciences	2025	X	5
Carmen	Coury	History	2023	X	5
Troy	Paddock	History	2023	X	5
Yan	Liu	Information & Library Sciences	2024	X	On Leave Fall 2022
Cindy	Simoneau	Journalism	2024	X	4
Patrick	Crowley	Library Services	2023	X	5
Amy	Jansen	Library Services	2025		4

Alison	Wall	Management & International Business	2025	X	5
Melvin	Prince	Marketing	2023		4
Sebastian	Perumbilly	Marriage & Family Therapy	2025		1
Klay	Kruczek	Mathematics	2025	X	5
Raymond	Mugno	Mathematics	2025	X	5
Jonathan	Irving	Music	2023		1
Kelly	Martinez	Nursing	2023		3
Andrea	Adimando	Nursing	2024	X	5
Obigaeli	Okwuka	Part-Time Faculty	2023		On Leave Fall 2022
Virginia	Metaxas	Part-Time Faculty	2023	X	3
Michael	Sormrude	Part-Time Faculty	2024	X	5
Michele	Delucia	Part-Time Faculty	2024	X	5
Rex	Gilliland	Philosophy	2023	X	5
Christine	Broadbridge	Physics	2024	X	4
Jonathan	O'Hara	Political Science	2025		3
Kate	Marsland	Psychology	2025	X	4
Chris	Budnick	Psychology	2024	X	5
Jon	Nwangwu	Public Health	2024	X	4
Michael	Dodge	Recreation, Tourism, & Sport Management	2023	X	5
Carmela	Smith	Social Work	2023	X	3
Stephen	Monroe Tomczak	Social Work	2025		4
Gregory	Adams	Sociology	2023	X	5
Angela	Lopez-Velasquez	Special Education	2024		On Leave Fall 2022
Douglas	Macur	Theatre	2024		4
Tricia	Lin	Women's & Gender Studies	2025		4
Luke	Eilderts	World Languages & Literatures	2023	X	5
Natalie	Starling	SCSU Faculty Senate President	2023	X	5
Joe	Bertolino	SCSU President		X	4
Barbara	Cook	Chair, Graduate Council		X	5
Meredith	Sinclair	Chair, Undergraduate Curriculum Form		X	4
Trevor	Boczer	SGA		X	3

GUESTS

Robert Prezant
Trever Broliar
Craig Hlavac
Julie Edstrom
Michael Kingan

Terri Bennett
Tracy Tyree
Trever Broliar
Roland Regos
Terrence Lavin

The following senators are empowered by the Faculty Senate to represent the Faculty Senate and thereby represent the faculty body in their role and contributions to the respective committee/group in which shared governance of business is being conducted with a duty to report back to the Faculty Senate minimally once per semester (additional reports determined by the respective representative or upon request by the Faculty Senate). It is recommended representatives also seek the Faculty Senate's support and endorsement for matters determined by the respective representative or upon request by the Faculty Senate.

Early College Experience	Christine Broadbridge (fall) Michele DeLucia (spring)
Faculty Development Advisory Committee (FDAC)	(1 representative – unfilled)
Committee on Reassigned Time	Troy Paddock
Undergraduate Curriculum Forum (UCF) liaison	Cindy Simoneau
University Library Committee (ULC)	(2 representative – unfilled)

Faculty Senate President N. Starling called the 5th meeting of the Faculty Senate to order at 12:11 p.m.

- I. Minutes of the previous meeting held on October 26, 2022, were accepted as distributed.
<https://inside.southernct.edu/faculty-senate/meetings>

- II. Faculty Senate President's Report
<https://inside.southernct.edu/faculty-senate/meetings>

N. Starling requested that Senators reflect on item #4 and 5 in the President's Report.

- A. President Bertolino shared his thoughts on the University Budget Committee meeting that took place November 4, 2022. He stated that the meeting was quite good, lengthy, and substantive. The issues are complex and there is some navigating that we will need to do. Questions remain around how the System Office and the State Legislature will move forward. Additional meetings will take place, and there will be town hall meetings. He is also asking the the committee meet with constituencies in smaller groups around the university to get feedback and suggestions. When asked about a timeline, President Bertolino shared that the System Office has been direct in that we must deliver a balanced budget in April 2023, and we are only allowed to use reserves minimally. He repeated that the issues are very complex. When asked about the fear of our reserves being used to support other institutions in the system, President Bertolino stated that he did not have that on his radar. He shared that we have done a very good job building our reserves and that he does not want to squander them. When asked about rising tuition, President Bertolino shared that tuition and fees will go up by a few hundred dollars. He also stated that we have invested a lot of money in financial aid. He stated that he confident that this will balance itself out, but that we will all feel the effects.
- B. Proposed student survey from the DEI 360 subcommittee on inclusive teaching (item 8 on the President's Report).

- i. M. Shea **moved to indicate support in a non-binding vote** for the student survey as presented after discussion. **Seconded.**
 1. The motion was **approved** by unanimous consent.
- ii. While many senators felt that it is important to gather this kind of information, many also felt that the survey would need to be modified. Some suggestions were to add questions gathering demographic information; another was to do focus groups instead of a survey due to "survey burnout" from students; concern was raised that the way the survey is constructed might discourage the students from participating; senators involved in the survey's creation shared that there was no intent of gathering evaluative information and that the surveys would be scrubbed of any identifying information; they also shared that the intent of the survey was not to be complicated, but rather just to gather some narratives about what's working here at Southern.

1. After discussion, Senators moved to a non-binding vote.

a. Vote tally

- i. Yes.....6
- ii. No27

1. The results indicate that the Faculty Senate **does not** support the survey in its current form.

- III. Reports of the Faculty Senate Standing Committees

- A. Reports were received.
- B. Academic Policy: (M. Uribe & R. Gilliland): The committee would like to consider the work currently underway on microcredentials, badges, and non-credit certificates. They would like to create an ad hoc committee that would bring stakeholders to the table; while this has been considered, currently no action has been taken.

