

FACULTY SENATE

UNAPPROVED MINUTES OF FEBRUARY 21, 2024

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

The 11th Meeting of the Faculty Senate AY 2023-2024 was held on February 21, 2024, at 12:11 p.m. via Zoom.

Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL
Lisa	Haylon	Accounting	2025		9/11
Valerie	Andrushko	Anthropology	2026		9/11
Melanie	Uribe	Art & Design	2024		11/11
Jillian	Rispoli	Athletics	2026		7/9
Nicholas	Edgington	Biology	2026		10/11
Kate	Toskin	Business Information Systems	2025		11/11
Jeff	Webb	Chemistry & Biochemistry	2026		10/11
Shawneen	Buckley	Communication Disorders	2024		10/11
Melanie	Savelli	Communication, Media & Screen Studies	2025		10/11
Shafaeat	Hossain	Computer Science	2025		10/11
Matthew	Ouimet	Counseling	2024		9/11
Laurie	Bonjo	Counseling & School Psychology	2026		9/11
Beena	Achhpal	Curriculum & Learning	2024		8/9
Maria	Diamantis	Curriculum & Learning	2024		10/11
Dushmantha	Jayawickreme	Earth Science	2025	x	10/11
Jia	Yu	Economics	2024		9/11
Peter	Madonia	Educational Leadership & Policy Studies	2026	x	7/11
Paul	Petrie	English	2026		11/11
Mike	Shea	English	2024		11/11
Eric	West	Environment, Geography, & Marine Sciences	2025	x	6/7
Sandip	Dutta	Finance & Real Estate	2025	x	4/11
Amanda	Strong	Healthcare Systems & Innovation	2025		10/11
Robert	Knipe	Health & Movement Sciences	2025		3/3
Daniel	Swartz	Health & Movement Sciences	2025		3/3
Christine	Petto	History	2026		11/11
Troy	Rondinone	History	2026		11/11
Yan	Liu	Information & Library Sciences	2024	x	7/11
Cindy	Simoneau	Journalism	2024		11/11
Elizabeth	Wilkinson	Library Services	2026		10/11
Amy	Jansen	Library Services	2025	x	10/11
Alison	Wall	Management & International Business	2025		11/11
Melvin	Prince	Marketing	2023		9/11

Sebastian	Perumbilly	Marriage & Family Therapy	2025		10/11
Klay	Kruczek	Mathematics	2025		11/11
Owen	Biesel	Mathematics	2025		11/11
Jonathan	Irving	Music	2026		8/10
Deborah	Morrill	School of Nursing	2026		11/11
Andrea	Adimando	School of Nursing	2024		10/11
Virginia	Metaxas	Part-Time Faculty (HIS)	2026		10/11
Garbielle	Ferrell	Part-Time Faculty (JRN)	2025		7/7
Michael	Sormrude	Part-Time Faculty (BIO)	2024		11/11
Michele	Delucia	Part-Time Faculty (PSY)	2024		10/11
Rex	Gilliland	Philosophy	2026		11/11
Elliott	Horch	Physics	2024		11/11
Jonathan	O'Hara	Political Science	2025	x	2/11
Kate	Marsland	Psychology	2025		7/11
Chris	Budnick	Psychology	2024	x	9/11
John	Nwangwu	Public Health	2024		11/11
Deron	Grabel	Recreation, Tourism, & Sport Management	2026		7/11
Isabel	Logan	Social Work	2026		8/10
Stephen	Monroe Tomczak	Social Work	2025		8/11
Gregory	Adams	Sociology	2026		11/11
Joan	Weir	Special Education	2024		8/9
Douglas	Macur	Theatre	2024		11/11
Tricia	Lin	Women's & Gender Studies	2025		11/11
Luke	Eilderts	World Languages & Literatures	2026		11/11
Natalie	Starling	SCSU Faculty Senate President	2024		11/11
Dwayne	Smith	SCSU President			10/11
Barbara	Cook	Chair, Graduate Council			10/11
Meghan	Barboza	Chair, Undergraduate Curriculum Form			10/11
Joseph	Merly	SGA			3/3

