Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF OCTOBER 2, 2024

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

The 3rd Meeting of the Faculty Senate AY 2023-2024 was held on October 2, 2024, at 12:11 p.m. via Zoom.

Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL
Lisa	Haylon	Accounting	2025		2/3
Valerie	Andrushko	Anthropology	2026		2/3
Jeff	Slomba	Art & Design	2027		3/3
		Athletics	2026		
Nicholas	Edgington	Biology	2026		3/3
Kate	Toskin	Business Information Systems	2025		3/3
Jeff	Webb	Chemistry & Biochemistry	2026		3/3
Shawneen	Buckley	Communication Disorders	2027		3/3
Melanie	Savelli	Communication, Media & Screen Studies	2025		2/3
Shafaeat	Hossain	Computer Science	2025		3/3
Matthew	Ouimet	Counseling	2027	✘	1/3
Laurie	Bonjo	Counseling & School Psychology	2026		2/3
Beena	Achhpal	Curriculum & Learning	2027		3/3
Maria	Diamantis	Curriculum & Learning	2024		3/3
Jennifer	Cooper Boemmels	Earth Science	2025		3/3
Younjun	Kim	Economics	2027		3/3
Peter	Madonia	Educational Leadership & Policy Studies	2026		2/3
Paul	Petrie	English	2026		3/3
Mike	Shea	English	2027	✘	2/3
Eric	West	Environment, Geography, & Marine Sciences	2025		3/3
Sandip	Dutta	Finance & Real Estate	2025	✘	2/3
Amanda	Strong	Healthcare Systems & Innovation	2025	✘	2/3
		Health & Movement Sciences	2025		
Daniel	Swartz	Health & Movement Sciences	2025		3/3
Christine	Petto	History	2026		3/3
Polly	Beals	History	2026		3/3
Yan	Liu	Information & Library Sciences	2027		3/3
Cindy	Simoneau	Journalism	2027		3/3
Elizabeth	Wilkinson	Library Services	2026		3/3
Amy	Jansen	Library Services	2025		3/3

Alison	Wall	Management & International Business	2025		3/3
Melvin	Prince	Marketing	2026		3/3
Sebastian	Perumbilly	Marriage & Family Therapy	2025		3/3
Ray	Mugno	Mathematics	2025		3/3
Owen	Biesel	Mathematics	2025		3/3
Jonathan	Irving	Music	2026		2/3
Deborah	Morrill	School of Nursing	2026		3/3
Elizabeth	Hurlbert	School of Nursing	2027		2/3
Virginia	Metaxas	Part-Time Faculty (HIS)	2026		3/3
Garbielle	Ferrell	Part-Time Faculty (JRN)	2025		3/3
Michael	Sormrude	Part-Time Faculty (BIO)	2024	✖	0/3
Michele	Delucia	Part-Time Faculty (PSY)	2024	✖	0/3
Rex	Gilliland	Philosophy	2026		3/3
Evan	Finch	Physics	2027		3/3
Jonathan	O'Hara	Political Science	2025	✖	0/3
Katherine	Marsland	Psychology	2025		1/1
		Psychology	2027		
John	Nwangwu	Public Health	2027		3/3
Deron	Grabel	Recreation, Tourism, & Sport Management	2026		3/3
Isabel	Logan	Social Work	2026		3/3
Stephen Monroe	Tomczak	Social Work	2025		3/3
Gregory	Adams	Sociology	2026		3/3
Joan	Weir	Special Education	2027		3/3
Douglas	Macur	Theatre	2027	✖	2/3
Tricia	Lin	Women's & Gender Studies	2025		3/3
Luke	Eilderts	World Languages & Literatures	2026		3/3
Natalie	Starling	SCSU Faculty Senate President	2025		3/3
Dwayne	Smith	Interim SCSU President			3/3
Barbara	Cook	Chair, Graduate Council			3/3
Meghan	Barboza	Chair, Undergraduate Curriculum Form			3/3
Riyanna Sarah	Singleton Wittman	SGA			

GUESTS

Dominika
Dyan Robinson
Marian Evans
Marilu Rochefort
Meredith Sinclair
Patrick Crowley
Steven Hoffler
Trever Brolliar

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	
Faculty Development Advisory Committee (FDAC)	
Undergraduate Curriculum Forum (UCF) liaison	Cindy Simoneau
University Library Committee (ULC)	Amy Jansen
	1 Representative Unfilled
Strategic Action Plan Subcommittees • Advancing Social Justice • Maintaining Academic Excellence • Engaging our Community	Miriah Kelly Kenneth McGill Michael Sormrude
DEI Advisory Council	Laurie Bonjo
Chief Financial Officer (CFO) Search Committee	Natalie Starling
VP of DEI Search Committee	Laurie Bonjo Elizabeth Hurlbert
Social Venture Partners	Mike Shea Jeff Webb Melanie Uribe Stephen Monroe Tomczak Michael Sormrude
University Budget and Space Committees	Nicholas Edgington Cindy Simoneau Christine Petto

October 2, 2024

Faculty Senate President Natalie Starling called the 3rd meeting of the Faculty Senate to order at 12:11 p.m. via Zoom.

I.   Announcements
    A.   N. Starling reminded the body of the email correspondence regarding Grade Appeal procedures. Senators are reminded that procedures outside those outlined in the official Grade Appeal Procedures document are not allowed.
    B.   T. Lin shared announced a virtual panel on career opportunities and alumni insights for graduates of the Women's and Gender Studies program on October 3 from 4-5:30.