- C. Technology (L. Eilderts on behalf of D. Macur): The committee is discussing the future of Zoom and brainstorming ideas to bring to the Deans along with B. Cook.
- IV. Reports of the Faculty Senate Special Committees
- A. UCF (M. Sinclair): Shared information pertaining to the implementation of the LEP changes. This document is available on the UCF Confluence site. Departments have been given the opportunity to move tier-III courses to tier-II in an expediated process. Courses can remain in these categories for a maximum of three years before having to be re-evaluated under the revised key elements, which are currently being drafted in ad hoc committees. During this transition period, some courses may have two attributes—one under the former LEP and one under the revised LEP. It is not expected that students *currently* at Southern will change catalogs, so they will still need courses under the previous LEP.
 - B. Graduate Council (B. Cook): Directs Senators attention to the report in the packet. Conversations around leave of absence and continual enrollment are taking place, as well as when a student receives a grade for a thesis capstone, but does not submit the thesis to ProQuest. GC is also working with UCF and the Senate on microcredentials and badges.
- V. New Business
- A. N. Starling shared the official results of the Faculty Referendum indicating that the UCF-Approved changes to the LEP had been approved.
 - i. L. Eilderts shared correspondence from his department (WLL) to the Faculty Senate, the UCF, and the LEPC, in which WLL shared its concerns regarding the timeline for implementing a revised waiver policy for transfer students.
 - ii. S. Simoneau shared concerns with the tight timeline proposed by the UCF, and asked if N. Starling had been made aware of a petition to the Senate asking for a change to the implementation timeline.
 - 1. N. Starling shared that she had received correspondence that the petition exists as of 11:32 a.m. that morning, but that it had not been formally presented with signatures yet.
 - iii. M. Sinclair (UCF) reminded the body that the wording in the referendum was for a Fall 2023 implementation. She also shared that she felt there might have been a misunderstanding at the LEPC. She stated that would be happy to answer any questions.
 - iv. N. Starling called for a special meeting to discuss this issue, which will take place on November 16, 2022, at 12:10-1:10 via Zoom.
 - B. K. Kruczek **moved to approve** the revised bylaws of the CSU Professorship Committee.
 - i. After short discussion, Senators moved to a vote.
 - 1. Vote Tally
 - a. Yes..... 31
 - b. No 1
 - i. The motion to approve the bylaws **passed**.
 - C. M. Uribe and T. Lavin presented the rationale for the change in name of the “Department of Art” to the “Department of Art and Design”.
 - i. After the presentation, Senators moved to a non-binding vote of support.
 - 1. Vote Tally
 - a. Yes.....31
 - b. No1
 - i. The motion to support the name change **passed**.
 - D. N. Starling, on behalf of the Executive Committee, **moved to approve** the Resolution For Information: Support for Social Sciences at Western Connecticut State University and Motion to Endorse CCSU Senate Response to Western Connecticut State University.

- i. M. Shea **moved to amend** the resolution by moving the seventh “Whereas” so that it becomes the fifth “Whereas” statement. **Seconded.**
 - 1. The motion was **approved** by Unanimous consent.
- ii. After discussion, Senators moved to a vote.
 - 1. Vote tally
 - a. Yes..... 22
 - b. No 7
 - i. The motion to approve the resolution **passed** as amended.

VI. Adjournment

- A. S. Simoneau **moved to adjourn. Seconded.**
- B. Meeting adjourned at 2:03 p.m.

L. Eilderts
Secretary

Certification of the Referendum Results regarding the UCF-Approved Changes to the LEP



DATE: November 2, 2022

TO: Meredith N. Sinclair
Chair, Undergraduate Curriculum Forum (UCF)

CC: Joe Bertolino
President, Southern Connecticut State University

Robert S. Prezant
Provost and Vice President for Academic Affairs

Alicia Carroll
Registrar

Luke Eilderts
Secretary, Faculty Senate

FROM: Natalie R. Starling
President, Faculty Senate

SUBJECT: Faculty Referendum regarding the UCF-Approved Changes to the Liberal
Education Program (LEP)

By this memo, I am certifying the results of the recent ballot conducted by the Faculty Senate for the Faculty Referendum regarding the UCF-approved changes to the LEP. All referenda require a minimum of 200 faculty votes for results to be considered valid and the results are decided by a simple majority of those voting ([Faculty Senate Constitution](#)).

The ballot opened on October 22, 2022, and concluded on November 1, 2022. A total of 274 votes were cast. This exceeds the minimum number of 200 votes required for results to be considered valid, therefore these results are considered valid. A total of 172 votes were cast in approval and a total of 102 votes were cast in disapproval. **The motion from the Undergraduate Curriculum Forum (UCF) regarding UCF-approved revisions to the Liberal Education Program, effective Fall 2023 has passed.** Please contact me via email at starlingn1@southernct.edu with any questions.

Thank you,



SOUTHERN CONNECTICUT STATE UNIVERSITY

CSU Professorship Advisory Committee By-Laws

A. Purpose

The CSU Professorship Advisory Committee, hereafter referred to as the Committee, is hereby established under Article 5.6 of the Collective Bargaining Agreement between Connecticut State University American Association of University Professors and Board of Regents for the Connecticut State University, hereafter referred to as the Collective Bargaining Agreement. The purpose of the Committee is to advise the University Provost and President in awarding the title of CSU Professor to a faculty member from Southern Connecticut State University, hereafter referred to as SCSU. No more than three faculty members at SCSU may hold the title of CSU Professor at any given time.

B. Committee Membership

The Committee shall consist of nine members.

C. Committee Eligibility

1. Full-time faculty member at SCSU.
2. Tenured.
3. Associate Professor or higher, or the equivalent for Counselors, Librarians, Athletic Trainers, and Coaches.
4. One (1) member from each college/school and four (4) at-large members.
5. No two (2) members from the same department may serve on the committee at the same time.
6. No more than three (3) members belonging to any one unit (College/School, Library, Counseling, Athletic Training, or Coaching) may serve on the committee at the same time.

D. Committee Elections

1. Any eligible person wishing to run for the Committee must, after a call for nominations is issued, obtain an official nomination form from the Elections Committee of the Faculty Senate, complete the form, and return it as directed.
2. Elections shall be conducted by the Elections Committee of the Faculty Senate.

E. Terms of Office

1. The term of office shall be three years, commencing at the start of the fall semester immediately following being elected to the Committee.
2. Approximately one third of the committee shall be elected every year. Vacant terms may be filled at the time of regular elections or through special elections.

F. Committee Procedures

1. The committee shall follow the provisions stated in the appropriate section of the current Collective Bargaining Agreement.
2. Members shall disqualify themselves if they or a member of their family is the person applying for CSU Professorship.
3. Upon learning of a vacancy of a CSU Professor at SCSU, the Provost's Office, in consultation with the Committee, shall send out a call for nominations for CSU Professor that includes a deadline for receiving nominations, nomination form, a deadline for receiving application materials, application form(s), required application supporting materials, criteria for awarding the CSU Professorship, and the expected date for announcing the awardee of the CSU Professorship.
4. The general criteria for the awarding the CSU Professorship include a high level of effectiveness in these three categories of evaluation: 1) Creative Activity; 2) Teaching; and 3) Service. In addition, the candidate is expected to be able to document a record of outstanding performance in the area of Creative Activity. A minimum of three (3) external letters of support should be included in the application which address the CSU Professor criteria.
5. Faculty members that are nominated for CSU Professor shall have an opportunity to submit application materials after the nomination deadline.
6. The Committee shall review the submitted application materials after the application deadline. The committee may request clarification information from any faculty member that submitted application materials when needed. The committee shall make every effort not to disadvantage or appear to disadvantage any candidate by requesting additional materials from individual applicants or meeting with individual applicants after the application deadline.
7. After reviewing all submitted materials, the Committee shall meet to discuss the submitted materials and to recommend an applicant to the Provost. The Committee shall make their recommendation through a letter to the Provost that includes supporting reasons. The Provost shall then make a recommendation to the University President who shall then make a recommendation to the Board of Regents.

