



## FACULTY SENATE

### APPROVED MINUTES OF MARCH 12, 2025

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

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

#### Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL
Lisa	Haylon	Accounting	2025	✖	3/12
Valerie	Andrushko	Anthropology	2026		10/12
Jeff	Slomba	Art & Design	2027		12/12
		Athletics	2026		
Nicholas	Edgington	Biology	2026		11/12
Kate	Toskin	Business Information Systems	2025		12/12
Jeff	Webb	Chemistry & Biochemistry	2026		11/12
Shawneen	Buckley	Communication Disorders	2027		12/12
Melanie	Savelli	Communication, Media & Screen Studies	2025		8/12
Shafaeat	Hossain	Computer Science	2025		11/12
Matthew	Ouimet	Counseling	2027	✖	8/12
Laurie	Bonjo	Counseling & School Psychology	2026		10/12
Beena	Achhpal	Curriculum & Learning	2027		12/12
Maria	Diamantis	Curriculum & Learning	2027		12/12
Jennifer	Cooper Boemmels	Earth Science	2025		12/12
Younjun	Kim	Economics	2027		12/12
Peter	Madonia	Educational Leadership & Policy Studies	2026		7/12
Paul	Petrie	English	2026		11/12
Mike	Shea	English	2027		10/12
Eric	West	Environment, Geography, & Marine Sciences	2025		11/12
Sandip	Dutta	Finance & Real Estate	2025	✖	8/12
Amanda	Strong	Healthcare Systems & Innovation	2025		11/12
Matthew	Rothbard	Health & Movement Sciences	2025		9/10
Daniel	Swartz	Health & Movement Sciences	2025		11/12
Thomas	Radice	History	2026		5/5
Troy	Rondinone	History	2026	✖	3/5
Yan	Liu	Information & Library Sciences	2027		12/12
Cindy	Simoneau	Journalism	2027		11/12
Elizabeth	Wilkinson	Library Services	2026		12/12

Amy	Jansen	Library Services	2025		11/12
Alison	Wall	Management & International Business	2025		12/12
Melvin	Prince	Marketing	2026	✖	4/12
Sebastian	Perumbilly	Marriage & Family Therapy	2025		11/12
Ray	Mugno	Mathematics	2025		11/12
Owen	Biesel	Mathematics	2025	✖	11/12
Jonathan	Irving	Music	2026		8/12
Deborah	Morrill	School of Nursing	2026		12/12
Elizabeth	Hurlbert	School of Nursing	2027		11/12
Virginia	Metaxas	Part-Time Faculty (HIS)	2026		10/12
Garbielle	Ferrell	Part-Time Faculty (JRN)	2025		11/12
Shenira	Billups	Part-Time Faculty (PSY)	2027		1/1
Mike	Sanger	Part-Time Faculty (WGS)	2027		1/1
Heidi	Lockwood	Philosophy	2026		5/5
Evan	Finch	Physics	2027		12/12
Jonathan	Wharton	Political Science	2025		3/3
Katherine	Marsland	Psychology	2025	✖	5/11
Patricia	Kahlbaugh	Psychology	2027		5/5
John	Nwangwu	Public Health	2027		12/12
Deron	Gabel	Recreation, Tourism, & Sport Management	2026		11/12
Isabel	Logan	Social Work	2026		11/12
Stephen Monroe	Tomczak	Social Work	2025		12/12
Gregory	Adams	Sociology	2026		11/12
Joan	Weir	Special Education	2027		10/12
Douglas	Macur	Theatre	2027		10/12
Tricia	Lin	Women's & Gender Studies	2025		11/12
Luke	Eilderts	World Languages & Literatures	2026		10/12
Natalie	Starling	SCSU Faculty Senate President	2025		11/12
Dwayne	Smith	Interim SCSU President			11/12
Barbara	Cook	Chair, Graduate Council			12/12
Meghan	Barboza	Chair, Undergraduate Curriculum Form			11/12
Riyanna	Singleton	SGA		✖	0/5

#### GUESTS

David Pettigrew  
Dyan Robinson  
Jules  
Julia Irwin  
Marilu Rochefort  
Steven Hoffler  
Trevor 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.

<b>Faculty Senate Representation</b>	<b>Faculty Senate Representative(s)</b>
Ad Hoc Committee on AI Use for Faculty	Amy Jansen Elizabeth Hurlbert
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

March 12, 2025

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

I. Announcements

- A. N. Starling asked for a moment of silence in honor of NaZiyah Walton, a first-year psychology major from Farmington, who passed away on February 11, 2025.
- B. N. Starling asked for a moment of silence in honor of Josh Capello, a senior history major from Trumbull, who passed away on February 27, 2025.
- C. N. Starling shared thanked M. Diamantis for stepping into the role of chairperson at the previous meeting.
- D. N. Starling welcomed two new senators representing part-time faculty to the meeting: Shenira Billups, adjunct professor of Psychology; and Mike Sanger, adjunct professor of Women's & Gender Studies.
- E. T. Lin shared on behalf of Africana Studies a program entitled "Who is Park City? A Celebration of Black Bridgeport." The event will take place March 13, 2025, from 5-8 p.m. in the Lyman Center for the Performing Arts. <https://calendar.southernct.edu/event/35428-who-is-park-city-a-celebration-of-black-bridgeport>.
- F. H. Lockwood shared that K. Feinberg, a student in the Honors College, is working on a project understanding perceptions towards generative AI. Information on how to participate are included below.
- G. 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>.

II. Minutes of the previous meeting held on February 26, 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.
- B. APC
  - i. M. Diamantis reported that a resolution concerning the graduate pass/fail policy will be discussed later in the meeting. She also provided an update on the campus bookstore, noting that while issues have been monitored, no changes will occur for Fall 2025. An RFP is being prepared, and once approved, a committee will search for a new contractor, with potential changes expected by Fall 2026. R. DeMezzo has been cooperative throughout the process.
  - ii. In response to a question from V. Andrushko about the undergraduate pass/fail policy, M. Diamantis indicated that the graduate and undergraduate policy revisions were separated, and the undergraduate policy has not yet been presented to the full senate.

V. Special Committees

- A. UCF: M. Barboza
  - i. Report received.
- B. Graduate Council: B. Cook.
  - i. Report received.



- ii. Senators are requested to review the graduate coordinator roles & responsibilities document. This document will soon come forward at Graduate Council for a vote, after which time, if approved, it will move to the Faculty Senate for consideration.

C. Elections Officers

- i. D. Swartz announced that UCF self-nomination forms for several open positions will be distributed later in the day. He also noted that all-university elections are expected to take place in mid-April.
- ii. L. Eilderts reminded Senators that email reminders would be distributed before April 1 alerting members if their seats are due for an election.

VI. Unfinished Business

A. Resolution for Information: Faculty Senate Statement on Service.

- i. Co-chairs of the PPC, M. Shea and S. M. Tomczak, reintroduced the longstanding resolution on faculty service, highlighting its intent to recognize and affirm the essential role of service in shared governance. The resolution addresses concerns about lack of recognition for service contributions and past challenges in committee participation. M. Shea emphasized that the current administration has been supportive, and that the resolution serves as a message to faculty to value and engage in service work. N. Starling clarified that the resolution is for information only—expressing the Senate's stance without contractual binding. S. M. Tomczak added context, noting that service is virtually equally weighted with creative activity in faculty evaluations per the contract and Senate documents. H. Lockwood expressed strong support and called attention to ongoing race- and gender-based inequities in service, including invisible labor often carried by faculty of color.
- ii. Hearing no further debate, the body moved to a vote.

1. Vote tally

- a. Yes ..... 40
- b. No ..... 2

i. The resolution for information **passed**.

B. Resolution regarding “W” course enrollment caps.

- i. N. Starling introduced a revised resolution on W course (writing-intensive) enrollment caps, noting its origins in a similar 2022 resolution developed under D. Weiss and President J. Bertolino, which was ultimately disapproved. The current version includes updated "whereas" clauses referencing course caps at other institutions (e.g., 12–18 students at Central) and the lingering educational impacts of the pandemic. The resolution now focuses solely on capping enrollment in W courses at 20 students, effective Fall 2025, and removes prior references to other course types (e.g., Inquiry, Critical Thinking, English 112). C. Simoneau and M. Diamantis voiced strong support, emphasizing the historical promise to return W course caps to 20 once budgets stabilized and commending D. Pettigrew’s ongoing advocacy.
- ii. Hearing no further debate, the body moved to a vote.