II. Minutes of the previous meeting held on September 18, 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
    A.   N. Starling provided an update on National Center for Higher Education Management Systems (NCHEMS) ongoing work and its implications for the Connecticut State Universities (CSUs). She highlighted that NCHEMS is currently commissioned by the Office of Policy and Management (OPM), not the central office, to gather data and develop recommendations for the CSU system. NCHEMS has a history of working with Western Connecticut State University (WCSU), producing a report addressing financial challenges at Western, which included recommendations such as program cuts and concerns over collective bargaining agreements. N. Starling encouraged members to revisit the report for context and noted that the report for Southern, expected in December, may contain recommendations similar to those made previously. She shared concerns raised in stakeholder meetings about the justification and data supporting NCHEMS' recommendations, specifically regarding expenditure and operational comparisons with other institutions. Starling emphasized the need for faculty to be informed, access relevant reports, and proactively prepare for potential outcomes once the new report is released.
    B.   K. Marsland raised concerns about the historical context of NCHEMS' involvement with Connecticut higher education. She recalled a 2013–2014 legislative task force where they acted as a consultant, addressing outcomes-based funding for the CSU system. She noted similarities between that past initiative and the current discussions, expressing concern over unanswered questions and inadequate comparisons used by NCHEMS in their analysis. She inquired about the level of faculty involvement in the ongoing NCHEMS process and received confirmation from N. Starling that faculty were invited to participate in meetings, with information disseminated via the president's office. K. Marsland stressed the importance of revisiting historical records, and N. Starling agreed to assist in gathering this context for future discussions.
    C.   K. Marsland questioned the status of interim leadership positions at the university and whether any active searches were underway. N. Starling responded that no search for Southern's president would begin in the fall, but noted ongoing communication with the Chancellor about future plans. The topic will remain a priority in future faculty leadership meetings.
    D.   M. Savelli raised concerns about departmental Promotion and Tenure (P&T) guidelines, questioning their value when bodies beyond the department might disregard them during the review process. N. Starling acknowledged that this issue had been discussed previously and noted that a Senate-led focus group had gathered feedback on the topic, but past efforts to formalize departmental guidelines were not supported by administration. P. Petrie provided historical context, explaining that while there is a gap between university-level P&T guidelines and the varied expectations across departments, the utility of departmental guidelines remains a debated issue. The key question is whether such guidelines should be informal or a codified part of the P&T process. M. Diamantis added that while prior provosts supported departmental guidelines, recent changes in

administration halted their formalization. She advocated for reviving these efforts. V. Metaxas highlighted that the original purpose of the guidelines was to help new faculty understand what was required for promotion and tenure. The discussion emphasized that departmental guidelines, while helpful, must be made official and recognized by all levels of the P&T process to have a meaningful impact. M. Diamantis confirmed that if a candidate includes the guidelines in their P&T file, they are taken into consideration, but they are not currently mandatory.

E. N. Starline asked the body if there was any objection to changing the order of business and giving the floor to M. Sinclair. Hearing none, the body welcomed M. Sinclair to take the floor.

IV. Guest: M. Sinclair, Faculty Director of Academic Advising
   A. M. Sinclair provided an update on the new degree plan tool, replacing the previous paper-based academic maps. She explained that the tool, which was launched this fall for students under the fall 2024 catalog, allows both undergraduate and graduate students to create and manage their degree plans. Advisors are responsible for locking these plans during advising sessions, which helps streamline the registration process and generate notifications if students go off track due to class withdrawal, failing a class, or missing registration. M. Sinclair noted that faculty are not required to use the tool this semester but are encouraged to familiarize themselves with it for spring. She also clarified that while degree plans are highly customizable, they serve as advising tools rather than set-in-stone contracts. Additionally, department chairs can run reports on students who are off track, and future updates to the templates will be handled through the regular catalog revision process. During the Q&A, faculty raised concerns about potential inequities in advising practices, the role of departmental input in revising degree plan templates, and communication with graduate students about changes to the system. M. Sinclair responded that accountability for advising remains a key issue, and further discussions on advising practices are necessary. She also addressed concerns about the absence of communication with students regarding the transition from academic maps to the degree plan tool. M. Sinclair encouraged faculty to reach out for further guidance and shared relevant resources, including a training PDF for faculty.
   B. L. Eilderts **moved to change the order of business** and move to Unfinished Business. N. Starling asked the body if there was any objection to changing the order of business. Hearing none, the body took up Unfinished Business.

V. Unfinished Business
   A. M. Barboza presented the UCF-Approved Revisions to the Flow of Proposals.
   B. After its presentation, C. Simoneau **moved to call the previous question**. N. Starling asked the body if there was any objection to closing debate. Hearing none, the body moved to a vote.
      i. Vote tally
         1. Yes 37
         2. No 0
            a. The UCF-Approved Revisions to the Flow of Proposals was approved **unanimously**.

VI. Reports of the Standing Committees
   A. Academic Policy (M. Diamantis & O. Biesel): M. Diamantis reminded senators of three items for which feedback is being gathered: (1) whether departments wish to create their own Promotion and Tenure (P&T) guidelines, (2) whether departments need more resources or information on AI, and (3) any issues encountered with book orders or the bookstore this semester. K. Marsland asked whether there is ongoing discussion at the university level regarding the digital access fee and the "first day complete" bookstore program. O. Biesel confirmed that a group is still looking into this issue, and M. Diamantis added that the contract has not yet been renewed. Further discussions with the bookstore are scheduled for an upcoming meeting. K. Marsland also raised concerns about a "pilot" plan related to students who started late due to FAFSA issues, questioning if there

are plans to continue this "catch up" program in the future. N. Starling clarified that the "flex start" initiative involved some courses beginning two weeks later as a small-scale pilot, initiated by Academic Affairs. She noted that the matter would be followed up with Academic Affairs for further clarification.

B. Personnel Policy (S. M. Tomczak): J. Nwangwu raised a question about the status of Fellows who were recruited with the expectation of transitioning to assistant professors but have been informed there is no guarantee of permanent employment. S. M. Tomczak confirmed that these fellows were special appointments with no guarantee of permanent positions, and after their appointment ends, a hiring process may follow but is not assured. N. Starling added that this matter had been addressed during initial discussions with Academic Affairs and agreed to invite representatives from Academic Affairs to provide further clarification. K. Marsland asked about the status of the service value statement, which was deliberated last year. S. M. Tomczak explained that the statement was referred back to the committee for further consideration and is currently being reviewed, with input being gathered from key stakeholders. It remains a priority, and the committee plans to present a revised version in the future. K. Marsland also inquired whether part-time faculty have access to research support beyond travel funding. S. M. Tomczak confirmed that part-time faculty have access to some funds for conference travel, but there are no known provisions for research funding. N. Starling agreed to bring this issue to the Executive Committee for further discussion regarding part-time faculty support for research and creative activities.

