



## FACULTY SENATE

### APPROVED MINUTES OF FEBRUARY 26, 2025

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

The 11<sup>th</sup> Meeting of the Faculty Senate AY 2024-2025 was held on February 26, 2025, at 12:12 p.m. via Zoom.

#### Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL
Lisa	Haylon	Accounting	2025	✖	3/11
Valerie	Andrushko	Anthropology	2026		9/11
Jeff	Slomba	Art & Design	2027		11/11
		Athletics	2026		
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	2027		11/11
Melanie	Savelli	Communication, Media & Screen Studies	2025	✖	7/11
Shafaeat	Hossain	Computer Science	2025		10/11
Matthew	Ouimet	Counseling	2027	✖	8/11
Laurie	Bonjo	Counseling & School Psychology	2026		9/10
Beena	Achhpal	Curriculum & Learning	2027		11/11
Maria	Diamantis	Curriculum & Learning	2024		11/11
Jennifer	Cooper Boemmels	Earth Science	2025		11/11
Younjun	Kim	Economics	2027		11/11
Peter	Madonia	Educational Leadership & Policy Studies	2026		6/11
Paul	Petrie	English	2026		10/11
Mike	Shea	English	2027		9/11
Eric	West	Environment, Geography, & Marine Sciences	2025		10/11
Sandip	Dutta	Finance & Real Estate	2025	✖	8/11
Amanda	Strong	Healthcare Systems & Innovation	2025		10/11
Matthew	Rothbard	Health & Movement Sciences	2025		8/9
Daniel	Swartz	Health & Movement Sciences	2025	✖	10/11
Thomas	Radice	History	2026		4/4
Troy	Rondinone	History	2026	✖	3/4
Yan	Liu	Information & Library Sciences	2027		11/11
Cindy	Simoneau	Journalism	2027	✖	10/11
Elizabeth	Wilkinson	Library Services	2026		11/11

Amy	Jansen	Library Services	2025		10/11
Alison	Wall	Management & International Business	2025		11/11
Melvin	Prince	Marketing	2026	✖	4/11
Sebastian	Perumbilly	Marriage & Family Therapy	2025		10/11
Ray	Mugno	Mathematics	2025		10/11
Owen	Biesel	Mathematics	2025		11/11
Jonathan	Irving	Music	2026		7/11
Deborah	Morrill	School of Nursing	2026		11/11
Elizabeth	Hurlbert	School of Nursing	2027		10/11
Virginia	Metaxas	Part-Time Faculty (HIS)	2026	✖	9/11
Garbielle	Ferrell	Part-Time Faculty (JRN)	2025	✖	10/11
		Part-Time Faculty	2027		
		Part-Time Faculty	2027		
Heidi	Lockwood	Philosophy	2026		4/4
Evan	Finch	Physics	2027		11/11
Jonathan	Wharton	Political Science	2025		2/2
Katherine	Marsland	Psychology	2025	✖	5/10
Patricia	Kahlbaugh	Psychology	2027		4/4
John	Nwangwu	Public Health	2027		11/11
Deron	Gabel	Recreation, Tourism, & Sport Management	2026		10/11
Isabel	Logan	Social Work	2026	✖	10/11
Stephen Monroe	Tomczak	Social Work	2025		11/11
Gregory	Adams	Sociology	2026		10/11
Joan	Weir	Special Education	2027		9/11
Douglas	Macur	Theatre	2027		9/11
Tricia	Lin	Women's & Gender Studies	2025		10/11
Luke	Eilderts	World Languages & Literatures	2026		9/11
Natalie	Starling	SCSU Faculty Senate President	2025	✖	10/11
Dwayne	Smith	Interim SCSU President			10/11
Barbara	Cook	Chair, Graduate Council			11/11
Meghan	Barboza	Chair, Undergraduate Curriculum Form			10/11
Riyanna	Singleton	SGA		✖	0/4

#### GUESTS

Dasy Torres-Baez  
 Dyan Robinson  
 Linda Cunningham  
 Steven Hoffler  
 Trever Brolliar  
 Walter Schwarz

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.

<b>Faculty Senate Representation</b>	<b>Faculty Senate Representative(s)</b>
Ad Hoc Committee on AI Use for Faculty	
Ad Hoc Committee for Formalizing Faculty Advising	Michael Shea Stephen Monroe Tomczak Virginia/Ginny Metaxas Jeffrey Webb
ACT/KPI Committee (concluded?)	Natalie Starling
Administrative Faculty Senate	Kate Marsland
Blackboard Administrator Search Committee	Doug Macur
Chief Information Officer (CIO) Search Committee	Matt Rothbard
Commencement Planning Committees	Maria Diamantis
Dean of the College of Education Search Committee (concluded?)	Joan Weir
DEI Advisory Council	Laurie Bonjo
Early College Experience	Joan Weir
Faculty Development Advisory Committee (FDAC)	Kate Marsland
Social Venture Partners	Mike Shea Jeff Webb Melanie Uribe Stephen Monroe Tomczak Michael Sormrude
Strategic Action Plan Subcommittees <ul style="list-style-type: none"> <li>• Advancing Social Justice</li> <li>• Maintaining Academic Excellence</li> <li>• Engaging our Community</li> </ul>	Miriah Kelly Kenneth McGill Michael Sormrude
Undergraduate Curriculum Forum (UCF) liaison	Cindy Simoneau
University Budget and Space Committees	Nicholas Edgington Cindy Simoneau Christine Petto
University Library Committee (ULC)	Amy Jansen 1 Representative Unfilled
VP of DEI Search Committee (concluded)	Laurie Bonjo Elizabeth Hurlbert

February 26, 2025

Faculty Senate Past President Maria Diamantis called the 11<sup>th</sup> meeting of the Faculty Senate to order at 12:12 p.m. via Zoom.