1. Vote tally

- a. Yes ..... 38
- b. No ..... 1

i. The resolution for information **passed**.

- iii. M. Diamantis requested that a collective “thank you” to administration be included in the minutes since support for the “W” course caps from administration has not always been supportive.
- iv. D. Pettigrew expressed his thanks to the Faculty Senate for continuing this dialogue and moving this resolution forward in support of our students. He also expressed his gratitude to the Faculty Academic Strategic Plan (FASP) Committee for their work on this issue over the years.

- C. N. Starling asked if there was any objection to taking up the department name change under new business. Hearing none, the body took up the new business.

VII. New Business

A. Department Name Change: Department of Communication Disorders to Department of Speech, Language, Hearing Sciences

- i. S. Buckley presented a proposal to change the department name from "Communication Disorders" to "Speech, Language, Hearing Sciences" (SLH), aligning with current national terminology and the values of their accrediting body. The change reflects a shift away from a deficit-based model toward a more inclusive view of communication differences. Several senators expressed strong support.
- ii. Hearing no further discussion, the body moved to a non-binding vote.
  1. Vote tally
    - a. Yes..... 41
    - b. No..... 2
  - i. The non-binding vote **passed**.

VIII. Unfinished business (cont'd)

A. Resolution regarding Revisions to the Pass/Fail Graduate Policy.

- i. M. Diamantis, representing the Academic Policy Committee (APC), reintroduced the revised graduate pass/fail resolution. She clarified that, as of September 2024, the committee decided to separate the undergraduate and graduate pass/fail policies due to differing complexities. Only the graduate policy is being considered at this time. M. Diamantis explained that the revised resolution had been circulated to departments for feedback, and changes were marked for clarity: red (deletions), green (additions), and yellow (new clarifications from departmental input). Key provisions in yellow included:
  1. Required graduate courses cannot be taken pass/fail.
  2. Undergraduate courses taken to strengthen academic backgrounds are excluded.
  3. No more than one elective course within a student's program may be taken pass/fail.
  4. There is no limit on pass/fail courses outside the student's program of study.
- ii. B. Cook expressed appreciation for the opportunity to contribute to the policy. P. Kahlbaugh sought clarification on the elective course limit, which M. Diamantis confirmed as allowing only one elective to be taken pass/fail.
- iii. With no further discussion, the body moved to a vote.
  1. Vote tally
    - a. Yes..... 37
    - b. No..... 3
  - i. The resolution **passed**.

B. Resolution for Information regarding Artificial Intelligence (AI).

- i. N. Starling introduced a resolution for information regarding artificial intelligence (AI), originally drafted before the Senate voted to form an ad hoc AI committee. The resolution urges that any system-wide AI policy respect shared governance and faculty input, particularly in relation to teaching, creative activity, and service. Several senators strongly supported passing the resolution, emphasizing the importance of publicly reinforcing faculty authority over curriculum and the need for a formal record.
- ii. A. Jansen **moved to amend the resolution** to include "library services" as a stakeholder in the resolution, citing their instructional and support roles related to AI.
  1. **The amendment was accepted without objection.**

- iii. In response to a question, N. Starling confirmed that while no formal AI policy has been published by the system office, faculty have recently been invited to provide feedback. The ad hoc committee will review that feedback and report to the Senate later in the semester.
- iv. With no further discussion, the body moved to a vote.
  - 1. Vote tally
    - a. Yes..... 37
    - b. No..... 3
  - i. The resolution **passed**.

C. Resolution regarding Revisions to the Sabbatical Leave Document.

- i. P. Petrie, on behalf of the Rules Committee, presented a set of proposed revisions to the sabbatical leave policy document, developed over two years in consultation with university sabbatical chairs, Human Resources, and academic deans. The primary goals were to clarify existing procedures, reduce confusion, and streamline the application process.
- ii. Key changes include:
  - 1. Clarifying eligibility procedures for sabbatical applicants.
  - 2. Allowing the application and signature pages to be submitted as separate documents to avoid technical issues with edits and signatures.
  - 3. Reducing the number of required signatures on the application form to just the applicant, while incorporating a short confirmation letter from the dean indicating that a planning meeting with the department chair took place.
  - 4. Clarifying that the dean's role is administrative—not evaluative—in sabbatical applications.
  - 5. Adding deans to the list of those notified of upcoming applications for planning purposes.
  - 6. Providing an “escape clause” process in cases of missed deadlines due to unforeseen circumstances (e.g., power outages).
  - 7. Standardizing the placement of the sabbatical follow-up report in the supporting documents section.
  - 8. Updating the application calendar to reflect process changes and eliminate previous ambiguities.
- iii. With no additional discussion, the body moved to a vote.
  - 1. Vote tally
    - a. Yes..... 41
    - b. No..... 1
  - i. The resolution **passed**.

D. Resolution regarding Procedures for Department Name and Status Changes

- i. N. Starling introduced a resolution, developed by the Executive Committee in collaboration with Interim Provost Irwin, to formally establish standardized procedures for department name and status changes. The resolution replaces a previously informal document and aims to align the process with shared governance principles and the Collective Bargaining Agreement (CBA).
- ii. Key features include:
  - 1. Clearly defined procedural steps, with responsibilities outlined for departments, deans, the Office of the Provost, and other stakeholders.
  - 2. A new deadline of February 1 for all name/status change requests to take effect the following academic year (beginning AY 2025–2026), allowing sufficient time for necessary updates across university systems.
  - 3. The department initiating the change will be responsible for informing students once the university-wide announcement has been made by the Office of the Provost.

- iii. After discussion, the body moved to a vote.
  - 1. Vote tally
    - a. Yes..... 40
    - b. No..... 1
  - i. The resolution **passed**.

E. Resolution regarding Elimination of the P&T guidebooks

- i. M. Shea introduced a resolution from the Personnel Policy Committee (PPC) proposing the elimination of promotion and tenure (P&T) guidebooks. M. Shea outlined two major concerns: (1) guidebooks often oversimplify or omit critical contractual and procedural details found in the official P&T document, and (2) they frequently become outdated due to ongoing changes in Senate-approved procedures, creating confusion for candidates.
- ii. S. M. Tomczak supported the resolution, noting that while he was initially in favor of guidebooks, the challenges of maintaining accuracy and alignment with Senate documents make them problematic.
- iii. P. Petrie spoke against the resolution, arguing that guidebooks offer necessary guidance with reference to the need for candidates to consider discipline-specific guidance along with practical examples that are not found in the formal P&T Procedures. He emphasized the importance of equitable access to clear expectations, particularly for untenured faculty, and warned that eliminating guidebooks without a robust alternative would negatively impact faculty in less supportive departmental cultures.
- iv. M. Diamantis expressed support for the resolution but acknowledged the need for improved guidance overall. She noted that the Academic Policy Committee is currently working on a resolution regarding allowance for departments to establish supplemental P&T guidelines.
- v. Discussion also addressed the history and responsibility for maintaining guidebooks. Originally developed by the P&T Committee in the 1990s, responsibility eventually shifted to the Faculty Senate in Spring 2022 (Resolution S-2022-20). Responsibility had been assigned to the PPC given its purview. Following the PPC's work, the senate approved updates to and the formal adoption of the guidebooks. The materials have since not been consistently maintained as prioritization has been given to ensuring the P & T Procedures documents undergo regular review and revision, often at least annually
- vi. The meeting concluded with consensus to revisit the resolution as **unfinished business** at the next Senate meeting. Senators were also encouraged to review a draft resolution on supplemental departmental P&T guidelines that relates to this ongoing discussion.

IX. Adjournment

- A. M. Diamantis **moved to adjourn. Seconded.**
- B. The meeting adjourned at 2:00 p.m.

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L. Eilderts  
Secretary

Resolution for Information: Faculty Senate Statement on Service

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, Shared governance is essential to excellence in institutions of higher education;

Whereas, Productive service to the department and university is a significant component of making shared governance meaningful and practical; and

Whereas, The Faculty Senate recognizes that openings for service roles have been difficult to fill in the past few academic years; now, therefore, be it

*Resolved*, That the Faculty Senate distribute the following statement to the Southern AAUP faculty and other interested parties:

**Faculty Senate Statement on the Value of Service at the University**

While each department determines and articulates its own expectations regarding service to the department and university, the Faculty Senate nevertheless stipulates that, in the spirit of fairness, departments should endeavor to distribute service responsibilities equitably among faculty, regardless of tenure status or rank. Unless conditions make it impossible, newly hired faculty, who may still be finding their bearings, should be eased into their service commitments during their first two years, and fully promoted faculty should continue to carry their fair share of service commitments throughout their careers.