GUESTS

Adam Joseph
AJ
Anastasia Sorokina
Sndrew Smyth
Ayanna Walker
Bogdan Zamfir
Chistopher Piscitelli
Cindy Stretch
Sarah Crawford
Diasy Torres-Baez
Michael Dodge
Sir Snowden
Dyan Robinson
Jackie Isbella

Jaime Alexander
Jenna
Jessica Paquette
JiongDong Pang
Jodie Mozdzer Gil
Jonathan Wharton
Jordan Jones
Jules
Julia
Julie Edstrom
Kari Sassu
Kari Swanson
Larry Brancazio
Sean Alexis

Sobeira Latorre
Leilannie Quintana
Lisa Bier
Jess MacGregor
Marilu Rochefort
Meredith Sinclair
Miaowei Weng
Michele Vancour
Mike Bay
Michael Kingan
Nichole Henderson
Pina Palma
Patrick Crowley
Robert Prezant

Sandra Bulmer
Sara Baker Bailey
Sarah Keegan
Susan Cler
Tara Hanlon
Terrence Cheng
Terri Bennett
Tracy Tyree
Trevor Brolliar
Troy Paddock
Trudy Milburn
Xiaomei Yang

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 2022) Michele DeLucia (spring 2023)
Faculty Development Advisory Committee (FDAC)	Klay Kruczek
Undergraduate Curriculum Forum (UCF) liaison	Cindy Simoneau
University Library Committee (ULC)	Amy Jansen 1 Representative Unfilled
Working Group for Governing Bodies & Documents (Work complete)	Paul Petrie (Rules rep) Jeffrey Webb (Rules rep) Michael Shea (senator, non-Rules member, rep)
Strategic Action Plan Subcommittees <ul style="list-style-type: none"> • Advancing Social Justice • Maintaining Academic Excellence • Engaging our Community 	Miriah Kelly Kenneth McGill Michael Sormrude
DEI Advisory Council	Laurie Bonjo
Chief of Police Search Committee	Isabel Logan
Dean of the College of Education Search Committee	Laurie Bonjo

February 21, 2024

Faculty Senate President Natalie Starling called the 11th meeting of the Faculty Senate to order at 12:11 p.m. via Zoom.

I. Announcements

- A. G. Metaxas shared CSU-AAUP online forum Friday, March 1, 3:30 PM. Flyers will be distributed via email next week with details. The forum will address how the CBA benefits part-time faculty, what needs improvement, and how to help. This is in preparation for the upcoming contract negotiations.
- B. B. Cook shared the ongoing efforts of the JED Campus initiative. Email communication regarding a shared book reading has been distributed. There will be a faculty forum devoted to wellbeing in May, and an afternoon conference in September. Details are forthcoming, but the tentative date is September 14, 2024.
- C. President Smith shared information regarding the upcoming virtual Town Hall meeting, where he will give updates on the strategic plan. We will also welcome Dr. Paul LeBlanc, President of Southern New Hampshire University.
- D. D. Baez-Torres shared that on Monday, February 26, ALAS (Advancing Latino/a/x/es at SCSU) in collaboration with the Division of Diversity, Equity and Inclusion would welcome Dr. Eva Fernández to campus. Keynote (“A Journey to HSI”) from 1-2pm in the Adanti Theater and a reception from 2-3pm.
- E. D. Macur shared information regarding the upcoming performance called “Anon(ymous).” Tickets and information can be found by visiting this site: <https://tickets.southernct.edu/eventperformances.asp?evt=966>.