I. Announcements

- A. L. Eilderts announced that N. Starling was unable to preside over the meeting; Past President M. Diamantis would take the gavel.
- B. T. Lin shared that the Department of Women's & Gender Studies is co-organizing an event entitled "Palestine Solidarity and Movements for Gender, Racial, and Intersectional Justice" on March 5, 2025, from 5:30-7 (virtual). Please contact [wgs@southernct.edu](mailto:wgs@southernct.edu) for more information. An informational flyer is attached below.
- C. L. Eilderts shared that the French section in the Department of World Languages & Literatures, with support from the Department of Communication, Screen & Media Studies, is organizing the French film series "Mal à l'aise | Uncomfortable" that will kick off on March 13 at 5:30 in the Adanti Student Center Theater with the classic film *Belle de Jour*. More information can be found on the website: <https://sites.google.com/view/southernct-french/2025-film-series>. An information flyer is attached below.

II. Minutes of the previous meeting held on February 12, 2025, 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. Standing Committees

- A. Standing Committee Reports received.

V. Special Committees

- A. UCF: Committee report received.

- i. M. Barboza, chair of UCF, shared an ongoing discussion that would require programs to list all prerequisite courses in their degree programs to improve:

- 1. Clarity and transparency for students.
    - 2. Financial aid eligibility.
    - 3. Advising accuracy.

- ii. Background:

- 1. The issue primarily affects math prerequisites, which are often not explicitly listed in program requirements but are still required for upper-level coursework.
    - 2. Federal financial aid regulations require courses to be officially listed in the degree program to be covered.
    - 3. Students have faced financial aid denials for necessary but unlisted courses, forcing workarounds such as temporarily switching majors to qualify for aid.

- iii. Key Concerns Raised by Faculty Senators

- 1. Scope and Impact on Programs

- a. J. Webb questioned whether programs would need to list all lower-level prerequisite courses leading to required courses (e.g., all pre-calculus and algebra courses for a program requiring calculus). He shared concern that degree programs could appear artificially large, discouraging prospective students.
      - b. M. Barboza clarified that the majority of students already take these courses, but listing them would ensure transparency and financial aid eligibility. Current placement data shows that only 5% of students place



directly into calculus, meaning most already take lower-level math prerequisites.

2. Impact on Physics, Chemistry, and Computer Science
  - a. E. Finch and R. Mugno expressed concerns about:
    - i. Increased required credit hours in STEM programs.
    - ii. Negative perception among students, making majors appear more difficult.
    - iii. The need for further discussion with the Mathematics Department before moving forward.
3. Financial Aid and Student Advising Considerations
  - a. P. Kahlbaugh raised concerns about:
    - i. Students switching majors late and hitting credit limits due to unlisted prerequisites.
    - ii. Whether the policy would allow financial aid coverage even if students exceed 120 credits due to late major changes.
  - b. Meghan Barboza confirmed that if prerequisites are explicitly included in the degree program, financial aid will cover them, even if a student goes over 120 credits.
4. Arguments in Favor of the Policy
  - a. L. Eilderts compared the Math prerequisite issue to the previous LEP debate, where World Languages prerequisites were not treated the same way as Math and English. He stressed the importance of treating all disciplines equitably when listing required courses.
  - b. M. Shea argued that this is an issue of transparency rather than added burden and that students should clearly understand all necessary coursework before committing to a major.

iv. Next Steps

1. M. Barboza shared that the UCF will continue discussions with affected departments (especially Mathematics, Physics, and Chemistry).
2. Further discussions will focus on minimizing unintended negative impacts on major requirements.

B. Graduate Council

- i. B. Cook, chair of Graduate Council, presented the report, highlighting the policy on independent study. While the policy itself remains unchanged, the Council is emphasizing that independent study should primarily support students in developing research projects relevant to their field, potentially counting as an elective or course requirement. Concerns were raised about the current practice of using independent study as a substitute when courses are under-enrolled, which creates inequities in faculty credit load. The Graduate Council is requesting that Faculty Senate conduct a thorough review of this issue and collaborate with administration to find a more sustainable solution. A vote on the policy will take place in March.
- ii. Additionally, the School of Graduate and Professional Studies, under Dean R. Hosh, is working on a standardized description of graduate coordinators' roles and responsibilities to promote equity across the institution. Input has been gathered from over 25 coordinators, and the initiative has been met with broad support. However, credit load assignment for these positions remains an unresolved issue.
- iii. Further discussion addressed parallels between graduate and undergraduate independent study policies, with concerns that inconsistencies and contract-related issues are contributing to broader challenges in course scheduling. Faculty members were encouraged to review the contract language regarding independent study credit load. Any

further questions should be directed to B. Cook or M. Barboza for clarification regarding UCF's involvement.