Furthermore, the Faculty Senate contends that service is an essential component of every faculty member's career in a university and helps establish a community of scholars and teachers; faculty members engaged in their university community enhance their teaching and scholarship in many ways and contribute to our students' educational experience at the university. In the absence of faculty service, either an administration absorbs the service tasks, or those tasks remain undone. Moreover, without individual service from faculty members, shared governance cannot meaningfully exist at our university, and faculty lose the opportunity to engage with university administration for the benefit of all students, faculty, and staff.

Although the specific form and quantity of service necessarily varies from department to department, the Faculty Senate encourages all departments to clearly emphasize for their members the overall value of faculty service and its benefits to other facets of faculty work. Evaluative bodies and individuals involved in the renewal, promotion, tenure, and six-year professional assessment processes have a responsibility to be clear in their letters about the value of candidates' service.

SCSU places a uniquely high value on shared governance and the faculty service activities upon which productive shared governance depends. This valuation is reflected in the near-equal weighting of creative activity and service on the University Promotion and Tenure Committee's scoring rubric: while a teaching faculty candidate's average score for Creative Activity is multiplied by a factor of 5, for Department & University Service, it is a factor of 4. For library and counseling faculty, service is weighted at 4 and creative activity is weighted at 2. (All teaching, library, or

counseling faculty candidates' average scores for Primary Load-Credit Activity are multiplied by a factor of 10). Those numbers clearly embody the virtually equal importance of creative activity and service at SCSU.

Faculty may have opportunities for meaningful service at any stage of their career and should feel free to embrace those opportunities, regardless of rank or tenure status. Administrations sometimes discourage faculty members from doing service by claiming it interferes with time devoted to creative activity, but the Collective Bargaining Agreement (CBA) is clear in recognizing the importance of service. The CBA expects and rewards good service because it benefits the future of the university: given that a thoughtful consistency in practices and procedures is healthy for everyone, especially students, and given that the general institutional practice in higher education is that faculty remains during administration turnovers, faculty engagement in service keeps a deliberated consistency in place when administrators leave.

# SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

## Resolution for Information Regarding Artificial Intelligence Policy Development

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

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

Whereas, Artificial Intelligence (AI) impacts faculty activities, including but not restricted to, curriculum and classroom instruction;

Whereas, Addressing the impact of AI is evidenced in the Faculty Senate's activities beginning in Spring 2023, with Faculty Senate subsequently passing resolutions in AY 22-23 and AY 23-24 (see attached/below);

Whereas, The power to set policy for curriculum and classrooms is reserved for faculty and departments is outlined in the Collective Bargaining Agreement (CBA) as appears below

The Preamble specifies that

*“Collegiality in academic governance at each university in the Connecticut State University System can best be accomplished through Senates selected by representatives of the appropriate university constituencies in accordance with each institution’s constitution and tradition. Matters of concern to the Senate include: (a) curriculum policy and curricular structure, (b) requirements for degrees and granting of degrees, (c) policies for recruitment, admission and retention of students, (d) academic policies relating to students, and (e) other matters of campus community concern.”;*

And Section 5.17 specifies that

*“The department shall have responsibility for the content and development of courses, curriculum and programs of study within its discipline, research and service within its area, and for evaluation of the performance of all department members, subject to all other provisions of this Agreement.”;*

And Section 5.17.1 specifies that

*“For interdisciplinary programs, the members of the several departments involved, or those who regularly teach in the program, shall have responsibility for the content and development of the courses and curriculum of the program, unless specified otherwise in the establishment of the program. Curricular changes involving individual courses and departmental programs shall be initiated at the departmental level following procedures of review as established by the Senate and approved by the President; a similar process shall be followed for interdisciplinary courses and programs. Curricular changes involving core curricula shall be initiated in the appropriate university-wide curricular body and shall follow established procedures of that body. Program review recommended by a department, interdisciplinary program, University Curriculum Committee, Senate or any member of the University administration shall directly involve the affected department(s) or program(s) at the earliest practicable time.”;*

And Section 10.6.5 specifies the following definitions

***“Faculty Development*** – workshop, symposium, conference, acquiring new skills related to discipline or necessary for new technology, licensing, certification.

***Curriculum*** – academic program review, revision of majors, work on interdisciplinary programs, major revision of courses, creation of new courses, program academic development, transition of curriculum to new technologies, workshops on instructional matters (internal), program accreditation.

***Instructional Enhancement*** – theatre/show/radio station/planetarium/studio/weather center direction, team teaching coordination, publication editor, honors program direction, academic program/center/institute direction and coordination, grants coordination, field experience coordination, advisement center direction, Graduate Council, coordinating majors, adaptive technology supervision, coordination of student teaching supervision, academic grant development or administration.”

Whereas, A system-wide policy or similar regarding AI has not been communicated to the faculty to-date, and it would be inappropriate if such a policy were to be communicated without elected faculty members being significantly involved in formulating the policy;

Whereas, Because CSUs are public institutions, the faculty expect policies to honor transparency and fair opportunity for stakeholder input;

Whereas, Shared governance and faculty participation in the planning for future policy can be ensured only if communication occurs within the dates all faculty are under contract;

Whereas, The Faculty Senate supports the continuing work of developing formal policies and procedures for SCSU with the many other stakeholders involved, including (but not limited to) Library Services, Graduate Council, Undergraduate Curriculum Forum, the Writing Across the Curriculum Committee, the Office of Academic Affairs, the Office of Faculty Development, the Center of Excellence for Teaching and Learning, and the University Writing Center; and

Whereas, The SCSU Faculty Senate is making this request in the spirit of shared governance, in the form of this proactive attempt to work with administration, the System Office, and the BOR for the shared benefit of a positive outcome and for effective decision-making that includes stakeholder representation; now, therefore, be it

*Resolved*, That the faculty call upon the system not to set policy with regard to artificial intelligence without shared governance and robust faculty input; and

*Resolved*, That the faculty hereby affirm that policies regarding artificial intelligence are matters of curriculum and academic freedom, and therefore the faculty reserves to individual faculty and to academic departments the final authority over whether and how artificial intelligence may be legitimately employed in the classroom; and

*Resolved*, That the faculty encourage the administration to provide support and resources for university-wide discussions about the significant cons and pros of using artificial intelligence tools in different disciplines and in various learning environments.



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

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty;

Whereas, Academic honesty and integrity represent guiding tenets of SCSU;

Whereas, Academic misconduct is defined by the Board of Regents/CSCU Code of Conduct as:

*“Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating. Plagiarism is defined as the submission of work by a student for academic credit as one’s own work of authorship which contains work of another author without appropriate attribution. Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.” -BOR/CSCU Code of Conduct part D.1;*

Whereas, The recent rise of AI-powered tools represent a dramatic shift in the academic landscape;

Whereas, AI-powered tools are capable of convincingly simulating human responses; and

Whereas, The SCSU Faculty Senate supports the continuing work of developing formal policies and procedures for SCSU with the many other stakeholders involved including but not limited to Graduate Council, Undergraduate Curriculum Forum, the Office of Academic Affairs, the Office of Faculty Development, the Center of Excellence for Teaching and Learning, and the University Writing Center; now, therefore, be it

*Resolved*, That the SCSU Faculty Senate considers the unsanctioned use of AI-powered tools in the completion of student work, without the explicit written consent of the teaching faculty, a violation of the BOR/CSCU Student Code of Conduct part D.1, and therefore a form of academic misconduct; and be it further

*Resolved*, That specific procedures surrounding the acceptable use of AI-powered tools in the classroom or virtual learning environment and/or in the completion of research and/or course assignments fall within the purview of individual faculty members via their course syllabi; and be it further

*Resolved*, That the Instructor may impose appropriate academic sanctions per the guidelines outlined in the Faculty Senate document for addressing academic misconduct.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE  
*Resolution Regarding Syllabus Statement: Use of AI in courses (S-2024-10; Spring 2024)*

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

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty;

Whereas, The Faculty at SCSU have a deep commitment to the intellectual development and success of our students;

Whereas, SCSU is committed to fostering academic excellence, innovation, and the integration of emerging technologies in the educational process;

Whereas, Artificial Intelligence (AI) tools have the potential to enhance teaching methodologies, learning experiences, and research capabilities;

Whereas, The responsible and ethical use of AI tools aligns with SCSU's mission to prepare students for the challenges of the modern world; and

Whereas, SCSU Faculty address concerns related to academic integrity and plagiarism; now, therefore, be it

*Resolved*, That the SCSU Faculty Senate endorses the following statements for faculty's consideration in the incorporation of AI tools into their syllabi:

### **Students May NOT Use AI Tools**

In this course, students are not permitted to use AI tools to complete assignments, tests, or any form of coursework submission. This policy is in place to ensure that students engage directly with the material and develop their critical thinking, analytical, problem-solving, and writing skills without reliance on external AI assistance. Violations of this policy, including any form of plagiarism or presenting AI-generated content as one's own work, will be considered academic misconduct and dealt with according to the university's academic integrity guidelines.