- II. Minutes of the previous meeting held on February 7, 2024, 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 the Faculty Senate Standing Committees

- A. Reports received.
- B. Academic Policy (M. Uribe): Committee is working on recommendations and suggestions regarding the use of AI in the classroom and how this relates to academic misconduct. The body should expect a resolution on syllabi statement(s) on the use of AI.
 - i. R. Knipe inquired about the previous resolution regarding AI. M. Uribe responded that the previous resolution does not reflect the changes that have happened over the past year and the evolving needs of the university.
- C. Elections (K. Kruczek): Self-nominations for All-University elections is forthcoming.
- D. Finance (C. Simoneau): Committee plans to draft recommendations for travel fund for AY 2024-2025. The committee is also working on helping draft guidelines on department mergers and splits.
- E. Rules (J. Webb): Working on sabbatical document revisions.
- F. Technology (D. Macur): Reminded the body of the P&T Interfolio coordinator position and encouraged applications.

V. Special Committees

- A. UCF (M. Barboza): Implementing the new policy on graduate courses for undergraduate students. Memos have gone out to departments to make sure language in the catalog is appropriate. Please reach out to her with any questions. A vote on the proposed LEP changes is slated for their next meeting on February 8.
- B. Graduate Council (B. Cook): A motion is forthcoming regarding language changes to the graduate catalog. Most changes clarify and reorganize information. They are also working on defining course numbers to make it clearer which course numbers should be used for masters, postmasters, and doctoral courses.

VI. Unfinished Business

- A. M. Shea **moved to approve** the Resolution regarding Revisions to Professional Assessment for Faculty.
- B. J. Webb **moved to call the previous question. Seconded.**
 - i. N. Starling asked if there was any objection to calling the previous question. Hearing none, the body moved to a vote.
 - ii. Vote Tally
 - 1. Yes..... 46
 - 2. No..... 0
 - a. The motion to **approve** the resolution was **approved unanimously**.

VII. New Business

- A. J. Webb **moved to approve** the Resolution regarding Revisions to the Faculty Senate Bylaws & Constitution.
 - i. N. Starling asked if there was any objection to voting on the revisions to the Constitution and the revisions to the Bylaws together. Hearing none, the body proceeded.
 - ii. After discussion the body moved to a vote.
 - 1. Vote tally
 - a. Yes 45
 - b. No 0
 - i. The resolution was approved **unanimously**.
- B. M. Shea and S. Monroe Tomczak presented the statement on the Value of Service at the University.
 - i. S. Monroe Tomczak emphasized the importance of service in faculty evaluation processes and its alignment with the collective bargaining agreement. He mentioned that the statement was collaboratively drafted and revised within the PPC and Executive Committee. M. Shea added that the statement arose due to concerns about faculty receiving mixed messages regarding the importance of service. The intention was to seek Faculty Senate endorsement to solidify the university's stance on service, aiming for campus-wide dialogue and feedback. N. Starling emphasized that the statement was open for discussion and feedback, noting that it would not be voted on immediately. Mike Shea reiterated that the statement would undergo further review and discussion within departments and other bodies before a potential vote. C. Petto raised a question about activities that straddle both workload and service, to which

M. Shea clarified that faculty could explain and count certain activities for both workload and service credits. M. Diamantis expressed support for the statement, highlighting the ongoing workload that often exceeds the designated service credits. She suggested reframing the concept of "double dipping" as completing necessary work that often goes beyond the credited hours. The discussion concluded with M. Shea encouraging faculty members to share the statement within their departments for feedback. K. Kruczek suggested removing a sentence related to multiplying teaching faculty credits by a factor of ten, focusing instead on the distinction between service and creative activity.