C. Finance (C. Simoneau): C. Simoneau reported that the Finance Committee met and discussed monitoring budget and space actions. They also began the annual review of travel funds to assess and determine any potential recommendations for changes to the Memorandum of Understanding (MoU) regarding travel. This review is ongoing, and further updates will be provided as the committee progresses.

D. Technology (J. Webb): K. Marsland asked about the status of the rollout of the new Blackboard system. J. Webb and T. Brolliar provided an update, stating that the planned pilot, originally scheduled for the spring, has been pushed back. The current goal is to begin the first large pilot in the fall of the 2026 academic year. No further updates have been provided since that decision.

VII. Special Committees

A. UCF (M. Barboza): M. Barboza provided an update on the Writing Across the Curriculum (WAC) program, confirming that T. Marchant Shapiro is now the writing director, receiving nine credits for the role. The WAC program is working on developing writing rubrics for W courses and consolidating writing programs. The old W courses by instructor model is being phased out, with the newer W courses by course model expected to fully replace it by January 2026. K. Marsland asked if the writing director will handle waiver applications, which M. Barboza confirmed. She also raised the ongoing conversation about expanding the writing director's focus to include graduate students. M. Barboza clarified that the writing director position has always included graduate students but noted that more attention has historically been given to undergraduates. M. Barboza suggested reaching out to T. Marchant Shapiro for more information on that topic, as the scope of the writing director position is broader than UCF. K. Marsland recommended that Senate invite T. Marchant Shapiro to a future meeting to provide updates on the writing program transition and discuss the role of the writing director in supporting both undergraduate and graduate students. N. Starling agreed to bring this suggestion to the executive committee for further consideration.

B. Grad Council (B. Cook): B. Cook shared that if there any questions on the report included in the packet, please reach out to her.

VIII. Guests: P. Crowley: P. Crowley, lead of the Newer Faculty Discussion Group, provided a brief update. The group, founded in 2019 by N. Starling, W. Faraclas, and K. Marsland, aims to create a supportive space for newer faculty to share experiences and engage in professional development outside the administration's oversight. The group focuses on offering an informal forum for faculty to discuss challenges, successes, and goals. Currently, the group is in the process of selecting new co-facilitators after losing two members

to other opportunities. Meetings will alternate between Friday mornings and afternoons, and P. Crowley requested that senators help spread the word to newer faculty members about the group.

IX.   Adjournment
      A.   C. Simoneau **moved to** adjourn. **Seconded**.
          i.   The meeting adjourned at 2:01 p.m.

L. Eilderts
Secretary

UCF-Approved Edits to the Flow of Proposals

The edits include:

1. The addition of a pathway for suspension and reinstatement of programs to mirror the forms available through the BOR.
2. Removal of reference to DocuSign and Accelerated Pathways. Docusign will soon be phased out. Accelerated Pathways are no longer a concentration within programs.

SCSU Undergraduate Curriculum Forum

Flow of Proposals

v. 1~~8~~7
Approved at UCF September 12, 2024 ~~February 9, 2023~~
Approved at Senate ~~March, 8, 2023~~

The flow of proposals outlines processes for generating, revising, and approving undergraduate curriculum (including courses and programs) at SCSU. This document is an extension of the Undergraduate Curriculum Forum bylaws.

Overview

Before Submission to UCF: Faculty generate proposals; departments (or interdisciplinary steering committees) review and approve (in some cases, school/college curriculum committees also review and approve)

At UCF: Proposal reviewed and approved by appropriate standing committee and the full UCF

After UCF Approval: Proposal reviewed and approved by provost's office (and in some cases the Board of Regents); curriculum implemented by the registrar

Preparing Your Proposal

Proposals for new and revised curriculum (courses and programs) must be initiated by faculty using the forms and directions located on the UCF Confluence site.

Proposers, departments, interdisciplinary steering committees, and school/college curriculum committees may consult with the UCF or UCF standing committees at any point in the process.

Drafting the Proposal

Faculty proposers are encouraged to consult with their departments (or interdisciplinary steering committee) as proposals will be submitted by the proposer on behalf of the department (or interdisciplinary steering committee).

Faculty developing program proposals are also encouraged to consult with appropriate deans (to discuss resources and other logistics) as well as the Provost's office (for assistance in with the BOR approval or notification process).

Department Curriculum Committees & Departments

Department Curriculum Committees (DCCs) conduct a thorough review of proposals and work with faculty proposers to make any necessary revisions.

DCC membership is determined according to a department's bylaws.

After approval by the DCC, the proposal moves to the department for review. Small departments may use the full department in lieu of the DCC.

Upon approval by the DCC, the full department reviews and votes on the proposal in accordance with their bylaws.

Interdisciplinary Programs Housed Outside of Departments

Proposals related to interdisciplinary programs housed outside of departments are reviewed and voted on by the interdisciplinary program's steering committee. Steering committees function as both the DCC and department in the proposal review and approval process.

Steering committee membership is determined by the interdisciplinary program's bylaws.

School/College Curriculum Committees

Schools and colleges may opt to use the school/college curriculum committee (SCC/CCC) as an additional layer of review for program proposals within the school/college. Course proposals are not subject to SCC/CCC review.

Currently, the College of Education and School of Business utilize the SCC/CCC. Membership of school/college curriculum committees should be determined by school/college-wide vote.

If faculty in a school/college wishes to change their status (add a SCC/CCC or remove it), they may request the UCF poll all full-time faculty in the school/college. The outcome of the poll will be determined by a simple majority.

If a faculty proposer is submitting a program proposal in a school/college utilizing a SCC/CCC, they should submit their program proposal to the SCC/CCC after approval by the department or interdisciplinary program steering committee; faculty proposers may also consult with the SCC/CCC during the development of their program proposal if they wish.

Upon receiving a program proposal, SCC/CCCs have 4 academic weeks to issue a decision (approve, revise, reject).