### **Yes, Students May Use AI Tools**

In this course, students are permitted to use AI tools to assist with their coursework, including research, drafting, and problem-solving. However, it is crucial that students critically evaluate the information and outputs generated by AI tools, ensuring accuracy and relevance. All submissions must be accompanied by a statement detailing the extent of AI assistance received. Students are reminded to adhere to academic integrity policies when using these tools, ensuring that all work is properly cited, and that AI-generated content is not presented as their original work.

### **Students Are Fully Encouraged to Use AI Tools**

Students are encouraged to use AI tools to enhance their learning experience in this course. These tools can assist in brainstorming, researching, and exploring complex concepts. AI tools should be used as an opportunity to engage critically with technology, fostering a deeper understanding of the course material. All submissions must be accompanied by a statement detailing the extent to which AI tools were utilized in their assignments. Students are reminded to adhere to academic integrity policies when using these tools, including correctly

citing sources and ensuring that AI-generated content is not presented as their original work;  
and

*Resolved*, That the SCSU Faculty Senate encourages the administration to provide support and resources for faculty training and development in the use of AI tools, and to facilitate interdisciplinary collaboration in the exploration of innovative applications of AI in teaching and research.

## Resolution Regarding Revisions to the Pass/Fail graduate Policy

### Southern Connecticut State University Faculty Senate Resolution Regarding Revisions to the Pass/Fail Graduate Policy

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

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty;

Whereas, Revising the Graduate Pass-Fail policy will provide Graduate students with increased clarity; now therefore, be it

*Resolved*, That the existing Pass-Fail Policy for Graduate students be revised according to the changes indicated below in red font color and stricken-out, and furthermore, be it

*Resolved*, That effective date shall be the Fall semester of 2025:

#### **Pass-Fail Option – Graduate Policy:**

With required consultation of their graduate program advisor (if the advisor is the instructor for the course, consultation with the program coordinator, chairperson, or dean), matriculated graduate students ~~who have completed at least 9 credits of graduate work with a "B" (3.0) or higher average~~ are eligible to register for certain courses ~~on a~~ **to be graded as** Pass-Fail basis. The Pass-Fail option is blind in that the instructor is not aware of the student's use of the Pass-Fail option until after the grades are submitted.

~~Required courses may not be taken under the Pass-Fail option and no more than one elective course in any program may be taken under the Pass-Fail option. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass-Fail option. There is no limit on the number of courses, which are not a part of the program that may be taken under the Pass-Fail option.~~

Courses that are excluded from the Pass-Fail option are:

- ✓ the required courses in a graduate program; and
- ✓ undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds.

No more than one elective course in any program may be taken on Pass-Fail option.

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.

If the final grade ~~will be reported as "S" if the final grade~~ earned is "C" or higher, **it will be reported as 'S' on the transcript**. This grade has no effect on the **grade point average (GPA)** but does count as attempted credit. If the final grade earned is "C-" or below, the final grade will be reported as "F". This grade will impact the GPA and does count as attempted credit. Once a student selects the Pass-Fail option it will not be possible to revert to a graded option ~~following the add/drop period for the course~~.

Courses taken for pass-fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student's ability to meet certain GPA requirements needed for their program or graduation; and may not be satisfactory in meeting prerequisite requirements when applying to other graduate programs. ~~Consulting an advisor, as documented with the Pass-Fail Contract, serves as evidence that the student is aware of the potential impact of their decision.~~

The [Pass-Fail Contract](#) must be ~~endorsed~~ **signed** by their ~~student's~~ advisor ~~prior to the start of the 4th week of the fall or spring semester, or prior to the start of the 2nd week for courses in a shorter term.~~ prior to the end of the 12th week of classes (for shorter terms see the [pass-fail deadlines](#) on the academic calendar

## Resolution Regarding Sabbatical Leave Document Revisions

Faculty Senate Approved: April 24,

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

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas, Ambiguities in the wording of the Sabbatical Leave Procedures document, application form, and calendar have caused some confusion among sabbatical applicants and evaluators; now, therefore, be it

*Resolved*, That the revisions to the Sabbatical Leave Procedures document, application form, and calendar indicated in the attached copies of those documents become effective for academic year 2025-26.

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
FACULTY SENATE  
SABBATICAL LEAVE PROCEDURES FOR FACULTY<sup>1</sup>**

Sabbatical Leave encourages the professional growth of the faculty of Southern Connecticut State University by providing an opportunity for individual pursuit of a scholarly and creative experience. Sabbatical Leave is established in accordance with the Collective Bargaining Agreement.<sup>2</sup>

**I. Standards for Sabbatical Leave (from the CSU-AAUP CBA section 13.7)**

The CSU-AAUP Collective Bargaining Agreement, section 13.7, states that “Sabbatic leave is educational leave. Sabbatic leaves are granted for the benefit of Connecticut State University. Sabbatic leave is granted for purposes of scholarly and creative endeavors that strengthen the professional competence or enrich the teaching [or equivalent professional responsibilities] of members. All proposals for such leave must merit approval on the basis of these standards.”

**II. Eligibility**

Upon completion of six years of full-time service<sup>3</sup>, a tenured faculty member is eligible to take Sabbatical Leave. Untenured members may apply for Sabbatical Leave in their sixth year of full-time service. If the leave is granted and the Candidate is not awarded tenure, the leave cannot be accepted. After a Sabbatical Leave, a person cannot take another Sabbatical Leave until the completion of an additional six academic years of full-time service. (If an applicant for Sabbatical Leave is ineligible on grounds of insufficient full-time service, Human Resources shall notify both the applicant and the University Sabbatical Leave Committee chair at the time of the applicant’s notification of intent to apply. See article IV.B.1.a). All proposals that meet the standards specified in I. Standards for Sabbatical Leave shall be judged on the basis of their competitive merit. Among those proposals deemed equal in merit by the Sabbatical Leave committee, preference shall be given to members with the longest service since their last Sabbatical Leave.

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<sup>1</sup> The Faculty Senate in agreement with the President of the University establishes these procedures, which are intended to be consistent with the Collective Bargaining Agreement, to govern the Sabbatical Leave process at Southern Connecticut State University.

<sup>2</sup> "Collective Bargaining Agreement" when used in this document, refers to the Collective Bargaining Agreement between the Connecticut State University American Association of University Professors and the Board of Regents for the Connecticut State Colleges & University System.

<sup>3</sup> Interpretation: (1) The six years of full-time service must be at SCSU or within the CSU system; (2) The six years of full-time service must be as a member of the instructional faculty, as a counselor, as a member of the library faculty, or as any combination of the three.

A. Length of Sabbaticals

Sabbatical Leave may be taken for one or two semesters, beginning in the Fall or Spring semesters. Sabbatical Leave outside the normal academic semester shall also be permissible. Library faculty may begin their Sabbatical Leave in the Fall, Spring, or Summer.

B. Rotation of Sabbaticals

Departments of ten or fewer full-time members shall send no more than one member on sabbatical at one time. A Department with 11 – 20 full-time members shall send no more than two members on sabbatical at one time. A Department with 21 – 30 full-time members shall send no more than three members on sabbatical at one time.

C. Deferral of Sabbaticals

Once granted, Sabbatical Leave can only be deferred one time, under special circumstances, for not more than one year. A faculty member's request for deferral must be made in writing to the Chairperson of the Department Sabbatical Leave Committee (or equivalent; this Committee shall hereafter be referred to as the Department Sabbatical Leave Committee in this document). It must specify the circumstances that gave rise to the request as well as propose a new time frame for the Sabbatical Leave. Prior to approving the deferral, the Chairperson of the Department Sabbatical Leave Committee and the Department Chairperson shall consult with the Dean of the faculty member's college/school (or equivalent) and the President of the University. Once a deferral is approved, the University Sabbatical Leave Committee must be notified in writing by the faculty member.