C. Elections Officers

- i. O. Biesel opened nominations for a Faculty Senate Representative to serve on the Search Committee for the Blackboard Administrator.
  1. D. Macur self-nominated. **Seconded.**
    - a. Hearing no objections, D. Macur was selected as the Faculty Senate Representative to the Search Committee.

VI. Guest

A. W. Schwarz, Chief Information Officer and Interim Vice-President for Information Technology

- i. W. Schwarz introduced himself and shared his vision for IT at Southern. He provided an overview of his extensive experience in IT and education, including leadership roles at institutions such as the University of Minnesota, University of Kansas, and University of Nebraska. He also served as the head of IT at the University of Bridgeport before joining Southern, where he initially worked with faculty technology initiatives before becoming Interim CIO following the retirement of his predecessor.
  - ii. W. Schwarz emphasized that his approach to IT leadership focuses on supporting faculty and students rather than technology for its own sake. He highlighted the importance of evaluating new initiatives based on clear return on investment (ROI) and reducing wasteful spending, particularly in light of Southern's budget constraints. His goal is to ensure IT investments directly enhance teaching, learning, and student success.
  - iii. Faculty Discussion and Acknowledgments
    1. M. Shea thanked W. Schwarz for his statement on AI and pedagogy, commending his balanced approach in weighing the benefits and challenges of AI in education. He looked forward to faculty input in shaping AI policies for the institution.
    2. H. Lockwood raised the importance of data privacy and introduced the Data Privacy Advisory Group, which she co-chairs. She outlined its collaboration with the Contracts Office to negotiate better privacy protections with third-party vendors such as Blackboard's parent company, Anthology. Heidi expressed a desire for greater faculty representation in these discussions and encouraged Walter to consider Southern's role in shaping system-wide privacy policies.
    3. W. Schwarz acknowledged the importance of faculty input in IT security and data privacy discussions, stating that data privacy should not be solely an IT security concern but rather a collaborative effort involving multiple perspectives.
- B. M. Diamantis asked if there was any objection to changing the order of business and bringing the item under new business before the body. Hearing none, the body moved to new business.

VII. New Business

A. Introduction of KPI Discussion

- i. The Senate moved forward with a discussion on the Key Performance Indicators (KPIs), which were charged for review by the Faculty Senate before submission to the Board of Regents (BOR) on February 28. Faculty were invited to provide feedback and potential revisions before the document's final submission.

B. Concerns Raised by Faculty

- i. Several key concerns emerged regarding the KPIs, particularly in relation to their purpose, alignment with the strategic plan, and potential implications for the university:
  1. Purpose and Use of KPIs
  2. M. Shea raised concerns about the intent of the KPIs, questioning whether they are primarily a public relations (PR) exercise to showcase institutional success or whether they will serve as measurable strategic planning goals.
    - a. Interim President Smith responded, explaining that the KPIs are meant to measure institutional success and help Southern demonstrate its value to

key stakeholders, including state legislators. He clarified that the KPIs were developed internally, not mandated externally and that they align with institutional goals rather than replacing the strategic plan.

ii. Potential Overemphasis on Efficiency vs. Learning Outcomes

1. Faculty expressed concern that the KPIs prioritize efficiency and completion rates over student learning, critical thinking, and academic quality.
2. M. Shea and H. Lockwood emphasized that the document lacks references to pedagogy, student learning, or holistic education, focusing primarily on completion rates rather than educational success and skill development.

iii. Alignment with the Strategic Plan

1. P. Petrie and S. Buckley raised concerns that the KPIs seem disconnected from the university's strategic plan and that focusing on these metrics alone could distort institutional priorities.
2. Faculty sought a clear link between the KPIs and the strategic plan, ensuring that key institutional values, such as academic excellence, global engagement, and comprehensive student support, remain central.
3. B. Cook suggested that a document be created to explicitly link the KPIs with the strategic plan, ensuring the BOR does not overlook critical institutional priorities.

iv. Gaps and Omissions in the KPI Framework

1. Faculty identified missing areas, including:
  - a. Global education and internationalization efforts, which are not addressed in the KPIs.
  - b. Online learning and course flexibility, which are overlooked in favor of scheduling changes such as Monday-Saturday courses.
  - c. Support for neurodivergent and disabled students, which is absent from discussions on diversity and accessibility despite the university's recent efforts to develop a critical disability studies program and host an affinity graduation for disabled students.
  - d. Barriers to student completion, such as financial struggles, full-time work obligations, and personal responsibilities, which were not explicitly addressed in the document.
  - e. Faculty Autonomy and Shared Governance
  - f. L. Eilderts questioned where decision-making authority lies within the KPI process, raising concerns about how shared governance is incorporated into new initiatives.
  - g. J. Irving and P. Kahlbaugh warned against oversimplifying student success into completion rates alone, arguing that economic and social barriers must be acknowledged and addressed within institutional planning.

v. Outcome: Motion and Vote on KPI Support

1. Given the range of concerns, faculty sought a way to conditionally support the KPI framework while pushing for key revisions.
2. P. Petrie proposed a motion stating that "the Faculty Senate provisionally accepts the KPI document, pending successful redress of issues and concerns raised during the meeting."
  - a. Before a second was heard, M. Shea suggested incorporating language about the importance of resources, pedagogy, and student learning outcomes, but faculty ultimately decided to keep the motion broad to encompass all concerns raised. P. Petrie's original motion was **seconded**.
    - i. After discussion, the body came to a vote.