Faculty proposers will include a memo of approval from the SCC/CCC with their proposal package when submitting the proposal to UCF. Should the SCC/CCC reject the proposal or ask for revisions the faculty proposer disagrees with, the faculty proposer may appeal the decision to the UCF by submitting the proposal package with an explanation of why they wish to appeal the SCC/CCC decision instead of a memo of approval. In the case of such an appeal, the UCF standing committee reviewing the proposal will consult with the SCC/CCC as part of the proposal review.

Notifications

Faculty proposers must notify any departments or interdisciplinary programs potentially impacted by their proposal and include these notifications as part of their proposal submission to UCF.

Impacts may include, but are not limited to, revisions to courses included in a program outside the proposer's department and creation of courses or programs that may have content overlap with existing courses or programs.

The following special notifications should also be observed:
- Educator preparation programs housed outside of the College of Education should also notify the office of the Dean of the College of Education of any program changes.
- Programs part of a TAP pathway should include a memo of approval from the TAP-FIRC coordinator.
- Programs with an accelerated pathway should include a notification to the Graduate Council Curriculum Committee.

Faculty proposers are not required to include responses to notifications nor must they receive affirmative responses to proceed with their proposal.

UCF standing committees may request additional notifications be made as part of their review of the proposal.

Departments/interdisciplinary programs with concerns about a proposal may submit their concerns in writing to the appropriate standing committee or to the UCF. UCF members, department chair/ interdisciplinary steering committee chairs, and proposers may also speak to concerns about a proposal during UCF standing committee or UCF discussions.

Submitting Your Proposal to UCF

Once a proposal is approved by the department (and by the SCC/CCC when relevant), the proposal should be submitted to UCF using the DocuSign links and directions on the UCF Confluence site.

Proposal's status will be listed on the UCF tracker (linked in Confluence). Questions about proposals can be addressed to the UCF chair.

Actions of the UCF

UCF Standing Committees

The UCF chair will route proposals to the appropriate UCF standing committee for review as follows.

New and Revised Courses

New and revised course proposals are reviewed by the Notifications Management Committee (NMC).
- new course proposals: used to create courses not previously offered
- revised course proposals: used to revise existing courses (including those that have been

removed from the catalog)
- LEP course addendum: submitted with a new or revised course proposal to create or revise a course in the Liberal Education Program (LEP)
- LEP removal proposal: used to request a course be removed from the LEP
- proposal for simple changes to multiple courses: used to make a simple change to multiple courses (change must be identical)

Revised Programs
Revised program proposals are reviewed by the Notifications Management Committee (NMC).
- revised degree program proposals: used to revise existing degree programs including the creation of new concentrations; accelerated pathways are considered new concentrations in a program (not a new program)
- revised minor proposal: used to revise existing minors housed in departments
- revised interdisciplinary program proposals: used to revise interdisciplinary programs governed by steering committees
- revised certificates program proposals: used to revise undergraduate certificates, postbaccalaureate certificates, and educator preparation certificates

New Programs
New program proposals are reviewed by the University Wide Impact Committee (UWIC).
- new degree program proposals
- new minor proposals
- new interdisciplinary program proposals
- new certificate proposals

Program Suspension, Discontinuation, and Reinstatement
Proposals to suspend, discontinue or reinstate a discontinued or suspended program a program are reviewed by the University Wide Impact Committee (UWIC).
- In the event a proposal to discontinue a program is received from the department that houses the program, the review process described in this document will be followed.
- In the event a proposal to discontinue a program comes from another party, the review process outlined in article 5.20 of the Collective Bargaining Agreement will be followed.

W-Courses
W-course proposals are reviewed by the Writing Across the Curriculum Committee (WACC).
- Existing courses seeking W status in addition to revisions to the course must also submit a revised course proposal. If there are no revisions to the existing course, only the W-course proposal is required.
- New courses seeking W status must also submit a new course proposal.

Standing Committee Review Process

Standing committees (NMC, UWIC, WACC) shall take one of the following five actions on proposals:

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee with the consent of the department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the department does not consider the objections to be valid.
   a. The faculty proposer may meet with the standing committee. If the committee is persuaded, the proposal is approved and moves on.
   b. If the standing committee stands by its evaluation, the department may choose to make the suggested changes or appeal the decision to UCF. UCF either approves or rejects the proposal.
   c. If the proposal is rejected, the department may either modify it according to UCF's recommendations or withdraw it.
4. Proposal is rejected outright. Reasons for rejection must be provided. The appeal process follows the procedure listed in #3.
5. Table the proposal if further information is needed or if the amount of business exceeds the time allotted for the meeting.

If no action has been taken by the standing committee in four academic weeks, the proposal is considered pocket approved. The faculty proposer notifies the UCF chair.

UCF Review Process

Recommendations from standing committees shall be considered actions of UCF unless they are challenged at the UCF meeting.

If challenged, the proposal is put before UCF for thorough review. The UCF shall take one of the following four actions:

1. Approve the proposal.
2. Propose modifications to the proposal.
   a. If the modifications are acceptable to the department, UCF approves the proposal.
   b. If, after discussions between UCF and the department, the department deems the modifications unacceptable, UCF may reject the proposal.
3. Return the proposal to the department at the department's request.
4. Reject the proposal.

Special Topics Courses

Faculty may propose special topics courses using the ~~DocuSign~~ link and directions on the UCF Confluence site. Special topics courses may run a maximum of three semesters.

Special topics courses receive an expedient review at the department level. Special topics courses running as LEP courses will undergo an additional level of review, specifically of the LEP addendum, by NMC following the procedure for new courses outlined above.

The UCF chair will log special topics courses and enter them into the UCF minutes. Logging of special topics courses by the chair shall be considered an action of the UCF and permission for the special topics course to run.

The Role of Deans

Proposers and departments/interdisciplinary steering committees may give the dean the opportunity to review proposals as it is being developed.

Deans may also view proposals in the UCF Teams space (linked from the UCF Confluence site).

Deans may submit written responses to proposals to UCF. Such responses will be included in the proposal packet and considered during the UCF review process.