G. Amendments

This document may be amended by a two-thirds vote of the Faculty Senate with the concurrence of the President of the University.

H. Implementation

This document shall take effect upon approval by a two-thirds vote of the Faculty Senate with the concurrence of the President of the University.

I. Interpretation

This section may not be invoked with respect to the interpretation of any item of the Collective Bargaining Agreement. If an issue develops concerning interpretation of this document whether initiated by the Senate, a faculty member, or any member of the administration, a binding decision on such an issue shall be made:

1. by agreement between the President of the University and a majority of the Executive Committee of the Faculty Senate or failing to obtain agreement on an issue by this method,
2. by a committee consisting of one member selected by the Senate Executive Committee, one selected by the President of the University, and one selected by the first two committee members, who, by a two-thirds vote shall decide such an issue.

Art Department Name Change to Department of Art and Design

Dear Senate,

The Art Department wants support to initiate the process to revise our name to the “Department of Art and Design.” This revision reflects the evolution of the department to be inclusive of art and design, which encompasses the breath of our department’s disciplines and our students’ career trajectories.

Other changes occurring to support department name change:

Name changes for the "Studio Art" BA, all BS concentrations, and Minor to "Art and Design"; this adjustment will group studio programs alphabetically with the Department's other degree programs: "Art Education" and "Art History".

This name change adds coherence to how the Department is listed in the University catalog. Having all art programs listed together will make the department's offerings easier for students to find and help them understand the cohesive nature of the Art Department.

Changes in Catalog

From:

Studio Art, B.A Art
Studio Art, B.S - Ceramics
Studio Art, B.S - Graphic Design
Studio Art, B.S - Jewelry - Metals
Studio Art, B.S - Painting
Studio Art, B.S - Photography
Studio Art, B.S - Printmaking
Studio Art, B.S - Sculpture

Minor in Studio Art

To:

Art and Design, B.A Art
Art and Design, B.S - Ceramics
Art and Design, B.S - Graphic Design
Art and Design, B.S - Jewelry - Metals
Art and Design, B.S - Painting
Art and Design, B.S - Photography
Art and Design, B.S - Printmaking
Art and Design, B.S - Sculpture

Minor in Art and Design

Whereas the WCSU social sciences department and its majors, minors, and upper division courses in anthropology, sociology, economics, and political science are in jeopardy due to what the Provost of that university deems as low enrollment;

Whereas both CCSU and SCSU Senates have in the past rejected the same low enrollment criteria being applied to all programs as failing to distinguish between programs with nationwide small, medium and large enrollments;

Whereas the evaluation of programs solely on the basis of quantitative factors such as percentage of capacity enrollment is one-sided and neglects qualitative aspects of course content and social relevance;

Whereas stripping WCSU of its social science majors is detrimental to its role as a university in the CCSU system that provides students with the full range of liberal arts and sciences programs;

Therefore be it Resolved

That the CCSU Senate supports the social sciences faculty at WCSU in their effort to protect and promote needed majors, minors and upper division courses in their disciplines;

That the CCSU Senate reiterates its opposition to a single criterium for low enrollment independent of national statistics on small, medium and large departments;

That the CCSU Senate rejects the use of solely quantitative factors in determining program persistence, to the exclusion of qualitative considerations of course content and the spirit of the university as offering the full complement of liberal arts and sciences programs.

That the CCSU Senate reaffirms the role of faculty control of curriculum and pedagogy and the role of shared governance in university decision making.

RESOLUTION OPPOSING the CT/BOR

"Academic Program/Low Complete Review Process"

WHEREAS initiation of program termination is a university responsibility to be initiated by faculty and conducted at the university level, as specified by Article 5.20 of the Collective Agreement:

"5.20 A department, interdisciplinary program, University-wide Curriculum Committee, the Senate or the President may initiate a recommendation for program discontinuance. If a recommendation for discontinuance originates from a source other than the Curriculum Committee or Senate, as appropriate, it shall be submitted in writing to the Curriculum Committee or Senate as appropriate. Once it has received or initiated a recommendation for program discontinuance, within sixty (60) days during the academic year, the Curriculum Committee or Senate as appropriate shall investigate the impact of such discontinuance and make its recommendations to all affected parties. Assessment of such program discontinuance proposals by all parties shall include consideration of recommendations, the President shall take appropriate action, including appropriate recommendations to the Board of Trustees. If program discontinuance would result in involuntary separation of a full-time member, said discontinuance shall not occur except pursuant to the provisions of Article 17."

WHEREAS the Board of Regents has directed that a process of LOW COMPLETE assessment of programs be initiated by the BOR which does not refer to this article of the Collective Agreement (CT/BOR "Academic Program/Low Complete Review Process", no date, but likely summer 2018).

WHEREAS the document establishes LOW COMPLETE criteria based on numbers for "credentials conferred" over a three year period with no justification for the numbers, either in comparison to other similar institutions or in comparison to the number of students in the program, eg: "Undergraduate Certificate: 12 (avg. 4 per year); Bachelor's Degree 30 (avg. 10 per year); Masters Degree Post-Master 15 (avg. 5 per year); Doctoral 3 (avg: 1 per year)"

WHEREAS the BOR document requires the institution's Chief Academic Officer to recommend a course of action for LOW COMPLETE programs (termination, suspension, consolidation or continuation) directly to the BOR, without further consideration of contractual due process as specified by Article 5.20 of the Collective Agreement

BE IT RESOLVED that the CCSU Senate rejects this BOR interference in academic programming, which is and remains a matter of faculty governance over curriculum, with due consideration for the role of the university president.

BE IT FURTHER RESOLVED that the CCSU requests that the Board of Regents cease further interference in institutional affairs pending a review of the mandate and existence of the Board, as affirmed by previous resolutions of the CCSU Senate.