1. Vote tally

- a. Yes ..... 25
- b. No ..... 9

- i. Motion passed, indicating provisional acceptance with revisions.
- 3. Interim President Smith acknowledged faculty input and agreed that a preface or introduction should be added to the KPI document to clarify institutional priorities and the broader context of student success.

## VIII. Unfinished Business

### A. Ad Hoc committee for AI Use for Faculty

- i. The Faculty Senate considered a proposal to establish an Ad Hoc Committee on Artificial Intelligence (AI). The committee will be responsible for analyzing the impact of AI on faculty and institutional operations, engaging with faculty and university members, and developing strategic recommendations for AI governance and policy.
- ii. Committee Membership Structure
  - 1. The proposed committee will include:
    - a. Two faculty representatives from the Faculty Senate
    - b. Two representatives from UCF (University Curriculum Forum)
    - c. Two representatives from the Graduate Council
    - d. One or two members from CSU-AAUP
    - e. At least one faculty representative from outside these groups
    - f. One administrative representative from Academic Affairs
    - g. One representative from Student Affairs
    - h. A student representative from the SGA (Student Government Association)
    - i. Additional members as recommended by the committee
- iii. The specific schedule and meeting duration will be determined by the committee at its first meeting.
- iv. Committee Charges
  - 1. The committee is tasked with the following:
  - 2. Gathering and analyzing information from faculty regarding the impact of AI in education and research.
  - 3. Engaging faculty and other university members to build a cohesive AI strategy.
  - 4. Devising a strategy for AI implementation that ensures faculty-centered decision-making.
  - 5. Recommending additional charges to the Faculty Senate based on findings.
- v. Discussion and Vote
  - 1. M. Shea called the question to move forward with a vote on creating the committee.
  - 2. Hearing no objections, the Faculty Senate proceeded to a vote.
    - a. Vote tally
      - i. Yes .....32
      - ii. No .....1
  - 1. The motion to create the Ad Hoc AI Committee **passed**.
- vi. Next Steps
  - 1. The Faculty Senate will hold elections for committee members at a future meeting.
  - 2. The committee will organize its first meeting to determine its structure and approach.

## IX. Adjournment

- A. M. Shea **moved to adjourn. Seconded.**
- B. The meeting adjourned at 1:59 p.m.

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L. Eilderts  
Secretary

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution for Revisions to Grade Appeal Procedures

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 grade appeals need periodic review;

Whereas, The Grade Appeal Procedure's Preliminary Information specifies "This Grade Appeal Procedure is intended to be fair, equitable and transparent.";

Whereas, The Grade Appeal Procedure's Section II specifies under Part C. "All parties work in good faith to arrive at a resolution during all stages of the process."; now, therefore, be it

*Resolved*, That beginning immediately the attached update to the Grade Appeal Procedure in Section III which designates the removal of Part E and additions to Part F, and in Section V. which designates the addition to Part D to match III.F.:

~~*E. All Grade Appeal forms and documents must be typed; no handwritten forms shall be accepted.*~~

*F. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form and related documentation must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for Level 1 appeals; the President of the Faculty Senate is responsible for forwarding copies to the Dean's office simultaneously with forwarding a Level 2 appeal to UASC; and UASC is responsible for forwarding copies to the Dean's office for Level 2 appeals.*

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*D. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form and related documentation must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for a level 1 appeal; the President of the Faculty Senate is responsible for forwarding copies to the Dean's office simultaneously with forwarding a Level 2 appeal to UASC; and UASC is responsible for forwarding copies to the Dean's office after a Level 2 appeal has been completed.*

*Resolved*, That beginning immediately the attached update to the Grade Appeal Procedure in Section V.B.E. designates the following additions and changes:

*(new section) E: If the Faculty Senate President is the Student, Instructor, or Chairperson for the case, the Faculty Senate President shall recuse themselves from the Faculty Senate President's role in the Grade Appeal Procedure and shall provide a designee for these duties.*

*(new section) F. The UASC shall accept all cases forwarded to the UASC Chair(s) that include supporting evidence that all procedural steps for Level 1 were attempted by the student. In no case shall the UASC*

*reject full consideration of a case that includes the aforementioned supporting evidence on the grounds of clerical or technical issues encountered by the parties to the procedures (i.e., Student, Instructor, Chairperson, Faculty Senate President).*

*Examples of clerical or technical issues shall include (but shall not be restricted to) the following:*

- 1. Incomplete electronic forms, provided there is supporting evidence that all relevant parties undertook the actions represented by items reflected in the forms*
- 2. Forms lacking concatenation or chronological arrangement*
- 3. Information presented in multiple files or formats (e.g., not compiled into a single file or “packet”)*
- 4. Scanned forms or forms which include handwritten information*
- 5. All other such issues that are clerical/technical (as reasonably determined by the Faculty Senate President or designee)*