**IV. Applying for Sabbatical Leave**

D. Application Format

To be considered, a Candidate's Sabbatical Leave digital file must include the following materials, ~~to be submitted as a single PDF document:~~ . All materials must be combined into a single PDF document, except for the application form, which may be submitted separately.

1. The completed application form, which must be digitally signed by the Candidate, ~~the Department Sabbatical Leave Committee Chairperson, the Department Chairperson, and the Dean of the Candidate's college/school or equivalent.~~
2. Evaluative statements concerning the Candidate's plan from the Department Sabbatical Leave Committee and from the Department Chairperson.
3. A description of the sabbatical plan (including specific outcomes) that indicates the expected contribution to the Candidate's professional growth as specified in I. Standards for Sabbatical Leave.



Faculty Senate Approved: April 24,

4. A two-page curriculum vitae outlining the following Candidate information:
  - a) scholarly competence and recognition, (2) teaching competence, and (3) participation in academic and professional activities of the university and community, highlighting those accomplishments directly related to the sabbatical plan.

5. A copy of the Sabbatical Leave Follow-up Report(s) for any previous award(s) of Sabbatical Leave.

E. Application Procedures:

1. Candidate Role in the Sabbatical Leave Process

- a) The Candidate is responsible for notifying, in writing, the Department Chairperson, Department Sabbatical Leave Committee Chairperson, **the Dean of the Candidate's college/school (or equivalent)**, and the Office of Human Resources (email [sabbaticalhr@southernct.edu](mailto:sabbaticalhr@southernct.edu)) of the intent to apply for Sabbatical Leave.
- b) The Candidate is responsible for initiating the Sabbatical Leave application process. The Candidate shall make the Sabbatical Leave digital file ~~(as a single PDF document)~~ available to the Department Sabbatical Leave Committee, the Department Chairperson, **the Dean of the Candidate's college/school (or equivalent)**, the University Sabbatical Leave Committee ([sabbaticalcomm@southernct.edu](mailto:sabbaticalcomm@southernct.edu)), and the Office of Human Resources (email [sabbaticalhr@southernct.edu](mailto:sabbaticalhr@southernct.edu)) as specified in the calendar (Appendix A). **All materials must be combined into a single PDF document, except for the application form, which may be submitted separately.**
- c) The Candidate is responsible for scheduling an interview with the University Sabbatical Leave Committee through the Office of Human Resources. This interview is optional, but highly recommended.

2. Department Role in the Sabbatical Leave Process

- a) The evaluation of the Department Sabbatical Leave Committee shall be independent of any other evaluation (e.g., independent of the Department Chairperson's evaluation).
- b) Each Department shall establish either an elected committee or a committee of the whole to evaluate a Candidate's sabbatical plan for Sabbatical Leave. This committee shall have a minimum of three members. The Department may choose to have another Department committee, such as the Department Evaluation Committee (DEC), act as the Department Sabbatical Leave Committee.
- c) No person shall serve as a member of a Department Sabbatical Leave Committee during an academic year in which that person is applying for Sabbatical Leave. The Department Chairperson shall not serve as a member of a Department Sabbatical Leave Committee.
- d) Each Department shall develop its own procedures regarding additional conditions of eligibility, election, and recall of Department Sabbatical Leave Committee members, as well as conduct of its business. These procedures shall be recorded and be readily available to the faculty, and a copy shall be

Faculty Senate Approved: April 24,  
placed on file with the Faculty Senate.

- e) The evaluation of the Department Sabbatical Leave Committee shall be based on the merits of the Candidate's sabbatical plan. Prior to completing the evaluation, the Department Chairperson shall ~~conduct negotiations~~ initiate a discussion with the Dean of the Candidate's college/school (or equivalent) to ensure that no Sabbatical Leave will have a detrimental impact on the Department.<sup>1</sup>
- f) In accordance with the procedure and calendar (Appendix A), the Department Sabbatical Leave Committee is responsible for providing the Candidate with an evaluation of the Candidate's sabbatical plan for the Candidate to include in the Sabbatical Leave digital file ~~and for signing the Candidate's Sabbatical Leave application form (Appendix B).~~

3. Department Chairperson Role in the Sabbatical Leave Process<sup>2</sup>

- a) The Chairperson shall present information in the evaluation which takes into consideration the eligibility requirements established by this document for Sabbatical Leave. The nature of this information should reflect the Chairperson's professional judgments and opinions as well as factual information. The Chairperson's evaluation shall be based on the merits of the Candidate's sabbatical plan and independent of any other evaluation (e.g., independent of the Department Sabbatical Leave Committee's evaluation).
- b) The Chairperson shall include in the evaluation a detailed statement that indicates the extent to which the Candidate's sabbatical will affect the operation of the Department. Prior to completing the evaluation, the Chairperson shall ~~conduct negotiations~~ initiate a discussion with the Dean of the Candidate's college/school (or equivalent) to ensure that no Sabbatical Leave will have a detrimental impact on the Department.<sup>4</sup> Upon obtaining a ~~statement~~ agreement from the Dean of the Candidate's college/school (or equivalent), this information shall be included in the Chairperson's evaluation, ~~and the dean shall sign the application form.~~
- c) In accordance with the procedure and calendar (Appendix A), the Department Chairperson is responsible for providing the Candidate with an evaluation of the Candidate's sabbatical plan for the Candidate to include in the Sabbatical Leave digital file ~~and for signing the Candidate's sabbatical application form (Appendix B).~~

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<sup>1</sup> In the event that the Department Chairperson is applying for Sabbatical Leave, the Department Sabbatical Leave Committee shall conduct these negotiations with the Dean of the appropriate college/school (or equivalent).

<sup>2</sup> In the case of the Library, the spokesperson shall fulfill the role of the Department Chairperson.

- d) In no case shall a Department Chairperson applying for Sabbatical Leave participate in the sabbatical evaluation process.

**4. Dean's Role in the Sabbatical Leave Process**

The Dean of the Candidate's college/school (or equivalent) shall provide a letter indicating that the Dean has discussed the leave with the applicant's Chairperson to ensure that no Sabbatical Leave will have a detrimental impact on the Department, per sections IV.B.2.e. and IV.B.3.b., above.

**5. Missed Deadlines.**

If a deadline is missed by any participant at any stage of the evaluation in a way that adversely impacts the process, immediately email the Faculty Senate President, Human Resources ([sabbaticalhr@southernct.edu](mailto:sabbaticalhr@southernct.edu)), and the SCSU-AAUP chapter office, who will review the extenuating circumstances and make a decision about the feasibility of potential remedies.

**V. Transmission to the University President**

After the University Sabbatical Leave Committee has completed its review, the digital files will be made available to the President of the University by the Chairperson of the University Sabbatical Leave Committee.

**VI. Benefits and Responsibilities**

**F. Remuneration**

Remuneration shall consist of full pay for one semester or half-pay for one year based upon preference of the faculty member with the approval of the President of the University.

**G. Activity Engaged in While on Sabbatical**

1. A grant may be accepted during the period of the sabbatical.
2. An individual may render a service, such as a limited number of lectures or involvement in seminars at another institution, as a part of a grant.
3. An individual may not accept a teaching position or any other remunerative position that would detract from the sabbatical plan during the Sabbatical Leave.

**H. Protection of Faculty Member's Job and Benefits**

All rights, benefits and positions guaranteed by the Collective Bargaining Agreement and University Bylaws shall be maintained by the faculty member during the Sabbatical Leave. A faculty member on Sabbatical Leave shall continue to accrue sick leave, longevity credit, and retirement credit at the full-time rate. To be eligible for longevity payments during the sabbatical year, a faculty member must be on the payroll on either April 1<sup>st</sup> or October 1<sup>st</sup> of the year in question.

I. Return

1. It is expected that recipients of Sabbatical Leave will return to work at Southern Connecticut State University for at least one year after the Sabbatical Leave is completed. The President of the University may release a person from this agreement for appropriate reasons.
2. Within one semester of returning from a Sabbatical Leave, a faculty member shall submit a written statement setting forth the experiences and accomplishments attained in pursuit of the objectives set forth in the proposal to the President of the University, University Sabbatical Leave Committee, Department Sabbatical Leave Committee, and Director of Library Services. Such statements shall be retained by the University Sabbatical Leave Committee, and a copy shall be placed in the University documents file in the Buley Library, attached to the copy of the application, where it shall be available to the University community.

**VII. University Sabbatical Leave Committee**

J. Purpose of the Committee

The purpose of the University Sabbatical Leave Committee is to evaluate Candidates for sabbaticals, and to make recommendations to the President of the University regarding the granting of sabbaticals in accordance with this document.