**SOUTHERN CONNECTICUT STATE
UNIVERSITY FACULTY SENATE**

**RESOLUTION Opposing the CT/BOR Policy on “Academic
Program/Low Complete Review Process”
September 26, 2018**

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

Whereas, SCSU promotes academic excellence through innovative teaching and learning experiences and a broad range of socially relevant programs that support its social justice mission; and

Whereas, academic excellence may be reflected in academically and socially relevant programs, regardless of enrollment profiles; and

Whereas, the value of programs offered at SCSU and the extent to which they provide educational opportunities for our students cannot be measured by graduation rates alone; and

Whereas, there are occasions when it is appropriate to review and discontinue programs; and

Whereas, there is a contractually mandated process for initiating a recommendation for program review and discontinuance (CBA Article 5.20); and

Whereas, the contractually mandated process specifies program review and discontinuance as a local (i.e., campus) matter; and

Whereas, according to the contractually mandated process, a recommendation for program discontinuance is to be investigated through a faculty-driven shared-governance approach; and

Whereas, the BOR is proposing a policy entitled “Academic Program/Low Completer Review Process” that ignores CBA Article 5.20; and

Whereas, the proposed BOR policy was created without any consultation with the contractually specific faculty governance bodies on the University campuses; and

Whereas, the contractually mandated faculty-driven shared- governance approach specifies a role for the University President, but not for the Chief Academic officer, for whom the proposed BOR policy on Academic Program/Low Completer Review Process creates a role, in conflict with the CBA; and

Whereas, the failure of the BOR to recognize in its proposed policy the role of the faculty governance bodies is a violation of the CBA entered into by the BOR; and

Whereas, failure to engage in shared governance and respect the shared authority of the faculty imperils accreditation; and

Whereas, the “trigger” numbers in the policy are not evidence- based thresholds for action; therefore be it

Resolved, That the proposed policy, entitled “Academic Program/Low Completer Review Process,” is unsupportable, as it is inconsistent with the CBA, which specifies program review as a campus-based, faculty-driven process; and further

Resolved, That any policy in which program review is triggered solely by the number of graduating students would undermine the mission of higher education and be a disservice to students.

Approved on September 26, 2018

Maria Diamantis, President of the SCSU Faculty Senate



To: Missy Alexander, Provost and Vice President for Academic Affairs
From: Michelle L. Brown, Dean of the Macricostas School of Arts and Sciences
Date: March 18, 2022
Re: Evaluation of External Program Review of the Department of Social Sciences

The Department of Social Sciences (SS) recently concluded an external program review of its four majors: B.A. in Anthropology/Sociology; B.A. in Economics; B.A. in Political Science; and B.A. in Social Sciences. Based on my conversations with the external reviewers and examination of the attached department self-study, Reviewer Report, and subsequent departmental response, I offer the following evaluation and my recommendations.

Overview of Programs

The department consists of nine (9) full-time faculty members offering the following four (4) majors and eleven (11) minors:

Majors	Minors	
B.A. in Anthropology/Sociology	Anthropology*	Multi-cultural Studies
B.A. in Economics	Conflict Resolution	- option: African American focus
B.A. in Political Science	Cultural Resource Management	Political Science*
B.A. in Social Sciences	Economics*	Sociology*
- option: Family Studies*	Geography	Urban Studies
- option: Global Studies*	International Studies	Women's Studies
- option: Multi-cultural Studies*		

*Not listed in the department section of 2021-2022 undergraduate catalog.

The Social Sciences (SS) major is an interdisciplinary program requiring courses in the department's other majors plus cognates in history. The SS major's only proprietary requirements are a three-course research sequence required by the other department majors and which can be taught by any department member. Anthropology/Sociology (ANT/SOC), Economics (ECO), and Political Science (PS) do not otherwise overlap. ECO also requires a cognate: in mathematics.

Requirements for the three (3) SS major options and four (4) of the department's minors (anthropology, economics, political science, and sociology) are not listed in the department's section of the current

Michelle L. Brown | Dean of the Macricostas School of Arts and Sciences

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undergraduate catalog. However, those program titles are listed as active programs on the university website. The discrepancy may create student confusion about program status. The minors outlined in the department's section of the catalog do not share any requirements with either each other or the majors. Further, the International Studies, Urban Studies, and Women's Studies minors are entirely elective-driven and student-selected. The Multi-cultural Studies minor requires one (1) course and is otherwise elective-driven and student-selected. Another department coordinates the Women's Studies minor. No full-time faculty coordinate the Conflict Resolution or Geography minors.

To clarify references to the "archeology program" in the self-study report: WCSU does not offer an archeology major, option, minor, or certificate.

Programs' Strengths

Recruiting

The department has correctly recognized recruiting as a priority. I admire its collective willingness to seek creative recruitment solutions. Its 2021 Summer Social Justice Institute, a joint venture with Admissions and sponsored by my office, brought local high school students to campus to learn about and leave with advocacy toolkits to engage in their communities. This event is a fantastic recruitment tool—not only for its much-needed topic, but also because it reaches beyond the classroom already filled with WCSU students. The department plans to repeat the Social Justice Institute in collaboration with Admissions every year, and to strengthen its overall relationship with Admissions and Enrollment Management (Self-Study Report). This is a wise move since our recruiters rely on departments to supply them with current, compelling program information that will appeal to high school students and their families. Internally, the department will increase recruiting in lower level courses; increase engagement with students who have passed the major capstone but not yet graduated; and seek funding opportunities for students unable to persist for financial reasons.

The department also hosts an impressive roster of events to increase access to social justice reform initiatives and participation opportunities. These include regular brown bag research presentation lunches open to faculty and students. All these efforts enhance and reinforce an inclusive culture on campus and inure our students to participating with their faculty members in scholarship and community activism.

Challenges

Program Enrollments

Over the last five years, from Fall 2017 through Fall 2021, undergraduate enrollments declined in double digits at Western Connecticut State University (WCSU), Macricostas School of Arts and Sciences (MSAS), and Social Sciences Department levels. Table 1 compares five-year enrollments among the department's four majors, all social science disciplines, MSAS, and WCSU.

Table 1. Five-Year Undergraduate Enrollment: SS by major, All Social Sciences, MSAS and WCSU

Enrollment by Major		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021 (Current)		% Change: 2017 - 2021	
Major	Degree	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
WCSU Undergraduate Total		5082	4413	5028	4433	4892	4407	4640	4108	4172	3678	-17.9	-16.7
MSAS Undergraduate Majors Total		1568	1385	1588	1411	1507	1282	1416	1266	1305	1145	-16.8	-17.3
Anthropology/Sociology	BA	22	18	22	20	26	23	23	20	23	21	4.5	14.5
Economics	BA	25	21	21	17	20	20	22	21	19	18	-24.0	-13.9
Political Science	BA	52	46	47	42	47	44	37	34	40	34	-23.1	-27.0
Social Sciences	BA	20	17	26	21	16	12	18	17	11	9	-45.0	-50.0
Social Sciences Department Total		119	102	116	99	109	98	100	92	93	81	-21.8	-20.8
Psychology Undergraduate Total	BA	329	282	328	286	325	290	342	302	289	259	-12.2	-8.0
All Social Sciences Disciplines Undergraduate		448	383	444	385	434	388	442	393	382	340	-14.7	-11.4
Source: WCSU Institutional Research											KEY: Increase Decrease		

Overall, the department's enrollments fell by 21.8% over the last five years, faring worse than WCSU's 17.9% drop in undergraduate enrollment, and worse than MSAS, which slightly outperformed WCSU by about a point, with a 16.8% undergraduate enrollment decrease for the same period. All social science undergraduate disciplines fared slightly better, dropping only 14.7% over five years.