A negative response from a dean shall not stop a proposal from going forward through the curriculum approval process.

Deans may speak at any committee meeting where a proposal is being considered.

Recommendations on Approved Proposals from UCF to the Provost

Approved proposals shall be recommended for acceptance to the Provost of the University or the Provost's designee. W-Courses and special topics courses do not require acceptance by the Provost or Provost's designee.

All recommendations from UCF to the Provost of the University or the Provost's designee shall have the effect of a resolution from the Faculty Senate, which requires a response to UCF by the Provost or the Provost's designee on the recommendation. This response may take the form of a signature on the approved proposal.

Academic Policy Committee (APC)

Minutes of the Academic Policy Committee
Wednesday, October 16, 2024
12:10 - 1:50pm
Online meeting via zoom

The meeting was called to order by Maria at 12:17pm

First	Last	Attendance	Total
Maria	Diamantis	*	3/3
Greg	Adams	*	2/3
Seb	Perumbilly	*	3/3
Shafaeat	Hossain	*	2/3
Sandip	Dutta	*	3/3
Evan	Finch	*	3/3
John	Nwangwu	*	2/3
Jonathan	Irving		0/3
Rex	Gilliland	*	3/3
Owen	Biesel	*	3/3
Debbie	Morrill	*	2/3

1. Bookstore issues: Lauren Taylor (Barnes and Noble rep)
   a. Status update for "first day complete": the BOR finance committee wanted to move forward, but the vote failed when it reached the BOR and it went back to the individual CSU's. We have a 1-year extension of our contract with B&N, but the new RFP has not yet gone out for a new contract. It's likely that any future contract will involve a first day complete model. Misinformation going around: that the BOR got a kickback for signing a contract (not true). First day complete books can be physical or digital (depending on instructor preference; default is digital). Physical books would be rentals, access codes are usable by one student only.
   b. Fulfilling orders: Publishers have now been filling orders, but there are now new delays with publisher orders: what used to take a few days is now taking a few weeks(!) even to begin shipping. The bookstore isn't notified when orders will be delayed unless they're specifically called to check on. The digital copies are available by default unless the professor requests otherwise, and the bookstore is able to continue offering digital copies. (Student demand for digital copies continues to increase.) If there are extra copies that aren't purchased, then the bookstore can be penalized.
   c. Vicious cycle of student use: if students don't shop for books at the bookstore first, then the bookstore doesn't carry as many books for that class next time, and there are more likely to be

shortages. Meanwhile, without as much bookstore usage we can't hire as many staff-hours and the university doesn't get as much return.

    d. Reasons students shop elsewhere: cost, professors suggesting alternate sources (such as directly from publisher), wanting to use old editions, scarcity

    e. Students using financial aid for textbooks: what percentage of students is that? (**Lauren will look up that statistic and report back**)

    f. When do digital copies become available? Within 24 hours (depending on when the textbook adoption happens during the day)

        g. Physical vs digital books: some books come with access codes for digital resources, but the digital versions of those books often don't. It varies by book and by publisher. It's tough on the faculty side when we can't get that information from the publisher ahead of time: better to email the situation to Lauren at the bookstore than hope for the best with the adoption form.

        h. Professors with last-minute requests: one of the results is that we have to leave space on the shelf, and those empty shelves look a little alarming as you walk by. (Not the coziest bookstore experience!)

    i. Requests from the bookstore to professors: On the syllabus, direct students to the bookstore rather than other links. Submit adoptions early, and if there are specifics that can't fit into the form, email Lauren directly.

    j. Rentals: any unallocated rentals at the end of the semester go to other Barnes & Noble locations, so if you want to use those books again that's another reason to get adoptions in early.

2. Graduate pass-fail:

    a. Sentence "There is no limit on the number of courses, which are not a part of the student's program of study, that may be taken under the pass-fail option." This sentence needs to be clarified: are electives, prerequisites (waivable or non), or other courses taken to fulfill credit requirements counted as "part of the student's program of study"?

    b. What is the motivation for no longer allowing up to one elective to be taken pass/fail?

3. Updates and clarifications to Academic Misconduct timeline: **Maria will invite ASC co-chairs to our next APC meeting**.

4. Templates for DEC & Chair evaluation letters: **Our suggestions for a checklist will be shared at the next FS meeting for feedback**.

5. Department P&T guidelines. **Comments have been obtained from senators; Maria is compiling them into a document.**

6. Supplemental vs. primary file for P&T: hold for now while Interfolio rollout is ongoing.

7. Advise faculty body re: Artificial Intelligence: **Comments from faculty still arriving**.

Motion to adjourn at 1:29pm

Respectfully, Owen Biesel
APC co-chair

Faculty Senate Finance Committee
Members of the Finance Committee were asked to monitor actions and discussion of Finance and Infrastructure Committee of Board of Regents at its meeting of Oct. 7.
Report from Finance Chairperson: Cindy Simoneau

- The state committee discussed the Board of Regents establishing an Accountability Report of the budgets and early actions on such a financial document. See pages 32-39 of agenda packet:
https://ct-edu.b-cdn.net/files/bor/FINAL-Finance-Committee-Agenda-October-7-2024.pdf

- From the same agenda packet there are several documents discussing biennial budgets and mitigation plans, and funding requests for the state Legislature to help fund the anticipated deficit. See pages 48-84

In addition, there was a review of Capital Funding Requests from the universities. There are general items concerning code compliance, infrastructure, equipment and technology issues impacting campuses. Regarding Southern, specifically, see items below that were on the list:

University Capital Funding Requests
Southern Connecticut State University – Lyman Center for the Performing Arts, Earl Hall & Moore Fieldhouse Mechanical/Electrical Improvements , Façade Repairs & Other Miscellaneous Campus Improvements FY 26 - $3,500,000 (Design) & FY 27 - $3,7000,000 (Construction)
CSU Priority #3
Authorization Language: Facility Improvements
Prior State Authorizations: none
Projected Future Authorization Request: none
The 50,415 gross square foot Lyman Center for the Performing Arts is Southern' s only theater and largest assembly space. It was constructed in 1967 and underwent major renovations in 1993.
Moore Fieldhouse was constructed in 1976 and consists of 141,563 gross square feet.
Moore is the headquarters of Southern Athletics and contains the school's basketball court, swimming pool, and other key athletic and recreational facilities. Earl Hall was constructed in 1963 and is 60,226 gross square feet.
Earl Hall is the home of Southern' s Art and Music departments and consists of art studios for pottery, metal work, jewelry making, painting. Music spaces consist of choir room, band room, practice rooms and faculty/ staff offices.
None of these facilities have had significant improvements for more than 30-years. This project replaces some aged mechanical ventilation equipment in each of the building. All of these buildings have systems that are now at the end of their service life and cannot costs effectively be repaired.
All three buildings are heavily used by students, in the case of Moore, especially athletes. Lyman is heavily booked by the entire campus for a range of educational and ceremonial events and Earl is used daily by the students in the arts. Earl Hall will also have the existing curtain wall and roof replaced. The curtain wall is original to the building. The existing roof is over 20 years old. Both items have outlived their expected life expectancies and need replacement. When complete, the indoor air quality will be improved to exceed A.S.H.R.E.A. standards in the buildings. Building façade masonry repair and repointing will also be included in this project for Lyman and Earl will have the curtain wall and roof replaced. Prior deferred maintenance funding levels have not been sufficient to complete the work.
This funding is critical for protecting continuity of operations and completing important infrastructure improvements that support the universities mission. Also, the projects will minimize collateral damage to building envelopes and systems. Additionally, as funding has decreased in recent years for major capital projects, the Code Compliance/Infrastructure Improvement program has become a significant resource to implement critical improvements that would have been part of a larger project. An authorization of $3,600,000M is requested for FY 26 and $3,700,000 in FY 27 as part of the FY 26 – FY 27 biennium for design and construction services.

Southern Connecticut State University – School of Education Relocation FY 27 - $7,848,531 (Design)

CSU Priority #9

 Authorization Language: Infrastructure Improvements

Prior State Authorizations: none

Projected Future Authorization Request: FY 28 - $38,991,379 (Construction) Southern's School of Education, currently located in the antiquated Davis Hall. Constructed in 1973 as a 49,673 gross square foot facility, significant facility improvements have not occurred. Davis Hall continues to remain undersized for its' current and projected student enrollment. In 2012, a significant LEED certified renovation occurred to the previous 43,590 square foot School of Business location. This facility currently does not have a significant program designated for it. Adjacent to this facility is the former 40,000 square foot Student Center. This facility has reached its' obsolescence and is of limited value and use. This project provides minor modifications to the former Business School Facility, razes the former Student Center, reconstructs a 15,000 addition in its' place and relocates the School of Education to this new modern facility. When complete, Davis Hall can be used as a future swing space building for a planned Earl Hall renovation and then decommissioned. An authorization of $7,848,531 for design phase services is requested for FY 26 and a future request of $38,991,379 for construction phase services is planned for FY 28.

The BOR Finance Committee decided to table resolution on budget review and action until a special committee meeting in November TBD.

Southern Connecticut State University
FACULTY SENATE

<div align="center">

FACULTY SENATE
PERSONNEL POLICY COMMITTEE
Agenda

October 9, 2024

</div>

FIRST	LAST	DEPARTMENT	ATTENDANCE	TOTAL
Amy	Jansen	Library Services	X	3/3
Tricia	Lin	Women's & Gender Studies	X	3/3
Virginia	Metaxas	Part-Time Faculty	X	3/3
Mike	Shea	English		2/3
Stephen Monroe	Tomczak	Social Work	X	3/3
Alison	Wall	Management & International Business	X	3/3

Convened at 12:12

Minutes of September 25, 2024 Approved (unanimous)

OLD BUSINESS
◆ Open Education Practices (OEP) and the use and creation of Open Educational Resources (OER) with P&T Guidelines.
  o Are there specific concerns or issues with OER/OA that current guidelines do not address?
  o How does P&T committee regard OER/OA? Could invite Maria Diamantis from P&T Comm. to visit a future meeting to ask how this issue has been addressed.
  o Perhaps this would warrant a statement or some means to raise awareness of OER/OA
  o Do our current guidelines not adequately address this?
  o **Guest: M. Brown**- gave an overview of the importance of OER/OA materials
    ▪ 1. Product-OE resources, data, learning teaching and research materials, public domain or open license copyright
    ▪ 2. Practice- engagement, funding, use, reuse of OER/OA
    ▪ OER is important to affordability of class materials, improves students' success and financial security
    ▪ Equity, inclusion, student success, social justice
    ▪ Librarian support is important
    ▪ P&T drawback- extensive time commitment, needs explicit recognition in P&T documentation
    ▪ Universities are beginning to establish policies and guidelines
    ▪ Question for M. Brown- what specific additions do you suggest being added to the existing guidelines?
      • OER/OA materials that go into a repository can "count" in being considered for P&T
    ▪ Matrix gives model for others to use
    ▪ Open repositories in CT (and elsewhere):

- https://portal.ct.gov/das/ctedtech/commission-for-educational-technology/initiatives/open-education-resources/oer-resources?language=en_US#CC
- https://goopenct.org/

- Practical outcome from this discussion? Greater specificity about this. Repository as a publishing forum, need a repository where these could be easily accessed.
- Library is ideal place for supporting OER/OA on campus.
- How do we evaluate OE/OA publications? There is a lot of variability in open publications.
- Should we encourage faculty to do this before we understand the weighting of open publications?
- Invite Maria Diamantis from P&T Comm. to share how P&T handle OER/OA materials
- S.M. Tomczak – will check in with Senate Executive Committee

Tabled for Future Discussion:

◆ Resolution for Information about Service
◆ Ability for P & T Committee to allow abstentions (consider switching to "No" votes in procedures doc)
◆ How can academic advising be further clarified in the faculty evaluation categories?
◆ P & T Guidebooks: review and determine if updates are needed and make recommendations; determine purpose and therefore existence of the guidebooks

Meeting Adjourned at 1:55 pm

Rules Committee (RC)

UFS RULES COMMITTEE MINUTES 10/09/2024 (12:10-1:50pm via Teams)

Attendance:

FIRST	LAST	DEPARTMENT	ATTENDANCE	TOTAL
Polly	Beals	History	x	3/3
Shawneen	Buckley	Communication Disorders	x	3/3
Jonathan	Irving	Music	x	2/2
Paul	Petrie	English	x	3/3
Matthew	Rothbard	Health & Movement Sciences	x	1/2

1. Finalized resolution amending Senate Bylaws re: temporarily absent senators. (On Senate agenda for 10/16.)

2. Continued work on list of Senate officer and committee chair duties. (Adopt existing language fro committee chairs from Bylaws; waiting for officer feedback 10/21.)