K. Structure of the Committee

1. There shall be a single University Sabbatical Leave Committee for teaching faculty (including supervisors of student teaching), library faculty, and counselors, hereafter collectively referred to as "faculty." Administrators are not eligible.
2. The Committee shall consist of seven members (one member from each college/school and three at-large members) elected by the faculty.
3. The Committee shall consist of two alternate members elected by the faculty.
  - a) Alternates shall take the place of voting members:
    - i. when a voting member is applying for Sabbatical Leave that year;
    - ii. when a voting member resigns; or
    - iii. under other circumstances (e.g., prolonged illness) as evaluated by the Committee.

L. Eligibility for Membership on the Committee

1. Faculty members who are tenured, have achieved the rank of Assistant Professor or above (or the equivalent for library faculty and counselors), and have completed a minimum of six years of full-time service on the faculty or professional staff of a college or university, at least three of which must be at Southern Connecticut State University, are eligible to serve on this Committee.

2. At no time shall two members from any one Department be elected as regular or alternate members of the Committee.
3. No person who provides evaluative materials at any level of the sabbatical process may serve as a member or alternate on the Committee (e.g., Department Chairpersons and Department Sabbatical Leave Committee members).
4. Faculty members may not serve as members of the Committee during an academic year in which they apply for Sabbatical Leave.
5. Faculty members that serve on a Department Evaluation Committee (DEC) whose duties include evaluation of sabbatical proposals may serve on both the DEC and the University Sabbatical Leave Committee provided they recuse themselves from all Sabbatical Leave-related deliberations of the DEC.
6. Committee members who anticipate they will have to be absent from the Committee deliberations shall step down for the entire process. Committee members repeatedly absent or neglecting their duties without an excuse deemed adequate by the Committee shall step down. If the Committee member chooses not to step down, the Committee shall call for a vote by secret ballot for the Committee member's removal for the remainder of the Committee member's term. A vote of two-thirds of the Committee shall result in the expulsion of the Committee member from the Committee. A record of the vote shall be maintained. If the expulsion occurs in the same semester as the deliberations and at least 3 weeks before the deliberations are to occur, then an Alternate shall replace the expelled Committee member for that semester.

M. Election of Members of the Committee

1. The Elections Committee of the Faculty Senate has the responsibility for conducting the elections for the Committee.
2. Each spring, elections shall be held for the members whose terms have expired and to fill any existing vacancies in unexpired terms.
3. All terms shall begin September 1<sup>st</sup> and expire August 31<sup>st</sup>.

N. Recall of Committee Members and Alternates

1. Any member or alternate of the Committee may be recalled by a majority vote of the faculty on a referendum.
2. Such a referendum shall be conducted by the Elections Committee of the Faculty Senate upon receipt of a petition to the effect bearing the signatures of at least 10% of the faculty.

O. Procedures of the Committee

1. A Candidate may submit any new supporting documentation to the Committee

2. A Candidate shall be given the opportunity to appear before the Committee prior to making its decision.
3. The Committee shall hold its first meeting of the academic year in September to outline the dates and procedures for the upcoming year, to determine the eligibility, and availability of its members, and to elect a Chairperson from its members. The Faculty Senate President shall announce and convene this meeting. The Elections Officer shall be present to conduct this election, which shall be determined by a majority vote. Nominations and self-nominations shall be solicited by the Elections Officer prior to and at the first meeting. A quorum shall be required for the Committee Chairperson election to be valid. If a quorum is not present at the first meeting, a second meeting shall be scheduled within two weeks. In the absence of the Elections Officer, the Senate President shall solicit the nominations and self-nominations and conduct the election as outlined above.
4. The Committee shall examine and discuss each Candidate's sabbatical file. It may decide to solicit additional written information from any source. Candidates will automatically receive a copy of the additional material. Any such material introduced at this time must be countersigned by the Candidate, and the Candidate must have the opportunity of adding a written rebuttal. The Committee shall not accept written information other than that in the file or submitted pursuant to VII.F.1, VII.F.2, or that which the Committee solicits as described above.
5. A Sabbatical Leave may be granted for either a full-year at half pay or a half-year at full pay without prejudice.
6. In evaluating Sabbatical Leave applications, the Committee as a whole will discuss the evaluation criteria. Committee members will use their own professional judgments and opinions in voting to recommend or not to recommend each application.
7. After all information has been received, along with full discussion and deliberation, each Committee member shall cast a ballot. A secret ballot shall be used for any major decision.
8. Each Committee member shall be afforded a reasonable opportunity (as determined by the Committee) to cast a ballot.
9. At any stage in the evaluation process, the Committee may reconsider and/or revote on an individual Candidate.
10. The final listing of Candidates recommended shall be presented by the Committee Chairperson to the Office of Human Resources in priority order as determined by the Committee in the form of a letter to be signed by all Committee members. The Office of Human Resources shall forward the Committee's recommendations to the President of the University. A copy of the Committee's recommendation shall be sent to the Candidate at the time of issuance.



11. Committee members, when not meeting as a Committee, shall treat as confidential the information in any Candidate's file, as well as the Committee's deliberations and votes. Such confidentiality does not apply to any disclosures concerning grievance procedures.
12. The Committee may establish and follow any additional procedures it deems reasonable, provided such procedures do not contravene procedures specified in this Document or contravene the spirit of this Document. A written record of all procedures shall be sent annually during the Spring semester of the academic year to the Faculty Senate and the President of the University.

#### **VIII. Grievance Procedure**

Any faculty member who feels that the Sabbatical Leave procedures have in any way been violated with respect to this document may initiate grievance procedures as specified in the Collective Bargaining Agreement.

#### **IX. Amendment Procedure**

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

#### **X. Interpretation, Implementation, and Review**

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

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

Appendix A. Calendar

**The most up-to-date calendar for Sabbatical Leave is located on the Faculty Senate's website under "Grants, Sabbatical, and Faculty Resources."**

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

**RESET FORM**

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
APPLICATION FOR SABBATICAL LEAVE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Rank: \_\_\_\_\_ Date Tenure Granted: \_\_\_\_\_

Department: \_\_\_\_\_

Dates of leave requested: From \_\_\_\_\_ To \_\_\_\_\_

Number of years of full-time service since last Sabbatical Leave or number of years of full-time service as a faculty member at SCSU, whichever is less: \_\_\_\_\_

Date of previous sabbatical(s), if applicable: \_\_\_\_\_

Please attach the Sabbatical Leave Follow-Up Report(s).

**TITLE OF PROPOSAL:** \_\_\_\_\_

**ABSTRACT** (100 words or less) of proposal:

\_\_\_\_\_  
**Signature of Department Sabbatical Committee Chairperson** \_\_\_\_\_ **Date**  
~~(Indicates that DSC has completed its evaluation of the candidate's application.)~~

\_\_\_\_\_  
**Signature of Department Chairperson** \_\_\_\_\_ **Date**  
~~(Indicates that chair has completed evaluation of the candidate's application.)~~

\_\_\_\_\_  
**Signature of Dean** \_\_\_\_\_ **Date**  
~~(Indicates that dean and department chairperson have ensured that sabbatical leave will have no detrimental impact on the department.)~~

\_\_\_\_\_  
**Signature of Applicant** \_\_\_\_\_ **Date**  
(Indicates that all required elements of the application have been included in the submitted document.)

## Appendix C. Application for Sabbatical Leave Checklist

The proposal shall be organized as follows:

### I. Application form

### II. Description of Project (limited to 3000 words, not including bibliography)

- A. Title of Proposal
- B. Conception and Definition of Project
- C. Plan of Work in Detail: Include timeline, budget, travel arrangements, research arrangements, etc.
- D. Bibliography

### III. Curriculum Vitae (limited to two pages)

Include information regarding: (1) scholarly competence and recognition, (2) teaching competence, and (3) participation in academic and professional activities of the university and community, highlighting those accomplishments directly related to the sabbatical plan.

- IV. Supporting documents (e.g., letter of invitation) and/or other relevant material directly related to the sabbatical plan, **including Sabbatical Leave Follow-up Reports from past sabbaticals (if applicable).**

#### Appendix D. Format for Sabbatical Leave Follow-Up Report

Within one semester of returning from the Sabbatical Leave, recipients shall submit copies of the report to the President of the University, the University Sabbatical Leave Committee ([sabbaticalcomm@southernct.edu](mailto:sabbaticalcomm@southernct.edu)), the appropriate Department, the Dean of the Candidate's college/school (or equivalent), and the Director of Library Services.