ANT/SOC held the department's steadiest enrollment for the same period, up by one (1) student from 22 five years ago. This was after correcting for a slight surge in 2019. The major outperformed combined undergraduate performance for WCSU, MSAS, its department, and all social sciences disciplines. However, it is important to consider scale: ANT/SOC's gain is one (1) student for a final total of 23.

Similarly, across this department's other three majors, single-digit headcount fluctuations appear to make outsized impacts relative to sample sizes. ECO fared somewhat worse than ANT/SOC, with a consistent decline ending at 19 students from 2018's high of 25. The major's 24% loss over five years exceeded WCSU, MSAS, and all social science disciplines undergraduate losses by about a third for the same period.

PS's headcount roughly doubles those of ANT/SOC and ECO. However, it also suffered a gradual decline over the last five years, most precipitously during the 2020 COVID pandemic, ending at 40 majors, down from five years ago. This 23.1% drop is within a point of ECO's yet still significantly worse than WCSU, MSAS, and all social sciences disciplines combined.

In the department, the SS major performed the least consistently and suffered the most severe five-year drop—by nearly half, from 20 majors to 11 in five years. This 45% decline more than doubled those of MSAS and WCSU, and more than tripled that of all combined social sciences disciplines.

These five-year department trends for all four majors are consistent with those of the last ten years. Yet, as regional and national demographics continue to shrink traditional first-time full-time recruitment pools, the competition among colleges and universities for fewer potential enrollees will increase. State institutions typically fare less well against well-endowed private institutions. Thus, enrollment deficits will become increasingly probable and collaborative structural solutions more necessary.

Program Structures

The Department's program structures may contribute to enrollment challenges. First, its large number of mutually exclusive curricula necessitates offering a wide array of separate courses every semester. This lack of topical consolidation during a protracted departmental enrollment decline has resulted in cohorts

too small to populate so many sections. The Reviewer Report cites a problem caused by thinning enrollments: the SS major offers too few upper level offerings. Since course cancellation policies are contractual, my office works with the department to publish enrollment-data-based class schedules with an aim of reducing cancellations. The self-study and Reviewer Report also identify this problem. Fortunately, the department has recently streamlined topical offerings, with changes launching Fall 2022.

The Reviewer Report recommends that the four majors require each other's courses to drive enrollments in each. Cross-disciplinary requirements among ANT/SOC, ECO, and PS could work for two reasons. First, the shared SS research sequence requirement functions as a cross-disciplinary requirement. Second, all four majors in the department rely on the SS research sequence to assess individual programs. Indeed, the SS research sequence has the potential to introduce students to all the department's majors. However, since SS is a separate major that also requires courses from ANT/SOC, ECO, and PS, it effectively pulls potential enrollments from the other three department majors. The result is competition among too many departmental programs for too few students to sustain them all.

The ANT/SOC major differs from other Connecticut State Universities (CSU) and regional competitors by excluding social work and criminal justice, or Justice and Law Administration (JLA), from its curriculum. The Social Sciences Department recently further deepened this divide by rescinding all cross-listings with JLA and invalidating JLA courses as SS electives, effective Fall 2022. These developments create a missed opportunity to diversify and grow several majors through collaboration and sharing students. Since the scholarship of learning shows that interdepartmental collaborations enhance and increase the number of student learning opportunities, it is troubling that this department characterizes its relation to other departments as "cut-throat competitions" (Department Response). Equally unfortunate, since we know that most students avoid unrequired courses, severing ties with JLA could erode student exposure across the Social Sciences and JLA departments, and to rich explorations of disciplinary intersections.

As regional populations continue to decline, the university must adapt to remain competitive. Unfortunately, ANT/SOC and SS face regional and CSU saturation. Nearby, Fairfield University also has a combined ANT/SOC major of about the same size as ours and Sacred Heart University offers Sociology. In addition, the Eastern and Central CSUs offer both anthropology and sociology degrees. Southern CSU's much larger sociology program offers a master's degree, in addition to its undergraduate program in anthropology. All the other CSUs' comparable programs confer more degrees than ours does.

As the Self Study correctly notes, the SS major's multiple options replicate other department programs, and was structured as an outdated secondary education social studies content major. Eliminating the SS major could migrate those majors into the contributing disciplines to bolster those stronger enrollments; however, the department revised the SS major with changes effective Fall 2022. The Self Study reports an expected enrollment turnaround in five years. This length of time is simply too long to wait.

Finally, the department's general education output causes or exacerbates numerous problems. Despite this, the Reviewer Report recommends that the department seek general education Intercultural Competency (IC) attribution for more of its courses. The rationale is that offering even more courses may yield some additional majors from those enrolled to satisfy the IC competency. The Department agrees: its response to the Reviewer Report states its "aim to onboard as many [new IC competency-compliant courses] or more next year" as it did in 2021, which was fourteen (14). However, several mitigating factors exist:

1. The Department's adjunct ratio already exceeds the contractual limit due to the large number of non-required general elective seats it offers;
2. The Department is not required to offer a disproportionate number of general education sections;
3. While these measures may fill more seats, they have not historically driven significant numbers into the majors; and
4. The Reviewer Report and Self Study both cite the large number of general education sections offered by the Department as detrimental to its morale and student satisfaction.

Therefore, seeking IC designation to offer even more general education courses would exacerbate the staffing problem without necessarily solving the enrollment problem.

Finally, while the department has focused recently on creating new and growing existing minors, some of that energy would have more effectively spent on retention and completion for the majors. WCSU does not require students to declare minors, and the department's research has found that "very few students take advantage of them" (Department Response). At the very least, the department should consider streamlining its list of minors offered, discontinuing those without structure or full-time faculty expertise. Creating coherence in Departmental offerings will ease student advising and four-year planning.

Course scheduling

The Self Study reports that the department employs about 25 adjuncts who offer 25 to 35 introductory courses each semester. According to the appendix, the Department delivers more credit hours than any other department in the university. This practice has been consistent for the last five reporting years. As a result, the Department generates disproportionately high credit production and program delivery costs based on the size of its majors, as compared to others that serve more majors and/or provide university-wide requirements. Some departments with larger constituencies generate similar or smaller credit production and program costs. Table 2 compares the number of credits produced and consumed over the last five years, with annual delivery cost, for individual MSAS departments, MSAS, other School totals, and WCSU. For example, over the last five years, the Social Sciences Department produced far more credits than either Writing or Mathematics, both of which provide university requirements—and nearly as many credits as the entire School of Visual and Performing Arts (SVPA). This Department's program cost was nearly equal to that of Psychology, which serves almost three times as many undergraduate majors as the Social Sciences Department's four major programs combined.