VIII. Guest: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities (CSCU).

- A. Chancellor Cheng expressed gratitude for the opportunity to have an open and transparent dialogue. He offered to be available for future conversations and emphasized the importance of communication.
- B. C. Simoneau thanked Chancellor Cheng for meeting with student journalists at a recent event. She inquired about the impact of presentations at legislative hearings and whether they were influencing legislators towards funding and recovering funds. Chancellor Cheng acknowledged the challenging situation for the system, emphasizing the need for a diligent case using real data. He appreciated the efforts of faculty, staff, and students in advocating for funding, stating their voices were crucial in moving the needle.
- C. C. Simoneau raised concerns about the upcoming presidential search at Eastern Connecticut State University (ECSU). Chancellor Cheng discussed the context of previous searches and the need for communication. M. Shea expressed gratitude for the Chancellor's efforts in seeking necessary funding for the system. He raised concerns about the search process for the next president, mentioning the closed search at ECSU. Chancellor Cheng explained the rationale behind closed searches, citing the need to attract top candidates without destabilizing their current positions. He described the involvement of advisory groups representing faculty, staff, and students in the search process. M. Shea advocated for an open search, emphasizing the benefits of transparency and candidate engagement with the campus community. Chancellor Cheng acknowledged the differing viewpoints and committed to discussing the matter further with institutional leadership.
- D. M. Diamantis asked about the procedures for the presidential search, specifically mentioning concerns about the budget and whether their institution would have to cover the expense of the search committee. Chancellor Cheng responded, expressing uncertainty about which budget would cover the cost of the search. He mentioned the need to clarify this and promised to report back after further investigation.
- E. J. Webb asked about the recent changes in system office leadership, expressing concerns about the stability and transparency of the office. He inquired about the reasons behind these changes. C. Cheng responded, expressing confidence in the current team at the system office. He emphasized the importance of having the right team for effective operations, mentioning the need to make difficult decisions for the system's benefit. J. Webb inquired about the possibility of an updated organizational chart for clarity amidst the changes. Chancellor Cheng acknowledged the need for better communication and transparency. He

mentioned that new organizational charts were in the works and would be shared soon to address concerns about clarity.

- F. E. Horch asked about the APP process from the previous semester, seeking insights into its effectiveness and impact on securing support from the state government. Chancellor Cheng praised Southern's identity and impact, mentioning the alignment of academic programs with community needs and social justice initiatives. He discussed the value of the APP process, acknowledging its successes and areas for improvement. Chancellor Cheng expressed passion for supporting all institutions within the system, acknowledging the complexities and challenges in fostering trust between institutions and the system office. Chancellor Cheng expressed gratitude for the insights provided by the report, acknowledging the need for growth and improvement in trust between institutions and the system office.
- G. S. Monroe Tomczak expressed gratitude to Chancellor Terrence Cheng for his presence and acknowledged increased legislative engagement under Cheng's administration. He brought attention to ongoing lobbying efforts by faculty and student groups for stable funding and inquired about support from the CSCU system office, the Board of Regents (BoR), and the chancellor. Chancellor Cheng responded, detailing the extensive efforts since October to engage with legislative and state leaders, emphasizing the necessity of long-term investments in the system. He acknowledged past challenges and lessons learned, expressing optimism about the current engagement with legislators. S. Monroe Tomczak then questioned the potential impact if necessary investments were not secured, particularly concerning budgetary decision-making at individual campuses. Cheng clarified that the current legislative ask of \$47.6 million is to cover shortfalls at specific institutions, allowing for balanced budgets at CT State Community College and Western Connecticut State University for the next fiscal year.
- H. M. Uribe raised concerns about ineffective communication and collaboration in program development approvals, citing instances where programs faced delays and lack of clarity in the process. Chancellor Cheng acknowledged the shortcomings in the system office's academic affairs unit and emphasized the need for clearer engagement steps, expectations, and communication channels. He highlighted a new approach where programs would go through department, dean, provost, and system-level processes to avoid internal conflicts. K. Kruczek echoed concerns about programs not making it to the agenda despite significant work, emphasizing the need for accountability and clarity in the approval process. Chancellor Cheng agreed, citing an example from his experience and emphasizing the importance of a documented and rigorous process.
- I. J. Wharton inquired about the CSCU system's lobbying strategies and partnership with UConn. He referenced recent media coverage of hearings and sought clarity on the strategy's approach and future direction, reflecting on past lessons. Chancellor Cheng credited the faculty, staff, and bargaining unit leaders for creating a powerful coalition and emphasized the importance of their voice in the lobbying efforts. He mentioned attending the hearings to understand the situation better and highlighted the need for a balanced and mindful approach in funding requests. Cheng expressed the system's aim to avoid over-requesting funds, citing feedback from state leaders that excessive requests are unhelpful. He mentioned the importance of presenting a clear vision, growth strategy, and investment case