3. Finalized proposed changes to Sabbatical Leave document sections IV.B.2.e., IV.B.3.b, application form, Appendix C, and timeline to clarify purposes and procedures for dean's "negotiation" with department chair, signatures pathway for application form, placement of previous sabbatical reports in application packet.

   Next: review HR role in process; renew efforts to get responses from HR.

--Paul R. Petrie

Student Policy Committee (SPC)

Minutes
Student Policy Committee
10/9/2024
Via Zoom
12:30

First	Last	Department	Attendance	Total
Beena	Achpal	Curriculum & Learning	x	2
Laurie	Bonjo	Counseling& School Psychology		
Gabrielle	Ferrell	Part time Faculty	x	3
Deron	Grabel	Recreation, Tourism & Sport Management	x	3
Elizabeth	Hulbert	Nursing		
Kate	Marsland	PSY		1
Matthew	Ouimet	Counseling	x	3
Amanda	Strong	Healthcare Systems & Innovation		2
Joan	Weir	Special Education		3
Elizabeth	Wilkinson	Library Services	x	3

1. Minutes
2. Meredith Sinclair- we vote to bring proposal forward
3. Update Navigate
4. Update housing/Yale issue

Charges:

Menstrual Equity: Should our committee could make a recommendation for a committee. Questions raised:

- Library has been providing products out of pocket- Kari and AAUP has been providing funds
- Who is controlling the funds?
- How is the president's council involved? They are providing $100,000. Is it one-time, and if so, how to sustain the program
- What is UCF doing with this program?
- SGA involvement- Jae'la
- AAUP also involved
- We email Jules looking for updates given the funding for information on where we are with this.

2. **Student readmission**: Emailed Kim Lacey to find out if there is still an issue. Have not heard back yet.

3. **Clarity on "Flow" for Student Academic Complaints-** next steps? Is this a provost decision? University-wide. What are we asking what we are asking?

1. Student/professor- as student you have _ days to speak to professor

2. Student/chair- If a satisfactory resolution is not reached through a conversation with the faculty or staff member in step one, students may seek guidance from the dean

3. student/dean- end date

Committee will table discussion until after meeting with Dean of Students and how do they help with a resolution. Would a flow chart help to stem the flow of complaints? Or help to direct the students to a starting point? How are they currently handled?

4. **Banner notes** - specific to Hybrid courses- Joan emailed Meghan Barboza. Have not heard yet. Emailing registrar needs to be done

Goal is to have this resolved Fall semester. Committee will contact UCF because there is an ad hoc committee dedicated to this topic.

5. **Enrollment, Retention, Persistence:** 10/23 12:30-1, Dr. Smith will join us.

6. Covid safety recommendations to students.

7. **Food pantry**- diapers and menstrual products typically gone. It was endowed. They can't keep the shelves full. Should this be our charge?

Student rep from SGA?

7. **Student Opinion Surveys**: it was determined that this will be a long-range charge

Technology Committee (TC)

Minutes
10/09/24

TEAMS Meeting

Tech Committee Members: Slomba, Jeffery; Petto, Christine; Savelli, Melanie; Morrill, Deborah; Toskin, Katarzyna; West, Eric; Liu, Yan; Kim, Younjun; Webb, Jeffery (Co-Chair); Macur, Douglas (Co-Chair)

FIRST	LAST	DEPARTMENT	ATTENDANCE	TOTAL
Slomba	Jeff	Art & Design	X	
Younjun	Kim	Economics	X	
Yan	Liu	Information & Library Sciences		
Douglas	Macur	Theatre	X	
Deborah	Morrill	Nursing		
Chris	Petto	History	X	
Melanie	Savelli	Communication, Media & Screen Studies	X	
Kate	Toskin	Business Information Systems	X	
Jeff	Webb	Chemistry & Biochemistry	X	
Eric	West	Environment, Geography, & Marine Sciences	X	

12:10pm

CONTINUING BUSINESS:
1. **Committee Charge Discussion & Delegation:**
   a. **Grade Appeal Paperwork Workflow** – Christine Petto & Eric West
      i. Still Scheduling a discussion with FS President/EC to formalize the workflow for this process. (Contact person in IT on the Hyland (OnBase products)...)... Chairperson at Level 1... why does FS President even get involved??...   (Christine Petto emailed Trevor..)
      ii. Next steps will involve moving this workflow into Hyland OnBase to digitize what is currently a cumbersome PDF-based process.
   b. **Faculty Laptop Refresh Policy** – Jeffery Slomba
      i. Invite to Trevor Bollier to dicuss from IT lens where this is..
      ii. Exploring increasing transparency of process/policy.
   c. **Blackboard Ultra & Interfolio Preparations** – Committee
      i. Klay Kruczek is now the Interfolio Coordinator, further updates on Interfolio rollout to come from him. (Next Fall..)
      ii. Blackboard Ultra rollout begun last academic year (25'/26'). Coursework migration from Learn 9 to Ultra still to be completed. Committee will seek timeline updates from IT. (BB P&T where will they go?)
   d. **Data Table of LTEC Tickets, Progress, & Outcomes** – Douglas Macur
      i. Co-Chair will continue to work directly with IT to produce a report of LTEC ticket status for regular presentation in Faculty Senate Packet.

   e.) Faculty accessing International websites... (Email from Lisa Lancor in CSC)