Even after accounting for the cognates it provides to other programs in business, health promotion, and nursing, the Social Sciences Department's credit production and program delivery costs are higher than necessary. Table 2 also compares the credits consumed by majors and non-majors over the last five years. Like its credit production rate, the Department's credit consumption numbers and ratio are also quite imbalanced relative to others'. 87% of the Social Sciences Department's credits are consumed by non-majors. This is the fourth-highest ratio in the university despite a much narrower required audience than others at that ratio level (e.g., mathematics, languages, and Interdisciplinary Studies degree completion). Most of the Social Sciences Department's non-major consumption appears to be through introductory courses offered to non-majors fulfilling general education competencies. According to the Self Study, the Department views outsized credit production for non-majors as both a vital recruiting opportunity and evidence of understaffing. However, evidence indicates that offering more general education courses is not growing the Department's majors. Instead, offering fewer general education-only courses can reduce the Department's disproportionate adjunct ratio and program costs.

Table 2. Credit Hour Production, Cost, and Consumption: AY 2016-17 through AY 2020-21

Department/School	Produced		Consumed		
	Total Credits	\$ Annual Mean Cost	% by Non-Majors	# by Non-Majors	# by Majors
Biology	31,778	2,240,985	67.4	21,410	10,368
Chemistry	18,870	1,943,233	82.5	15,576	3,295
Communication & Media Arts	43,948	1,949,533	57.8	25,395	18,553
Computer Science	15,686	1,153,862	55.3	8,671	7,015
English	17,987	1,301,180	80.6	14,492	3,495
History & Global Studies	31,867	1,470,343	83.9	26,752	5,115
Mathematics	47,300	2,501,224	94.1	44,490	2,811
Philosophy & Humanistic Std.	18,932	735,698	92.6	17,532	1,400
Physics, Astro, & Meteorology	6,581	831,444	64.1	4,216	2,365
Psychology	53,457	2,196,014	57.1	30,548	22,909
Social Sciences	60,455	2,322,681	87.5	52,905	7,550
World Languages & Cultures	11,178	696,166	95.2	10,643	535
Writing, Linguistics & C P	30,409	1,932,188	69.6	21,178	9,231
MSAS TOTAL	388,448	21,274,549	75.6	293,807	94,641
ASB TOTAL	128,213	8,735,353	45.9	58,867	69,346
SPS TOTAL	107,321	11,608,890	21.1	22,690	84,631
SVPA TOTAL	66,943	7,170,703	22.9	15,331	51,612
WCSU Grand Total	690,925	48,789,495	56.5	390,695	300,230

Source: WCSU Institutional Research

The Reviewer Report inaccurately states that my office cancels classes “at the last minute,” “every single semester,” thus causing significant last-minute student schedule disruption and impeding progress to the degree. Unfortunately, this misleading statement ignores three challenges which my office has been unsuccessful in helping the Department to rectify:

1. Developing data-based course rotations and schedules;
2. Planning for contractual cancellation deadlines; and
3. Supporting student degree progress.

The foregoing corrects the reported inaccuracies. First, the Department frequently submits a schedule offering more sections than enrollments can sustain, and some courses offered too frequently for new cohorts to have developed. Therefore, as previously stated, my office recommends leaner schedules based on enrollment data and program needs. We offer all schedulers support in developing and publicizing course rotations that allow both students and faculty to forecast the courses several semesters in advance. Second, the Faculty Handbook’s cancellation deadline—two weeks prior to the start of class—provides ample warning to students and faculty. My office initiates discussions with all MSAS department schedulers roughly a week prior to the cancellation deadline in order to allow enough time for students to adjust their schedules as needed. I have occasionally granted the Department’s request to delay a cancellation decision based on assurances of enrollment commitments by an agreed decision date. Third, when enrollments fail to meet cap-based minimums, we consider multiple factors in cancellation decisions. These include the course’s requirement status; rotation; number of enrolled juniors or seniors who may miss the next rotation; and availability of other courses satisfying the same requirements (usually general education). When cancellation would disrupt, impede degree progress for, or deny a unique learning opportunity to too many students, we run the course. When I do cancel a course, then I approve

To: Dr. Paul Beran, Interim President, WCSU
CC: Dr. Michelle Brown, Dean of the Macricostas School of Arts & Sciences
Dr. Carina Bandhauer, Chair, Department of Social Sciences
From: Dr. Missy Alexander, Provost and Vice President for Academic Affairs
Re: Program Review, Department of Social Sciences
Date: October 6, 2022

Dear President Beran,

Having reviewed the Program Review for the Department of Social Sciences, the report from the external reviewers, and the recommendations of the Dean of the Macricostas School of Arts & Sciences, I am recommending that there are several changes that must take place immediately.

Economics

The BA in Economics is not viable in its current form. The students who do succeed in earning this degree do very well, but the enrollments in this major are consistently low. While the economics faculty do an important service in supporting foundational education for the Business degrees, all courses after those foundations are persistently low enrolled.

Summary of Enrollments in all Economics courses other than ECO 211 and 213 (Macro & Micro).

Economics	Sections	Seats Offered	Seats Filled	Fill Rate
2016F	3	75	49	65%
2017S	2	55	33	60%
2017F	2	50	37	74%
2018S	2	60	36	60%
2018F	2	50	27	54%
2019S	3	90	17	19%
2019F	3	95	31	33%
2020S	1	30	9	30%
2020F	2	60	28	47%
2021S	3	75	40	53%
2021F	3	80	35	44%
2022S	3	75	31	41%

This inability to attract students to upper level courses leaves students in the major with independent studies or courses with full-time faculty teaching well under 3-4 students.

This leads to a consistent low-completer problem because there are insufficient students in the major to meet the minimums set by the Board of Regents.

Degrees Conferred

	2017	2018	2019	2020	2021
BA Economics	10	4	6	6	7

Research provided by the Summer Working Group acknowledges that the minimal reliance on adjunct faculty and the relatively large sections of ECO 211 & 213, keep this program's costs low. Nevertheless, the persistently low enrolled upper level courses create a situation where students in the major end up without a cohort and in independent studies.

Given all of these factors, I recommend the following:

1. Close the BA in Economics.
2. Develop a teach-out plan for the students currently enrolled in the BA in Economics.

Anthropology/Sociology and the Social Sciences

The BA in Anthropology/Sociology has been on a downward trajectory for ten years with a high of 46 in 2012 to 23 in 2021 (most years below 30). The BA in Social Sciences is on a similar path from 43 in 2012 to 11 in 2021. Despite the addition of a Social Sciences FY for students declaring these majors and the undeclared, there was no improvement in the number majors in these disciplines. This persistent low number of majors leads to the routine problem of low enrolled upper level major courses. This is frustrating for students and faculty alike.