for the state. He noted the need for earlier involvement of various stakeholders, learning from past experiences, such as the CSCU 2030 initiative. Looking ahead, Cheng emphasized the creation of a positive narrative and early planning for future sessions. He expressed determination to improve communication and collaboration within the system for more effective lobbying efforts. J. Wharton thanked Chancellor Cheng for the insights, and the discussion concluded, acknowledging the ongoing work and challenges ahead for the CSCU system's legislative advocacy.

- J. C. Simoneau raised concerns about the Lamont administration's budget and the perceived stalled position on bonding initiatives. They highlighted the need for a master plan from the central office regarding bonding funds, especially concerning infrastructure needs at campuses like WestConn. Chancellor Cheng responded by emphasizing the urgency of addressing structural deficiencies, citing health and safety concerns. He mentioned the unallocated \$335 million in bonding funds since 2017, emphasizing that these issues go beyond aesthetics to critical health and safety matters. J. Webb expressed concerns about UConn's satellite campuses possibly drawing students away from CSCU institutions. Cheng acknowledged this dynamic, citing his experience at UConn Stamford and recognizing the competition for a limited student population in Connecticut. Cheng emphasized the need for better collaboration with UConn and focusing on areas where CSCU can control its narrative and attract students. He highlighted the potential for partnerships, especially in areas like k-12 pipelines, transfer student numbers, international students, and adult learners.
- K. B. Cook raised concerns about attacks on education, citing Governor Lamont's statements about community colleges needing to focus on job development. Cheng stressed the importance of telling CSCU's success stories and partnerships to change the narrative positively. He emphasized the need to celebrate wins and build on them. Cheng acknowledged the challenges and deep-seated feelings within the system, referencing the Eastern vote of no confidence. He discussed the steps taken in response to concerns about the search process for the Eastern presidency, adding Eastern representation to the search committee and addressing concerns about the process. In concluding remarks, Cheng reiterated his commitment to transparency, dialogue, and improvement within the CSCU system. He thanked the group for their time and engagement.
- L. The discussion concluded, acknowledging the ongoing efforts to address challenges and improve the CSCU system's effectiveness and collaboration.

IX. Adjournment

- A. M. Shea **moved to adjourn. Seconded.**
 - i. The meeting adjourned at 2:10 p.m.

L. Eilderts
Secretary

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution For Revisions to Professional Assessment Of Faculty

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 that, to further academic excellence, procedures for the evaluation of full-time faculty members for professional assessment need periodic review and revision;

Whereas, the terminology for evaluative bodies and relevant documents should reflect the current terms used to designate these bodies;

Whereas, candidates need clarity on the requirements of the DEC interview process specified in Section D. of the *Professional Assessment Of Faculty* document; and

Whereas, the shift to electronic submission of materials requires changes be made to the manner of submission and transfer of such materials; now, therefore, be it

Resolved, That effective beginning in the Fall semester of 2024, the Faculty Senate establish the following changes to the *Professional Assessment Of Faculty* document, **passim** (dated August 26, 2019):

- Delete term “CFEC” throughout document.
- Replace “Board of Regents of Connecticut State University” with “Board of Regents of Connecticut State College and University System”, as stated in CBA.
- Correct CBA dates to 2021-2025.
- Replace “Member information sheet” with “Candidate Information Form.”

Resolved, That, effective beginning in the Fall semester of 2024, the Faculty Senate establish the following addition to the *Professional Assessment Of Faculty* document **Section D.2.** (dated August 26, 2019):

shall provide each candidate a reasonable opportunity to appear personally before members of the Committee prior to its recommendation, referred to as the “interview” in this document. The candidate shall not be penalized or harmed for not attending the interview.