Motion to Adjourn by M. Savelli, seconded by C. Petto

Adjourned 12:36pm

Respectfully Submitted,
Douglas Macur, Co-Chair
Dr. Jeffery A. Webb, Co-Chair

Undergraduate Curriculum Forum
October 10th, 2024 Meeting Report

Actions:

Motion from UCF: Recommendation to include HyFlex as a distinct modality in the modality definitions. (36-7)

Course & Program Proposals

i. New Courses
    1. MGT 110: Public Utility Management
    2. MGT 250: Rates and Revenues in the Utility Industry
    3. FIN 325 – Financial Management & Reporting for Public Utilities
    4. WGS 226 – Disability Pride, Crip Joy – LEP Individuals, Social Institutions, and Values (Conflict and Consensus F25)
    5. MGT 445 – Current Issues in Energy and Utility Leadership
    6. MGT 470 – Energy and Public Utilities Law, Regulation, and Public Policy
    7. MGT 463 – Workforce Development & Sustainability
    8. PSC 320 – Seminar in Legal Topics
    9. MGT 260 – Asset and Infrastructure Management in the Utility Industry

ii. LEP Special Topic
    1. T2CE 398 – Social & Cultural Dimensions of Tobacco (3rd offering)

iii. Revised Courses
    1. IDS 401 – Interdisciplinary Investigations of Globalization -> Interdisciplinary Studies Capstone
    2. THR 351 – Scene Painting
    3. THR 420 – Acting III: Acting in the Non-Naturalistic Play -> Acting: The Professional Actor

iv. Revised Program
    1. Philosophy, BA

v. W-Course
    1. ART 398: Graphic Design History

vi. Expedited Explorations Designation
    1. General Physics 1 (PHY 200) Physical Realm (PR) → Natural World 1: Physical Realm (PR)
    2. Physics for Scientists and Engineers 1 (PHY230) Physical Realm (PR) → Natural World 1: Physical Realm (PR)
    3. Principles of Microeconomics (ECO 101) Global Awareness (GA) → Global Interconnection(s) (GI)

4. School Health (SHE 203) Mind and Body (MB) → Individuals, Social Institutions, & Values (IV)
5. Movement Foundations (HMS 293) Creative Drive (CD) → Creativity and Design (CD)

Summary of LEP Explorations grouping transfers approved by LEPACC:

LE	PR	CD	GI	IV	IC	US
	PHY 200	HMS 293	ECO 101	PSY 100		
	PHY 230			SHE 203		

Other Notes

- o UCF is considering the following motion from UWIC on dual degree languate for the undergraduate catalog.

Motion to Approve New Policy on Dual Degrees.
DUAL MAJORS AND DEGREES

Dual Degree

Students may declare a dual degree, such as a Bachelor of Arts and a Bachelor of Science in two different majors, prior to completion of their first degree. Students must be approved by the department for each program and meet all requirements for both programs. Each degree will be awarded in the term completed. Courses used to satisfy one degree program can also be used to satisfy the requirements of the other degree program. A minimum of 18 new credits beyond the first degree earned are required.

Dual Major

Students may declare a dual major, such as two Bachelor of Arts majors or two Bachelor of Science majors, prior to completion of their first degree. Students must be approved by the department for each major and meet all requirements for both majors. The degree will be awarded in the term completed. Up to 12 credits used to satisfy one major can be used to satisfy the requirements of the other major.

Second Degrees

A student who already holds a degree from Southern may return for a second degree by completing all degree requirements in effect at the time of admission to the second program. A minimum of 18 new credits beyond the first degree earned are required.

Current Catalog Language to be replaced by above
Double Baccalaureate
Students who wish to be a candidate for a double baccalaureate, or two degrees such as a Bachelor of Arts and a Bachelor of Science, shall submit a Double Baccalaureate Contract prior to the completion of 90 credits. The contract must be approved by the chairpersons of both departments and be filed with the Registrar's Office.

Approval to enroll in this demanding program is granted only to students whose cumulative GPA is 3.0 or higher at the time of application. The student must complete a minimum of 150 credits and maintain a cumulative GPA of at least 3.0 in order to be eligible to continue each term. Failure to meet these requirements will result in the student being required to return to a single degree program.

Double Major
Students may declare a double major or two majors offered within the same type of degree; two majors offered within a Bachelor of Arts degree; or two majors offered within a Bachelor of Science degree. The requirements of both majors must be satisfied, and courses used to satisfy one major cannot be used to satisfy a requirement of the other major.

Second Degrees
A student who already holds a degree from Southern may return for a second degree by completing all curriculum requirements in effect at the time of admission to the second program with a minimum of 30 new credits. If all requirements are met, and the 30-credit minimum has not been attained, the remaining credits shall consist of additional directed electives selected by the department.

Summary of Changes:
1. Removed requirement to declare dual major/degree by 90 credits
   a. Students can declare a dual degree or major at any time prior to completion of the first degree; however, once a student is no longer matriculated, they can apply to return for a second-degree program.
2. Removed requirement to earn CGPA 3.0 for graduation
   a. This was not required to dual major in two BS programs previously, theoretically the most rigorous combination due to depth and breadth of study.
   b. Not found to be a requirement at other CSU's or UConn, they require the department to approve, who may have their own criteria.
3. Removed requirement to maintain CGPA 3.0 to remain dually enrolled
   a. Same as above.
4. Removed requirement for Double Baccalaureate Contract procedure
   a. This was not required to dual major in two BS programs previously, theoretically the most rigorous combination due to depth and breadth of study.
   b. Not found to be a requirement at other CSU's or UConn, they require the department to approve, who may have their own criteria.
   c. Students will declare second major or degree using existing Selection of Degree system.
5. Removed requirement for 150 Overall Credits needed for graduation
   a. The NECHE policy for dual degree requires at least the equivalent to a full year of study beyond the first baccalaureate degree to earn a dual degree.
   b. All majors must be at least 30 credits, so in a dual major/degree, students will have 30 credits in additional requirements added to their degree evaluation. However, with sharing allowed towards multiple requirements or towards free electives needed in the first degree, overall credits may be reduced to 138 credits.