Anthropology Courses above the 100 Level

Anthropology	Sections	Seats	Filled	Fill Rate
2016F	3	90	48	53%
2017S	3	90	47	52%
2017F	2	55	37	67%
2018S	2	60	40	67%
2018F	2	90	56	62%
2019S	4	120	46	38%
2019F	4	115	53	46%
2020S	4	80	60	75%
2020F	4	110	49	45%
2021S	2	55	31	56%
2021F	2	50	22	44%
2022S	2	55	29	53%

Sociology Courses above the 100 level

	Sections	Seats	Filled	Fill Rate
2016F	3	85	52	61%
2017S	3	80	68	85%
2017F	2	60	27	45%
2018S	2	60	55	92%

2018F	1	25	18	72%
2019S	5	130	92	71%
2019F	3	85	40	47%
2020S	2	55	50	91%
2020F	2	55	43	78%
2021S	2	50	48	96%
2021F	2	68	38	56%
2022S	3	80	64	80%

The Social Science courses do fill because they support three other degrees: the BA Economics, Anthropology/Sociology, Political Science, and Social Sciences. While this efficient design is admirable it is not enough to support the low-enrolled upper level courses in these majors.

Social Sciences Courses excluding the FY Course

	Sections	Seats	Filled	Fill Rate
2016F	2	35	35	100%
2017S	2	30	30	100%
2017F	2	35	35	100%
2018S	4	90	59	66%
2018F	4	85	83	98%
2019S	4	90	72	80%
2019F	4	85	67	79%
2020S	4	85	61	72%
2020F	4	80	71	89%
2021S	5	105	89	85%
2021F	5	65	41	63%
2022S	3	65	46	71%

Social Sciences Degrees Conferred

	2017	2018	2019	2020	2021
BA Social Sciences	12	8	6	2	5

Anthropology/Sociology Degrees Conferred

	2017	2018	2019	2020	2021
Degrees Awarded	9	8	4	6	5

As noted in the report from the Summer Working Group, the Social Sciences departments do a tremendous service for non-majors. Many degree programs at the university require either SOC100 or ANT100, others take these because they satisfy a general education requirement. This work is of great value, but even with so many students in those introductory classes, there is not a move from a general education exposure to the major. This leads to a high reliance on adjunct faculty in the introductory courses with full-time faculty teaching a smaller number of students in low-enrolled major requirements.

Finally, the most recent report from Eduventures shows that students applying to WCSU express an interest in all Social Science majors at a much lower rate than the average (1% as compared to the national benchmark of 4%). Given all of this information, opportunities to grow these two majors appears limited at best.

In light of all of this information, I recommend the following:

1. Close both the BA in Anthropology/Sociology and the BA in Social Sciences.
2. Develop a teach out plan for those students currently enrolled.

Political Science

The BA in Political Science is the one program in the Social Sciences department that has also seen a steep drop from a high of 73 in 2012 to 42 this fall. This trend is of concern, but not yet at the persistent low-enrollment status.

	Sections	Seats	Filled	Fill Rate
2016F	4	115	86	75%
2017S	4	110	74	67%
2017F	3	85	69	81%
2018S	4	110	78	71%
2018F	3	95	67	71%
2019S	2	70	54	77%
2019F	3	85	54	64%
2020S	3	90	75	83%
2020F	2	59	27	46%
2021S	2	50	41	82%
2021F	3	85	63	74%
2022S	5	143	68	48%

The number of degrees conferred has remained above the low-completer guidelines.

	2017	2018	2019	2020	2021
BA Political Science	10	19	16	11	14

The recent Eduventures data shows some student interest in the following areas meet or exceed national benchmarks: Government (8% WCSU/8% nationally) and Politician/Civic Leader (5% WCSU/5% nationally)

Taking all of this information into consideration, I recommend the following.

1. Park the BA in Political Science and explore a redesign that will make it stand out from its peers.
2. If no such pathway can be found, I recommend closure.

In addition to the majors, the following minors should also be closed:

1. Anthropology
2. Conflict Resolution
3. Cultural Resource Management

4. Geography
5. International Studies
6. Multicultural Studies
7. Sociology
8. Urban Studies

I recommend the development of two new interdisciplinary minors that meet growing student interests:

- Minor 1: Latina/o/x American Studies
- Minor 2: African American Studies

Both of these minors will draw on some of the existing Sociology and Anthropology courses, and will likely involve History, World Languages and Cultures, Literature, and Theatre courses. Both minors should meet the standard of at least 2 upper level courses, so these might be part of an Interdisciplinary Studies Degree if students choose.

The changes recommended here result in no reduction of faculty lines. Eliminating the need to offer upper level courses in persistently low-enrolled majors will reduce our reliance on part-time faculty in introductory classes.



TO: Dr. Rotua Lumbantobing, Chair, Committee for Undergraduate Curriculum and Academic Standards

FROM: Dr. Paul B. Beran, Interim President

CC: Dr. Ethan Balk, President of the University Senate

DATE: October 14, 2022

RE: Discontinuance of Select Programs

This document is official notice that I am invoking Article 5.20 of the Connecticut State University American Association of University Professors Collective Bargaining Agreement to begin the process of program discontinuance of the following programs:

- BA Economics
- BA Anthropology/Sociology
- BA Social Sciences
- BS Meteorology

Please consider today, October 14, 2022, the beginning of the 60-day timeframe for the Curriculum Committee or Senate to investigate the impact of such discontinuance and make its recommendations to all affected parties.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution For Information: Support for Social Sciences at Western Connecticut State University and Motion to Endorse CCSU Senate Response to Western Connecticut State University

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, The Faculty Senate recognizes its role within the CSU system in representing SCSU faculty as one of four members that constitute the CSUs institutions (CCSU, ECSU, SCSU, and WCSU);

Whereas, The Faculty Senate recognizes such a role includes a shared responsibility to strive toward collective awareness of and support for the efforts of the other CSU institutions to further academic excellence and engage in shared governance;

Whereas, The Faculty Senate has historically expressed support for other institutions with the CSCU system ([Resolution F-2017-05](#); [Resolution S-2017-10](#));

Whereas, Major curricular changes and events directly impacting one of the four members that constitute the CSUs institutions also have potential impact on the other members;

Whereas, The CCSU Senate recently passed a [Resolution](#) regarding Social Sciences at WCSU in response to the next four items below;

Whereas, The WCSU social sciences department and its majors, minors, and upper division courses in anthropology, sociology, economics, meteorology, and political science are in jeopardy due to what the Provost of that university deems as low enrollment according to a [letter](#) to the Interim President of WCSU;

Whereas, Both CCSU ([Resolution Opposing the CT/BOR](#)) and SCSU ([Resolution F-2018-01](#)) Senates have in the past rejected the same low enrollment criteria being applied to all programs as failing to distinguish between programs with nation-wide small, medium and large enrollments;

Whereas, The evaluation of programs solely on the basis of quantitative factors such as percentage of capacity enrollment is one-sided and neglects qualitative aspects of course content and social relevance; and

Whereas, Stripping WCSU of its social science majors is detrimental to its role as a university in the CSU system that provides students with the full range of liberal arts and sciences programs; now, therefore, be it

Resolved, That the SCSU Faculty Senate endorses the CCSU Senate's Resolution and supports the social sciences faculty at WCSU in their effort to protect and promote needed majors, minors, and upper division courses in their disciplines; and be it further

Resolved, That the SCSU Faculty Senate reiterates its opposition to a single criterion for low enrollment independent of national statistics on small, medium, and large departments; and be it further

Resolved, That the SCSU Faculty Senate rejects the use of solely quantitative factors in determining program persistence to the exclusion of qualitative considerations of course content and the spirit of the university as offering the full complement of liberal arts and sciences programs; and be it further

Resolved, That the SCSU Faculty Senate reaffirms the role of faculty control of curriculum and pedagogy and the role of shared governance in university decision making.