The objective(s) of the sabbatical proposal should be stated briefly. The experiences and accomplishments of the Sabbatical Leave, particularly as they relate to the objective(s), should be detailed.

If, for any reason, the objective(s) of the plan changed, the course and result(s) of such change should be indicated.

**Southern Connecticut State University**

**Calendar for Sabbatical Leave 2024-2025**

Aug. 30	Candidates begin to assemble file. Forms and guidelines available at faculty Senate Website: <a href="https://inside.southernct.edu/faculty-senate">https://inside.southernct.edu/faculty-senate</a>
Sept. 16	Candidates notify the following <del>three</del> four offices of their intention to apply for sabbatical leave: 1. Appropriate Chairperson, 2. Department Sabbatical Committee or equivalent, 3. <b>Dean of the candidates college/school (or equivalent)</b> , 4. Office of Human Resources (email both <a href="mailto:carsond1@southernct.edu">carsond1@southernct.edu</a> and <a href="mailto:sabbaticalhr@southernct.edu">sabbaticalhr@southernct.edu</a> ).
Sept. 23	Candidates forward their sabbatical leave file as one PDF document to the Department Sabbatical Committee (or equivalent) and the Department Chairperson.
Sept. 24- Oct. 30	<b>Department Chairperson confers with the Dean of the Candidate's college/school to ensure that no Sabbatical Leave will have a detrimental impact on the Department. Dean writes letter for inclusion in candidate's application file indicating that this meeting has taken place, and Chair includes this information in written recommendation letter.</b>
Oct. 31	The Department Chairperson and Sabbatical Committee transmit their written recommendation to the office of Human Resources (email both <a href="mailto:carsond1@southernct.edu">carsond1@southernct.edu</a> and <a href="mailto:sabbaticalhr@southernct.edu">sabbaticalhr@southernct.edu</a> ) and to the candidate via email.
Nov. 1- Nov. 4	Candidates have 4 days to add the Department Chairperson's and Department Sabbatical leave recommendations and any written response and/or additional supporting materials to their sabbatical leave file as one PDF document.
Nov. 8	Candidates forward their sabbatical leave file as one PDF document, <b>including signed application form</b> , to the University Sabbatical Leave Committee <a href="mailto:sabbaticalcomm@southernct.edu">sabbaticalcomm@southernct.edu</a> , <b>to the Dean of the candidate's school/college</b> , and to the Office of Human Resources (email both <a href="mailto:carsond1@southernct.edu">carsond1@southernct.edu</a> and <a href="mailto:sabbaticalhr@southernct.edu">sabbaticalhr@southernct.edu</a> ).
Dec. 5	The University Sabbatical Committee completes its deliberations and transmits its recommendations to the President of the University.
Dec. 6	The University Sabbatical Committee forwards the PDF Sabbatical files to the President of the University.
Dec. 20	The President notifies the candidates whether or not sabbatical leaves have been granted.
Feb. 6	The President notifies the Board of Regents of the action that has been taken concerning sabbaticals. Sabbatical leave files are archived by Human Resources.
<b>NOTE:</b>	<b>Per section IV.B.4. of the Sabbatical Leave Procedures document, if a deadline is missed by any participant at any stage of the evaluation in a way that adversely impacts the process, immediately email the Faculty Senate President, Human Resources (<a href="mailto:sabbaticalhr@southernct.edu">sabbaticalhr@southernct.edu</a>), and the SCSU-AAUP chapter office, who will review the extenuating circumstances and make a decision about the feasibility of potential remedies.</b>

## Resolution Regarding “W” Course Caps

### SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

#### **Resolution Regarding Course Enrollment Caps in Writing Intensive (“W”) Courses**

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

Whereas, Senate Resolution F-09-01 was approved by the University President on November 24, 2009, recognizing that the Liberal Education Program (LEP) required “smaller classes,” and agreeing to “provide the necessary resources” for the implementation of the program;

Whereas, LEP Tier I enrollment caps for “Inquiry” and “Critical Thinking” courses, which were expected to address “written communication,” were originally capped at 20 students;

Whereas, Writing Intensive (“W”) courses were capped at 20 students;

Whereas, These classes typically involve the close reading and interpretation of selected passages, dialogical interactions, and extensive discussions of the revisions of written assignments as part of their pedagogical design;

Whereas, The abovementioned enrollment caps, resulting from our processes of shared governance, were established to support and enhance the academic engagement and achievement of our students;

Whereas, The Council of Academic Chairs, and the Office of the Provost and Vice President of Academic Affairs agreed, in March 2011, to a temporary increase in enrollment caps for “Inquiry,” “Critical Thinking,” and “W” courses from 20 to 23;<sup>1</sup>

Whereas, In the Fall 2011 semester, the Faculty Senate passed a “Resolution on Adverse Educational Impacts of Increased Course Limits” (Resolution F-11-01/November 14, 2011), in response to the increase, in Fall 2011, of the enrollment caps from 20 to 23 in LEP Tier I “Inquiry” and “Critical Thinking” classes as well as in “W” classes;<sup>2</sup>

Whereas, In the Fall 2013 semester, the Faculty Senate approved an Undergraduate Curriculum Forum “Resolution on Class Caps” (F-13-03/November 20, 2013), a Resolution that suggested that the increases in enrollment caps may have “serious impact on effective instructional delivery and student success”;<sup>3</sup>

Whereas, Faculty Senate Resolution S-16-13 sought to restore course enrollments for “W”, “Inquiry” and “Critical Thinking” classes to 20;<sup>4</sup>

Whereas, The Undergraduate Curriculum Forum approved a motion September 28, 2017, to restore “W” classes to an enrollment cap of 20 by Fall Semester 2019;<sup>5</sup>

Whereas, Goal 7 of the SCSU Faculty Academic Strategic Plan Committee’s (FASP) “A Strategic Vision for Academic Excellence, 2018” sought to “Promote the academic achievement of our students by establishing appropriate class sizes of no more than 20 students per section for courses that



emphasize written communication, including “W” (Writing Intensive), as well as Tier I LEP courses, “Inquiry” and “Critical Thinking”;<sup>6</sup>

Whereas, Faculty Senate Resolution S-2022-13 sought to restore course enrollments for “W”, “Inquiry” and “Critical Thinking” classes to 20;<sup>7</sup>

Whereas, The enrollment of writing intensive classes at Eastern Connecticut State University are limited to 20 students;<sup>8</sup>

Whereas, The enrollment of writing intensive classes at Central Connecticut State University ranges from 12 to 18;

Whereas, In 2015, the College Conference on Communication and Composition (CCCC), the leading organization for postsecondary teaching of writing, resolved that “No more than 20 students should be permitted in any writing class,” and “Ideally, classes should be limited to 15”;<sup>9</sup>

Whereas, Our students were negatively impacted by the disruption of on-ground class attendance and increased anxiety caused by the Covid-19 pandemic both at the pre-college and higher education levels;

Whereas, Setting the enrollment caps of 20 in “W” courses, will enable our faculty to better support our students;

Whereas, The university no longer receives data on the writing ability of all entering students that would have previously been provided by the SAT;

Whereas, Numerous scholarly inquiries reiterate the realization that writing courses that emphasize revisions benefit from smaller enrollments that allow teachers to provide meaningful individual support to each of their students;<sup>10</sup> and

Whereas, As a social justice university, SCSU is cognizant of the potential of such personalized support for student writing for closing the achievement gap for students who have been socio-economically disadvantaged and its impact on enrollment, retention, persistence, and completion; now, therefore, be it

*Resolved*, That enrollment caps for “W” courses be set at 20, effective beginning Fall 2025; and be it further

*Resolved*, That beginning in Fall 2025 information be gathered-- with contributions from the Undergraduate Curriculum Forum (UCF), Academic Affairs, the Writing Center, the Director of Composition, the Faculty Academic Strategic Planning Committee (FASP), and faculty volunteers from “W” courses-- regarding teaching, learning, and undergraduate student achievement, as well as retention and graduation rates, such that the impact of the change in enrollment caps can be assessed.