*~~E~~ G. Upon receipt of a ~~written~~ complete grade appeal form or grade appeal documentation that includes supporting evidence presented by the student that all procedural steps for Level 1 were attempted by the student the Faculty Senate President will ~~notify~~ forward the information to the UASC Chair(s). The UASC shall designate a grade appeal committee ~~made up~~ comprised of two UASC committee members and a UASC Chair. The members of the appeals committee select a Chair from the committee’s membership. The appeal committee Chair notifies all interested parties (Dean, Student, ~~Faculty Member~~ Instructor, Committee members) of possible dates and times to conduct the appeal. Once all committee members respond, the date of the appeal is set, the appeal is heard, and a determination is made in writing to all interested parties.*

*In instances wherein the UASC receives a case that reflects clerical or technical issues with the grade appeal form or documentation, the UASC shall designate a UASC committee member to act as a neutral person who shall assist the student with clerical or technical issues, or the gathering of additional information requested by the UASC. These duties shall not be advisory in nature and are limited to administrative/clerical/technical assistance. The designated UASC committee member’s duty to assist the student shall conclude upon the UASC’s conclusion of the case. The member shall provide upon request of the UASC confirmation of any outcomes resulting from their assistance to the student.*

*The designated committee member shall not be a member of the department to which the Instructor for the case belongs. The designated committee member shall not be a member of the appeals committee designated for the case by the UASC. The member shall not participate in any deliberations or determination of the UASC about the case, nor shall the member provide judgement or advice about the case to any party. The UASC Chair(s) shall inform the student of the designated committee member’s role, duties, and limitations.*

*In instances wherein the UASC receives a case that reflects clerical or technical issues, the UASC shall be allowed to establish an extension of any Level 2 deadline and the UASC Chair(s) shall notify all interested parties (Dean, Student, Instructor, Committee members) of such an extension.*

**Rationale:** Because of the immense possible consequences—both positive and negative--of Artificial Intelligence (AI), a collaborative effort to support guidance for the faculty regarding AI is clearly necessary. Thus, an ad-hoc committee is being created to explore AI's impact on and integration into the range of faculty activities (e.g., teaching, advising, curriculum, creative activity, service) by uniting representatives of the community and the faculty within one committee

**Chair of ad-hoc committee:** according to a majority vote of the ad-hoc committee during the first meeting

**Membership invitations:**

- two (2) faculty senators (faculty)
- two (2) representatives from UCF (faculty)
- two (2) representatives from Grad Council (faculty)
- at least one (1) and no more than two (2) SCSU-AAUP representatives
- at least one (1) and possibly additional members of the faculty (faculty). The number and selection process to be recommended by the ad hoc committee during the first meeting.
- at least one (1) member invitation offered to Academic Affairs representative (admin)
- at least one (1) member invitation offered to Student Affairs representative (admin)
- at least one (1) SGA representative (students/scholars)
- and other members as recommended by the ad hoc committee

**Meeting Schedule:**

- The meeting schedule and duration to be determined by the ad hoc committee during the first meeting.

**Reporting rate to the Faculty Senate:** at least monthly or more frequently as determined by the ad hoc committee or the Faculty Senate

**Initial Charges**

The committee shall...

**Charge 1:** gather and analyze information from faculty and other constituent groups across the university community about current advantages of -- and concerns about — using AI in SCSU courses and curriculum (and other faculty activities) and prepare the resulting information for dissemination by the Faculty Senate to the faculty and university community;

**Charge 2:** build a plan for engaging faculty and other members of the university community in an ongoing conversation about the implications of AI for our educational mission and practices;

**Charge 3:** devise a strategy, for Faculty Senate consideration, for constructing university policies concerning AI that respect the faculty's professional and contractual purview over matters of curriculum and that respect the principle and practice of academic freedom; and

**Charge 4:** recommend to the Faculty Senate further charges, if any, that the committee could constructively pursue in the next phase of the university's consideration of the implications of AI.



## Accessibility, Completion, Talent

*Overall Commentary from the faculty:* Faculty support the legacy of Southern as an institution of social mobility that promotes higher education as opportunity for all, one which fosters and prioritizes an educated citizenry beyond exemplary workforce preparation.

*Remaining Questions:* How might the content areas in the ACT/KPIs be linked to the current SCSU Strategic Plan?

**Commented [A1]:** Consider including within the preamble shared governance wording to reduce repeat wording elsewhere in the document

### Accessibility

*Expanding pathways to education by broadening talent pipelines and ensuring more students have access to higher learning opportunities.*

**Goal 1: Increase the representation of diverse student populations** at our institutions, including, but not limited to, transfers, veterans, non-traditional, and socio-economically disadvantaged students.

*Commentary from the faculty:* Faculty support shared governance efforts towards SMART goals that include methods which honor the faculty's purview in matters of curriculum and credit-bearing activities.

*Background Data:* Southern continues to support and celebrate a diverse population of students. Southern has become an increasingly Hispanic serving institution with this group reflecting 24% of the total student population following a 7.78% increase from a baseline of 2004 in Spring 2024 to 2160 in Spring 2025 (*President Enrollment Report Spring, Feb 2025*).

**Transfer** student head counts at the undergraduate level are up by 16.22% from a baseline of 339 in Spring 2024 to 394 in Spring 2025. At the graduate level, the head count remains at 0 (*President Enrollment Report Spring, Feb 2025*).