Resolved, That effective beginning in the Fall semester of 2024, the Faculty Senate establish the following changes to the *Professional Assessment Of Faculty* document **Section 3, Section D.5 ., Section E. 3., Section F.3., and Section G.** (dated August 26, 2019):

- Change “provide” to “submit” in Introduction, Part 3
- Add “Access to the member’s materials shall be granted to the Chairperson. The member shall be responsible for uploading their DEC letter” in Section D.5.
- Add “The member shall be responsible for uploading their Chairperson letter.” to Section E.3.
- Add “The member shall be responsible for uploading their Dean’s letter” to Section F.3.
- Delete references asserting that DEC, Chair and Dean “will forward” or are “responsible for the security of the materials” in Sections D, E, F and G.

Revisions to the Professional Assessment of Faculty Document

August 26, 2019

SOUTHERN CONNECTICUT STATE UNIVERSITY PROFESSIONAL ASSESSMENT OF FACULTY AUTHORIZATION FOR PROCEDURES

According to the C.B.A.¹, 4.12, each tenured member shall receive one professional assessment every six (6) years unless: (a) the DEC_c in an effort to assist, schedules the assessment in less than (6) years, or (b) the affected member requests more frequent assessment.

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INTRODUCTION

Three precepts shall guide the implementation of this document:

1. All processes and procedures are designed to reflect the spirit of shared governance.
2. Assessments shall be based on the measurement of academic and professional excellence in order to best serve the university community.
3. Faculty rights of due process shall be safeguarded at each step described below.

The process of professional assessment is intended to initiate a dialogue between the DEC_c and department tenured faculty members. This six-year review is designed to provide an opportunity for faculty to reflect on the successes and challenges that they have had since their last formal review and to provide the DEC_c with evidence so that they may measure effectiveness in the five categories. Since all members to be reviewed under professional assessment are tenured, the process of this assessment focuses on the continued professional growth of the member since their last assessment. For this reason, the DEC_c is required to measure the member's effectiveness in the five categories of evaluation. It is expected that members will fully participate in this process with a reflective and honest representation of their work at the university.

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Materials to be submitted should be kept minimal, as this is not meant to mirror the Promotion and Tenure process but evidence of performance in all five categories shall be provided. Members are encouraged to submit materials that are clear and concise.

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STANDARDS FOR PROFESSIONAL ASSESSMENT

A. Eligibility

Each tenured member shall receive one professional assessment every six (6) years unless: (a) the DEC_c in an effort to assist schedules the next assessment in less than six years, or (b) the affected member requests more frequent assessment. A professional assessment is due six years from the last application for promotion, or from the last professional assessment, whichever is later.

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Members submitting a file for promotion whether in their assessment year or not, are not required to submit materials for professional assessment until another six year period has passed.

¹ "Collective Bargaining Agreement", when used in this document, refers to the Collective Bargaining Agreement between the Connecticut State University American Association of University Professors and the Board of Regents for the Connecticut State Colleges and University System, August 2021 - August 2023.

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August 26, 2019

B. Categories of Evaluation

The DEC_q is required to assess each member in the five categories of evaluation listed below and shall request in writing that each member submit a concise self-assessment that reflects the members' professional activity in the five categories of evaluation **during the last six years**. Members shall include a completed "~~Candidate Information Form~~" or updated CV, that highlights the member's effectiveness in the five categories, and teaching faculty shall submit the summary sheets for student opinion surveys for the **previous two-year period**.

The five categories are:

1. Professional Competence/ Teaching Load.
2. Creative Activity.
3. Service to the Department and University.
4. Professional Participation.
5. Record of any Disciplinary Action in the member's file in the time of evaluation.

C. Member's Role in Professional Assessment

1. Each member shall identify activities for each of the five categories of evaluation. Members shall use a Member Information Sheet or updated CV to represent these activities. Members will be asked for evidence in Category 1 (Load Credit). For teaching faculty this shall consist of two years of summary sheets for student opinion surveys.
2. Each member shall submit a concise statement of self-assessment of professional activities over the last six years. This statement should be double-spaced and kept to three to six pages.
3. A member may request an interview with the DEC_q if the DEC_q fails to make a formal invitation.