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<sup>1</sup> Faculty Senate Resolution S-16-13, <http://www2.southernct.edu/faculty-staff/faculty-senate/F-17-06%20W%20Course%20Enrollment.pdf>

<sup>2</sup> Faculty Senate Resolution F-11-01, [http://s3.amazonaws.com/ares2.southernct.edu/old-wysiwyg/facultysenate/uploads/textWidget/wysiwyg/documents/F-11-01\\_Adverse\\_Educational\\_Impacts\\_of\\_Increased\\_Course\\_Enrollment\\_Limits.pdf](http://s3.amazonaws.com/ares2.southernct.edu/old-wysiwyg/facultysenate/uploads/textWidget/wysiwyg/documents/F-11-01_Adverse_Educational_Impacts_of_Increased_Course_Enrollment_Limits.pdf)

<sup>3</sup> Faculty Senate Resolution F-13-03, <http://www2.southernct.edu/faculty-staff/faculty-senate/F%2013%2003%20Resolution%20UCF%20on%20Class%20Caps.pdf>. The UCF Resolution supported by the Faculty Senate established that a range of professional organizations, “including National Education Association (NEA), National Council

of Teachers of English (NCTE), Associated Writing Programs (AWP), National Communication Association (NCA), American Council on the Teaching of Foreign Languages (ACTFL), Association of Departments of Foreign Languages (ADFL) and Accreditation Board for Engineering and Technology (ABET) have guidelines for establishing class caps and/or faculty/student ratio based on pedagogical concerns.”

<sup>4</sup> Faculty Senate Resolution S-16-13, <http://www2.southernct.edu/faculty-staff/faculty-senate/AY%2016%20S-16-13%20Restore%20studentClassCapsForInquiry.CriticalThinking.AndWritingIntensiveClasses.pdf>

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<sup>5</sup> See Faculty Senate Resolution F-17-06, <http://www2.southernct.edu/faculty-staff/faculty-senate/F-17-06%20W%20Course%20Enrollment.pdf>

<sup>6</sup> Faculty Senate Resolution S-18-11, <http://www2.southernct.edu/faculty-staff/faculty-senate/S%202018%2011%20ResolutionEndorsingFSAcademicStrategicPlanCommitteeVision.pdf>

<sup>7</sup> Faculty Senate Resolution S-22-13, <https://inside.southernct.edu/sites/default/files/inline-files/S-2022-13%20Course%20Caps%20revised%202022%2003%2023%20signed.pdf>

<sup>8</sup> “Proposing a Writing-Intensive Course,” Eastern Connecticut State University, <https://www.easternct.edu/writing-program/proposingawritingintensivecourse.html#:~:text=Minimum%20requirements%20for%20writing-intensive,also%20considered--see%20below>

<sup>9</sup> College Conference on Communication and Composition Position Statement (CCCC). A Statement on an education issue approved by the CCCC Executive Committee. Principles for the Postsecondary Teaching of Writing. <https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting>

<sup>10</sup> See, for example, Alice Horning, “The Definitive Article on Class Size,” (2007). WPA: Writing Program Administration 31(1/2), p. 14.

**SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE  
RESOLUTION FOR THE ESTABLISHMENT OF PROCEDURES  
FOR  
DEPARTMENT NAME AND STATUS CHANGES**

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

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

Whereas, The Faculty Senate recognizes its duty per article 5.14 of the 2021-2025 collective bargaining agreement between CSU-AAUP and the Board of Regents of the Connecticut State Colleges and University System, “departments of a university shall be established by the University administration with the advice of the Senate according to criteria of commonality of interest and academic purpose.”; and

Whereas, The Faculty Senate recognizes the needs of the faculty regarding procedures for department name and status changes; and

Whereas, Providing faculty with clarity regarding steps for such changes, which have been developed through shared governance, is necessary; now, therefore, be it

Resolved, That effective beginning in the Fall semester 2025, the following procedures are established

# Procedures for Department Name and Status Changes

The procedures herein shall be used for academic departments changing names, requesting a status change from a program to a department, splitting a department into two or more new departments, or splitting a department into continuation of the existing department and the establishing of one or more new departments. For the purposes of these procedures, a departmental merger is the combination of existing departments, programs, or “divisions or other major groupings of departments with some common interest” (§5.14) into a single new department.

Per article 5.14 of the 2021-2025 collective bargaining agreement between CSU-AAUP and the Board of Regents of the Connecticut State Colleges and University System, “departments of a university shall be established by the University administration with the advice of the Senate according to criteria of commonality of interest and academic purpose.”

To be effective in the Fall semester of the upcoming academic year, all approvals for department name and status changes shall be secured by **February 1**. If approvals occur after that time, the change may take place in the Fall semester which follows the upcoming academic year.

1. A written request for change(s) in name or status shall be submitted from the relevant department chair or, for programs not housed within a single department, the relevant program coordinator/director, to the appropriate Dean. The request shall include the department’s vote count.
2. The chair/coordinator/director shall simultaneously send the request to the leadership of the following:
  1. Faculty Senate (for “advice” per CBA 5.14 and 1.9)
  2. Graduate Council (for notification only\*)
  3. Undergraduate Curriculum Forum (UCF) (for notification only\*)
3. After responses from the Dean and Faculty Senate have been received, the requesting chair/coordinator/director shall submit the request with written copies of the Dean’s response and the advice from Faculty Senate to the Provost for approval.
4. The Office of the Provost shall be responsible for record-keeping and university-wide (faculty, staff, administration, and students) announcements.
5. Communication about the change(s) will be forwarded by the Office of the Provost to the following and each will be instructed to update records\*\*, files, directories,

\*As special committees of the Faculty Senate, Graduate Council and UCF may notify the Faculty Senate of concerns related to the proposed change(s) outlined in the notification.

\*\*Receiving parties are responsible for notifying the Office of the Provost if additional documentation of the change(s) is requested.

websites/social media, external stakeholders, inventories, and other databases as relevant:

1. University President
  2. President's Leadership Team (PLT)
  3. Provost Council
  4. Council of Academic Chairs (CAC)
  5. Human Resources
  6. Finance
  7. Budgets
  8. Payroll
  9. Institutional Advancement/ICM
  10. Registrar's Office
  11. Sponsored Programs and Research (SPAR)/Institutional Research
  12. Office of Assessment & Planning
  13. OIT
  14. Telecommunications
  15. Facilities
  16. P-Card Office
  17. Mail Room
  18. Campus Police
  19. Bookstore
  20. Library
  21. Counseling Services
  22. First Year Experience (FYE)
  23. Early College
  24. Enrollment Management & Student Affairs
  25. Financial Aid
  26. Academic Advising
  27. Graduate and Professional Studies
  28. SCSU-AAUP
6. Following the formal university-wide announcement from the Office of the Provost, department(s) incurring change(s) shall also inform students in the major(s), minor(s) concentration (s), graduate students' program, certificate, post-baccalaureate (s) of the relevant department change(s).

\*As special committees of the Faculty Senate, Graduate Council and UCF may notify the Faculty Senate of concerns related to the proposed change(s) outlined in the notification.

\*\*Receiving parties are responsible for notifying the Office of the Provost if additional documentation of the change(s) is requested.

Department Name Change: Department of Communication Disorders to Department of Speech, Language,  
Hearing Sciences



**To:** Natalie Starling, Chairperson, Faculty Senate

**From:** Jennifer McCullagh, Chairperson, Department of Communication Disorders

**Date:** 7 March 2025

**Subject:** Department Name Change

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I am writing to notify the Faculty Senate that on March 5, 2025, the members of the Department of Communication Disorders voted on and approved a motion to change the name of the department to the Department of Speech, Language, Hearing Sciences.

The new prefix will be SLH to align with the new department name.

The name change was approved by the Dean of the College of Health and Human Services, Dr. Sandy Bulmer, on March 7, 2025.

**Rationale:**

The name "Speech, Language, Hearing Sciences" better reflects the work we do in our professions while eliminating the word "disorders" which has lost societal and professional favor in recent years. Many departments across the country have shifted to this name and it aligns with the name of our national accrediting body, the American Speech-Language-Hearing Association.

Please note that the department name change does not reflect any curricular or programmatic name changes at this time.



# Have you used AI?

You are invited to participate in a 10 minute research survey about AI and its impact on society and education. Participation is voluntary and can be withdrawn at any time. Visit the link or scan the QR code for the survey and more information:

<https://tinyurl.com/ai-survey-irb-1181>



Contact Info for any questions/concerns:

Student Researcher: Kaye Feinberg at [feinberge1@southernct.edu](mailto:feinberge1@southernct.edu)

Faculty Advisors: Dr. Heidi Lockwood at [lockwoodh1@southernct.edu](mailto:lockwoodh1@southernct.edu)

and Dr. Winnie Yu at [yuw1@southernct.edu](mailto:yuw1@southernct.edu)

IRB #1181