Letter from World Languages & Literatures to the Faculty Senate, the UCF, and the LEPC regarding the
Transfer Waiver Policy



November 7, 2022

TO: Members of UCF, LEPC, and Faculty Senate
FROM: Faculty Members of the Department of World Languages and Literatures
RE: Transfer Waiver Policy

Dear Colleagues,

We, the members of the World Languages and Literatures Department (WLL Department), are concerned and dismayed with the lack of collegiality and unreasonable demands placed upon us by LEPC during their Thursday November 3, 2022 meeting regarding the formulation of a revised Multilingual Communication requirement waiver for transfer students. The current transfer student waive policy was established thanks to the generous compromise and concession of the WLL Department in order to make it easier for transfer students to come to Southern.

During Thursday's meeting, the LEPC was poised to vote on a modification to our current transfer student waiver policy, which had neither been communicated to nor discussed by the members of the department. After the objections of one LEPC committee member, who also happens to be a WLL faculty member, the LEPC consented to postpone their vote for two weeks; that is, until their next meeting on November 17, 2022. The chair of the LEPC asked the LEPC member of the WLL Department whether the Department would have a finalized proposal for a revised transfer student waiver policy prior to their next LEPC meeting.

We the members of the WLL Department find this expectation to be an egregious violation of protocol surrounding curricular changes, which undoubtedly must rest with the affected department. During the November 3 LEPC meeting, members were informed that the WLL Department was supposed to have been working on the development of this revised transfer student waiver policy prior to the referendum results becoming available, as early as May 2022. Not only this was not legitimately communicated to the department, but this position contradicts the good faith intentions of the referendum. To request that we work on changes to the LEP that we opposed based on principle, changes that were supposed to be determined by a referendum, six months before the referendum even took place, is unacceptable.

Now that the referendum has passed, we the members of the WLL Department may begin to consider making changes to any policies in place until then, if we consider that this is in the best interest of our students while maintaining the standards of our institution. Our commitment has been and will continue to be flexibility and access, but within the parameters of academic excellence.

Therefore, we respectfully demand that our rights be respected. To that effect, we request that **a)** we, the WLL Department faculty, as disciplinary experts in our field, be the driving force behind any decisions regarding revised transfer student waiver policies and **b)** that we are allowed to review the current policy and subsequently make decisions taking into account best practices in pedagogy and student learning without any pressure or unjustified harassment regarding timing or decision making.

We hold that under no circumstances should the LEPC proceed with a vote or any action on any curricular matters that have not been adequately vetted by disciplinary experts in the impacted department.

Respectfully,

Luke Eilderts
Jesse Gleason
Rafael Hernandez (Chair)
Erin Larkin
Sobeira Latorre
Pina Palma
Luisa Piemontese
Elena Schmitt
Anastasia Sorokina
Lisa Vitale
Miaowei Weng

SPECIAL COMMITTEES

Undergraduate Curriculum Forum (UCF)

November 10, 2022 Meeting Report

Actions

- No additional motions

Course & Program Proposals

New & Revised Courses Approved

- New Courses
 - ECO 322 – Business and Economic Forecasting
 - ECO 323 – Predictive Analytics for Business Data
 - ENV 333 – Environmental Impact Assessment & Management
- Revised Courses
 - MKT 100 – Consumption, Markets, and Culture
 - ECO 305 – Economic Data Analysis → Economic Data Visualization and Analysis
 - ECO 321 – Introductory Econometrics
 - GEO 204 → ENV 204 – Principles of Sustainability
 - GEO 304 → ENV 304 – Sustainability and Public Engagement
 - GEO 404 → ENV 404 – Applied Sustainability Science
 - MGT 240 – Legal Environment of Business → Business Law & Ethics
 - Nursing, BS – Pre-req change to multiple courses

Revised Programs Approved

- BS, Biology – Pre-Medicine
- Minor, Digital Humanities
- BS, Environmental Systems & Sustainability, Sustain. Science & Env Policy
- Minor, Environmental Studies
- Certificate. Sustainability Leadership

New Programs Approved

- Minor in Aging Studies
- BS in Health and Wellness Coaching – pending minor edits
- Minor in Healthcare and Clinical Research
- Minor in Healthcare Studies

W Courses Approved

- ART 410 – History of Art Since 1945

Special Topics Courses Logged

- THR 298 – Movement for Actors – Spring 2023, 1st time offered
- EDU 398 – Foundations of Higher Education – Spring 2023, 1st time offered

Other Notes

- Additional information about implementation of the revised LEP can be found in the UCF Confluence site. Questions should be directed to UCF Chair Meredith Sinclair (sinclairm4@southernct.edu) or LEP Director for Policy Braxton Carrigan (carriganb1@southernct.edu).

Respectfully submitted,
Meredith Sinclair, UCF Chair
November 10, 2022

Graduate Council

TYPE OF PROPOSAL	RECEIVED BY SGPS / GCCC	PROVOST SIGNATURE DEADLINE	PROJECTED EFFECTIVE TERM
New Programs and Concentrations (Substantive) and Continued Accreditation	November 15, 2021 March 15, 2022	February 1 (Fall) September 15 (Spring)	Date TBD pending BOR Approval +
New Certificates, Accelerated Pathways, or Concentrations (Below-Threshold)	November 15, 2021 March 15, 2022	February 1 (Fall) September 15 (Spring)	Date TBD pending BOR Notification ++
Revised Programs and Concentrations (Substantive)	November 15, 2021	February 1	Next Catalog Term (Fall semester only) pending BOR Approval +++
Minor Program Revisions	December 15, 2021	February 1	Next Catalog Term (Fall semester only)
New Courses	December 15, 2021	Before next registration period	Next registration term
Revised Courses	December 15, 2021	February 1	Next Catalog Term (Fall semester only)

+ BOR approval required - GCCC cannot guarantee an effective date because the ultimate decision is determined by the BOR

++ BOR Notification required

+++ BOR approval may be required for substantive revisions to programs or concentrations of more than 12 credits of courses/course substitutions; change in location; alternate modality; change in title.