**Veteran** student head counts at the graduate level were up by 14% from a baseline of 50 in Spring 2024 to 57 in Spring 2025 (*Spring 2024-25 Preliminary Enrollment Report, Feb 2025*).

**Dual enrollment** (high school students) is up 9.45% from a baseline of 794 in Spring 2024 to 869 in Spring 2025 (*President Enrollment Report Spring, Feb 2025*).

Data reflecting **financial aid** offered indicates that at the undergraduate level, Federal Pell grant recipients are up 5.19% from Spring 2024 to Spring 2025 and institutional grant or scholarship recipients are up 4.15%. Conversely, state grant or scholarship recipients have decreased by 4.82%. At the graduate level, institutional grant or scholarship recipients have decreased by 1.38% (*President Enrollment Report Spring, Feb 2025*).

At Southern, our commitment to continued accessibility for students from diverse backgrounds shall be reflected in the following:

- By the beginning of AY 25/26, determine through consultation between administration and CSU-AAUP whether winter and summer session courses can be reclassified as tuition to allow students with veteran status to use GI bill benefits year-round.
  - If reclassification is possible, implement the change by the beginning of AY 26/27 to support at least a 10% increase in veteran student enrollment from a baseline of 57 in Spring 2025 to 63 in Spring 2027.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether flexible learning options (e.g., online, evening) can be increased.
  - If increases are possible given discipline-specific input and pedagogical considerations provided by the faculty, then through established curricular processes determine current baselines and appropriate goals for percentage increases, including the allocation of appropriate resources for implementation (e.g., faculty trainings, supports) and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether alternative credentialing routes, including a credit evaluation system for military, work, and life experience beyond those options listed in the catalog under "Transfer Credit Policies", can be instituted.
  - If it is determined these can be instituted given discipline-specific input and pedagogical considerations provided by the faculty, then through established curricular processes determine current baselines and appropriate goals for percentage increases in alternative credentialing routes and begin implementation toward these goals beginning in AY 26/27.

**Goal 2: Expand partnerships with K-12 school systems** to provide students with opportunities to earn college credit, while also **preparing a diverse range of future educators** to meet the state's evolving workforce needs in education.

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies, particularly faculty and departments

most heavily involved with Early College, appropriate annual goals for increasing dual enrollment (Early College) from the baseline of 869 in Spring 2025.

- If agreement is reached regarding appropriate goals, begin implementation toward these goals beginning in AY 26/27.
- Beginning in AY 25/26, annually increase institutional grant or scholarship recipients at the undergraduate level by at least 10% from a baseline of 3207 / 5985 in Spring 2025.
- Beginning in AY 25/26, annually increase the number of community partners who house federal work-study placements on-campus and off-campus (including PreK-12) experiential learning by at least 3% from a baseline of [REDACTED] in Spring 2025.

**Goal 3:** Implement initiatives that **enhance the affordability** of the educational experience at our institutions.

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increases in adoption of Open Educational Resources (OER) to reduce textbook costs can occur.
  - If it is determined these increases can be instituted given discipline-specific input and pedagogical considerations provided by the faculty, then through established curricular processes determine current baselines and appropriate goals for percentage increases in adoption of OER and begin implementation toward these goals beginning in AY 26/27.
- Beginning in AY 25/26, increase funding to the OCPD Professional Development Fund and SOAR Fund to support students in unpaid experiential learning opportunities by 20% from a baseline of [REDACTED] in Spring 2025. Continue to increase this funding annually.

~~○ By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increases in 4+1- and 3+2-degree options and hybrid study programs can occur.~~

- ~~○ If it is determined these increases can be instituted given discipline-specific input and pedagogical considerations provided by the faculty, then through established curricular processes determine current baselines and appropriate goals for percentage increases in 4+1- and 3+2-degree options and hybrid study programs and begin implementation toward these goals beginning in AY 26/27.~~

Commented [A2]: Recommended deletion

- o Beginning in AY 25/26, to attract top students and support affordability, invest 10% annually from a baseline of [REDACTED] in Spring 2025 to the scholarship component of the Honors College.

## Completion

*Fostering student success by cultivating and developing talent to help students achieve their academic goals.*

**Goal 4:** Provide academic and student support services that **increase retention, persistence, and completion rates** of all students.

*Commentary from the faculty:* Faculty support shared governance efforts towards SMART goals that include methods which honor the faculty's purview in matters of curriculum and credit-bearing activities. Faculty support credentialing programs driven by academic considerations, with on-going input from departments and disciplines.

*Background Data:* Southern continues to support ongoing increases in retention and persistence rates, including the **0.33% increase** in undergraduate first-time full-time retained students up from a baseline of 91.33% in Spring 2023 to 91.66% in Spring 2024. Retention for undergraduate first-time transfer-in students **decreased by 0.53%** from a baseline of 93.29% in Spring 2023 to 92.76% in Spring 2024. Graduate retention has **decreased by 1.24%** from a baseline of 93.14% in Spring 2023 to 91.90% in Spring 2024 (*President Enrollment Report Spring, Feb 2025*).