D. The Role of the DEC_q in Professional Assessment

1. The DEC_q is required to assess each member in the five categories of evaluation. In addition to reviewing materials supplied by the member, the DEC_q members will observe the member's classroom teaching, or for non-teaching faculty some other evaluation reflecting load credit activity.
2. The DEC_q ~~shall provide each candidate a reasonable opportunity to appear personally before members of the Committee prior to its recommendation, referred to as the "interview" in this document. The candidate shall not be penalized or harmed for not attending the interview.~~
3. The DEC_q in their letter of evaluation shall comment on the member's effectiveness in each of the five categories. Each recommendation will be signed by all members of the DEC_q. A DEC_q member may attach a signed minority report.

This letter will be sent directly to the member, who will have four days to append comments.
4. DEC_q members shall always treat as confidential the evaluative information submitted and considered. Any communication between a DEC_q member and a member under review, about the review, shall occur only in the context of a DEC_q meeting.

5. ~~Access to the member's materials shall be granted to the Chairperson. The member shall be responsible for uploading their DEC letter.~~ A copy of the DEC_q evaluation shall be forwarded to the Office of Human Resources and Labor Relations and shall be placed in the member's personnel file.

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August 26, 2019

E. Department Chairperson's Role in the Evaluation Process.

1. Any chairperson who is being reviewed under professional assessment in a given year may not review another member's materials for professional assessment.
2. The Chairperson in his/her letter of evaluation shall comment on the member's effectiveness in the five categories of evaluation. This letter will be sent directly to the member who will have four days to append comments.

3. ~~Access to the member's materials shall be granted to the Dean. The member shall be responsible for uploading their Chairperson letter.~~ A copy of the Chairperson's evaluation shall be forwarded to the Office of Human Resources and Labor Relations and shall be placed in the member's personnel file.

F. Appropriate Deans' Role in the Evaluation Process

1. The Dean shall review materials forwarded by the Chair.
2. Evidence of a thoughtful review of the member's performance will be summarized in a letter that will be provided to the member, who will have four days to append comments.

3. ~~Access to the member's materials shall be granted to the Provost/appropriate Vice President. The member shall be responsible for uploading their Dean's letter.~~ A copy of the Dean's review shall be forwarded to the Office of Human Resources and Labor Relations and shall be placed in the member's personnel file.

G. Provost's/appropriate Vice President's Role in the Evaluation Process

1. The Provost/appropriate Vice President will review materials submitted by the Dean and provide a review of the assessment, which will be forwarded to the member and a copy will be sent to the Office of Human Resources and Labor Relations and placed along with member's comments in the member's personnel file.

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Commented [ST9]: See above

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^{3B}For Librarians, it is the Library Director that performs the role of the Dean. For Counselors, it is the Dean of Student Affairs, and for Coaches it is the Athletic Director

August 26, 2019

Southern Connecticut State University

PROFESSIONAL ASSESSMENT

Please refer to Article 4.12 in the Collective Bargaining Agreement for details regarding Professional Assessment.

PROFESSIONAL ASSESSMENT CALENDAR

The most up-to-date calendar for Professional Assessment is located on the Faculty Senate website under Faculty Evaluation:

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

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding Revisions to the Faculty Senate Bylaws & Constitution

- 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; and
- Whereas, The Faculty Senate is responsible for making changes to the Faculty Senate Bylaws & Constitution; now, therefore, be it
- Resolved,* That the following revisions to the Faculty Senate Bylaws become effective at the start of the 2024-2025 Academic Year; and be it further
- Resolved,* That the following revisions to the Faculty Senate Constitution become effective at the start of the 2024-2025 Academic year pending approval through faculty referendum.

To view the proposed revisions to the Faculty Senate Bylaws, click [here](#).

To view the proposed revisions to the Faculty Senate Constitution, click [here](#).

You may need to log in with your Southern credentials. Any issues, please email the Faculty Senate secretary.