**Completion rates** at the undergraduate level are [REDACTED] % from a baseline of [REDACTED] in Spring 2023 to [REDACTED] in Spring 2024. At the graduate level, the completion rate is [REDACTED] (*citation needed*).

At Southern, our commitment to continued retention, persistence, and completion rates shall be reflected in the following:

- o By the conclusion of AY 26/27, support an increase undergraduate student retention by 3% from a baseline of 91.66% in Spring 2024 to 94.66% in Spring 2027 by awarding need-based grants for at least 50 students.
- o By the conclusion of AY 26/27, achieve at least 25% of stop-out students re-enrolling in credit programs by offering 100% of stop-out students access to noncredit options.
- o By the conclusion of AY 26/27, increase student completion by 10% for first-generation and underrepresented students in summer programming (e.g., SEOP,

Summer Institute, Early Emergent Experiences, Extended Orientation) from a baseline of [REDACTED] in Spring 2025.

- By the conclusion of AY 26/27, support an increase undergraduate student retention by 3% from a baseline of 91.66% in Spring 2024 to 94.66% in Spring 2027 by increasing student support in the area of academic advising by allocating load credit beginning in AY 25/26 for at least one department specifically designated for faculty advising activities.
- By the conclusion of AY 26/27, support an increase undergraduate student retention by 3% from a baseline of 91.66% in Spring 2024 to 94.66% in Spring 2027 by increasing student engagement in student support services by 5% annually beginning in AY 25/26 as measured by the number of preventative wellbeing outreach initiatives communicated to students and the number of unique visits to the center for academic success and accessibility services.

**Goal 5: Implement innovative pedagogical and curricular approaches aimed at reducing time to credential.**

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increases in transparency of prerequisites for all degree programs can occur.
  - If it is determined these increases can occur, then through established curricular processes determine current baselines and appropriate goals for percentage increases in the transparency of prerequisites and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increases in 8-week course offerings and flexible scheduling options (Monday-Saturday) can occur.
  - If it is determined these increases can occur, then through established curricular processes determine current baselines and appropriate goals for percentage increases and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether implementation of interdisciplinary courses that fulfill multiple requirements can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for

**Commented [A3]:** Consider a preamble that outlines shared governance to reduce repeat wording

implementation of interdisciplinary courses that fulfill multiple requirements and begin implementation toward these goals beginning in AY 26/27.

**Goal 6: Create flexible pathways for students to earn credentials** as they make progress towards a degree.

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether opportunities for credit for prior learning can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for opportunities for credit for prior learning, including goals for developing funding streams, and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether opportunities for credit for industry-recognized credentials can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for opportunities for credit for industry-recognized credentials, including goals for developing funding streams, and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether implementing micro-credentials and digital badges tied to relevant academic disciplines can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for implementing micro-credentials and digital badges tied to relevant academic disciplines, including goals for developing funding streams, and begin implementation toward these goals beginning in AY 26/27.

## **Talent**

*Empowering students to activate their skills and talents for future success in their careers and beyond.*

**Goal 7: Enhance community and industry partnerships** to support the integration of applied or experiential learning and/or cocurricular experiences into all academic programs.

*Commentary from the faculty:* Faculty support shared governance efforts towards SMART goals that include methods which honor the faculty's purview in matters of curriculum and credit-bearing activities (e.g., the LEP). Faculty support integration of experiential learning and cocurricular experiences only if educationally appropriate and driven by academic considerations, with on-going input from departments and disciplines to ensure academic inquiry is not directed toward only those areas that those outside the academy deem important.

*Background Data:* (needed)

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increasing internships, co-ops, and service-learning as degree components can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for increasing internships, co-ops, and service-learning as degree components in and begin implementation toward these goals beginning in AY 26/27.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increasing experiential learning opportunities offered through the JOBSs portal can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for increasing experiential learning opportunities offered through the JOBSs portal and begin implementation toward these goals beginning in AY 26/27
- Beginning in AY 25/26, identify through shared governance between administration and faculty governing bodies at least 10 new external partnerships by examining key emerging workforce technologies and existing external partnerships, conducting industry needs assessments, and engaging advisory boards.
- Beginning in AY 25/26, identify through shared governance between administration and faculty governing bodies at least 10 new community partners interested in involvement in new grant proposals for both faculty and student creative activity and scholarship.

**Goal 8:** Offer academic programs and educational experiences that **lead to employment or advanced education** in students' fields of study and contribute to social mobility.

- Beginning in AY 25/26, promote student opportunities for participation in research conferences at Southern and department workshops/symposia, and consider creating additional platforms to display student research for broader engagement, with a goal of at least 20% of eligible students participating in these opportunities by the conclusion of AY 26/27.
- By the conclusion of AY 27/28, achieve at least an 80% placement rate within six months of graduation for undergraduates by tracking and increasing career readiness outcomes (e.g., Owls Skills Development, Funded Research Opportunities, etc.).
- Beginning in AY 25/26, develop a baseline and goal for increasing student participation in leadership programs and track improvement in National Association of Colleges and Employers (NACE) competencies.

~~○ By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether increasing faculty engagement in Career in the Classroom programming can occur.~~

- ~~○ If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for increasing faculty engagement in Career in the Classroom programming in and begin implementation toward these goals beginning in AY 26/27.~~

Commented [A4]: Recommended deletion

**Goal 9: Integrate essential attributes and professional skills** (technological literacy, critical thinking, communication, teamwork, global and cultural awareness, leadership, professionalism, and appreciation for individual differences) into the curriculum.

- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether integration of the Owls Skills Development program into academic departments, increasing its integration as a co-curricular activity or embedded in the classroom can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for increasing integration and begin implementation toward these goals beginning in AY 26/27.



- By the conclusion of AY 27/28, incorporate National Association of Colleges and Employers (NACE) career competencies into all non-credit training.
- By the conclusion of AY 25/26, determine through shared governance between administration and faculty governing bodies whether team-based capstone projects focused on technical, critical thinking, and communication skills for all relevant programs can occur.
  - If it is determined these changes can occur, then through established curricular processes determine current baselines and appropriate goals for increasing integration in AY 26/27 and begin implementation toward these goals beginning in AY 26/27.

# CT State Community College Resolution of No Confidence in Chancellor Cheng of the Connecticut State Colleges and Universities System

## Resolution of No Confidence in Chancellor Cheng of the Connecticut State Colleges and Universities System

**WHEREAS**, the faculty and staff of the Connecticut State Colleges and Universities (CSCU) System have a responsibility to hold our leadership accountable for their actions and behaviors; we believe the management of public funds must be transparent, moral, and ethical, as well as in the best interests of students and the six institutions of CSCU; and

**WHEREAS**, the December 2024 Special Examination Report by the Office of the State Comptroller (OSC) was the result of a request from Governor Ned Lamont, and identified significant financial mismanagement, including improper and undocumented use of Procurement Cards (P-Cards), excessive and unjustifiable spending by leadership, violations of financial policies and procedures; and failures to uphold the explicit and implicit expectations of contractual obligations; and

**WHEREAS**, Chancellor Terrence Cheng has engaged in repeated instances of questionable spending practices, including but not limited to:

- Meals exceeding policy limits, including purchases of alcohol, with inadequate documentation and missing guest records;
- Excessive tipping beyond state policy guidelines;
- Multiple instances of unauthorized and undocumented travel expenses;
- Use of a state vehicle with improper mileage logs and inconsistencies in reporting, followed by an unjustified vehicle allowance; and
- Charging personal and entertainment expenses to state funds in violation of ethical financial stewardship; and
- Employing a chauffeur despite use of a state vehicle; and

**WHEREAS**, the OSC Report found the Chancellor's spending *technically complied* with CSCU policy, but only because he had the *discretion to override policies governing financial controls*, a loophole that highlights the need for greater oversight and accountability; and,

**WHEREAS**, the Chancellor's handling of financial records and Freedom of Information Act (FOIA) requests demonstrates a lack of transparency and accountability, as he failed to proactively address these concerns until public scrutiny escalated; and,

**WHEREAS**, the findings of the audit demonstrate a failure of leadership and abdication of their responsibilities, Chancellor Cheng has undermined the trust of students, staff, and faculty in the CSCU, as well as the public trust; damaged the financial sustainability of the CSCU system; and, their continued service threatens the funding of critical resources for our students, staff, and faculty, and the institution itself, during our biennial funding of the legislature; and

**WHEREAS**, faculty and staff have a duty to uphold the principles of ethical governance and financial stewardship, and the continued leadership of the current Chancellor is incompatible with these principles;

**THEREFORE, BE IT RESOLVED**, that the faculty and staff at CT State Community College, by this resolution, **formally express a Vote of No Confidence in Chancellor Cheng of the Connecticut State Colleges and Universities System**; and

**BE IT FURTHER RESOLVED**, the Board of Regents is called upon to immediately initiate a leadership transition and **prioritize ethical leadership** in appointing new executives who demonstrate a commitment to **transparency, accountability, and sound financial stewardship** in alignment with CSCU's mission.

Adopted this 6 day of February, 2025, by the Faculty and Staff of the Connecticut State Colleges and Universities System at CT State Community College.

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# **Palestine Solidarity** and Movements for Gender, Racial, and Intersectional Justice

Wednesday,  
**mar 5**  
**2025**  
5:30-7pm

## **An Online Forum** **speakers:**

**Laila Farah** (DePaul University)

**Ahlam Muhtaseb** (Cal State, San Bernardino)

**Isis Nusair** (Denison University)

**Penny Rosenwasser** (City College of San Francisco)



Register Here:

Zoom Link



(203)392-6872

wgs@southernct.edu

# Mal À l'aise UNCOMFORTABLE

French Film Series

Opening Soirée : Belle de Jour

March 13

Doors open at 5:30 p.m.

Adanti Student Center Theater



For more information, please write  
to [FRENCH@SouthernCT.edu](mailto:FRENCH@SouthernCT.edu) or  
scan the QR code

**March 27**

La Bête

**April 3**

Le Règne  
Animal

**April 10**

Disco Boy

**April 17**

Les cinq  
diabes

**April 26**

Linda veut  
du poulet



This film series is supported by Albertine Cinémathèque, a program of FACE Foundation and Villa Albertine, with support from the CNC / Centre National du Cinéma, and SACEM / Fonds Culturel Franco-Américain. Additional support provided by the Department of World Languages & Literatures and the Department of Communication, Media & Screen Studies

