

Faculty Senate Resolution Number S-2025-22

TO: Dwayne Smith, Ph.D., Interim President, Southern Connecticut State University
FROM: Natalie Starling, Ph.D., President, SCSU Faculty Senate

The attached Resolution of the Faculty Senate is entitled:

RESOLUTION Regarding Motion to Endorse Scaling Taskforce Response from Eastern Connecticut State University

This resolution was approved by Faculty Senate on: May 7, 2025

☐ This resolution is presented for APPROVAL

☒ This resolution is presented for INFORMATION

In accordance with the CSU-AAUP Contract (Article 5.10), "When the Senate makes a written recommendation to the President, the President shall acknowledge and respond to the recommendation in writing within fifteen (15) days of receiving the Senate's recommendation."

After considering this resolution, please indicate your action on this form and return it to the President of the Faculty Senate.

Natalie Starling

Natalie Starling, Ph.D., President, SCSU Faculty Senate

05/12/2025

Date

cc: Julia Irwin, Ph.D., Interim Provost and Vice-President for Academic Affairs

ACTION OF THE UNIVERSITY PRESIDENT

Resolution for Approval

☐ Resolution APPROVED

☐ Resolution DISAPPROVED (Attach statement)

Resolution for Information

☒ Resolution NOTED (applies to Informational Resolutions only)

Dwayne Smith
Dwayne Smith (May 27, 2025 11:36 EDT)

Dwayne Smith, Ph.D., Interim President, SCSU

05/27/2025

Date



Southern Connecticut State University

FACULTY SENATE

Resolution For Information Regarding Motion to Endorse Scaling Taskforce Response from Eastern Connecticut State University

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

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

Whereas, The Faculty Senate recognizes its role within the Connecticut State University (CSU) system in representing SCSU faculty as one of four members that constitute the CSUs (Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), SCSU, and Western Connecticut State University (WCSU));

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

Whereas, The Faculty Senate has historically expressed support for other institutions within the CSU system ([Resolution F-2017-05: Motion to Endorse the CCSU Faculty Senate Response to Students First Planning Team Reports](#); [Resolution S-2017-10: Resolution Regarding the CSCU "Students First" Initiative: An Affirmation of Our Commitment to Shared Governance](#); [Resolution F-2022-04: Support for Social Sciences at Western Connecticut State University and Motion to Endorse CCSU Senate Response to Western Connecticut State University](#); [Resolution F-2023-05: Support for Presidential Search Concerns at Eastern Connecticut State University \(ECSU\) and Central Connecticut State University \(CCSU\)](#));

Whereas, major changes and/or new initiatives that have potential to directly impact one of the four members that constitute the CSUs also have potential impact on the other members;

Whereas, responses to the Charter Oak Scaling Taskforce proposal offered by faculty from the CSUs, orally and in writing, during the Board of Regents (BOR) meeting of January 23, 2025 were unanimously opposed to nearly the entirety of the proposal and included numerous well-reasoned, professional and practical objections; and

Whereas, the ECSU University Senate recently shared with BOR Chair Guay and Regent Yang further follow-up in the form of the attached “Concerns and Recommendations Charter Oak Scaling Taskforce Report”; now, therefore, be it

Resolved, That, the SCSU Faculty Senate endorses the ECSU University Senate’s “Concerns and Recommendations Charter Oak Scaling Taskforce Report” and supports ECSU faculty in their effort to protect and promote their curriculum, programs, and their disciplines as well as their advocacy for academic principles;

Resolved, That the SCSU Faculty Senate, on professional and economic grounds, opposes the Charter Oak Scaling Taskforce Report proposal as written; and

Resolved, That the SCSU Faculty Senate’s endorsement of ECSU University Senate’s response includes emphasis of the Recommendations listed in the report and call upon “(t)he BOR and CSCU System Office (to) work with CSCU institutions to include protections to ensure this program does not impact CSCU institutional enrollment. No planning should occur prior to these assurances being put in place. A working group should be formed with representation from CT State, the CSUs, Charter Oak, and the CSCU System Office to begin this process.”



April 17, 2025

CSCU Board of Regents
61 Woodland St.
Hartford, CT 06105

Dear Chair Guay and Regent Yang,

During the 2025 spring semester, the ECSU Senate reviewed the Charter Oak Scaling Taskforce report. During this process, feedback was solicited from the entire university and discussed over several months in senate. Below is a collection of concerns and recommendations provided by faculty and staff at Eastern. Overall, the Eastern campus remains hesitant about such an endeavor and are unsure how such scaling will impact our institution. We hope the feedback provided will allow you to refine and improve your proposal and we look forward to hearing from you. In the interim, if you have any questions or concerns, do not hesitate to contact me.

Sincerely,

William Lugo

William Lugo, PhD

University Senate President
Eastern Connecticut State University 860.465.0163
lugow@easternct.edu



ECSU University Senate Concerns and Recommendations Charter Oak Scaling Taskforce Report

Concerns:

1. Modality
 - Research is mixed at best when it comes to fully online education programs. For example, [it takes 3X longer for online educated teachers to be effective in the classroom and they are also twice as likely to leave the profession.](#)
 - Will there be any gatekeeping measure to ensure students are a good fit for the program? Online learning works well for some, and not as well for others.
 - No metrics are provided to determine programmatic success.
2. Curriculum
 - How will soft skills be measured, like interpersonal skills?
 - How will teacher competence be measured?
 - How will field placements be managed in an online environment?
3. Assessment of candidates/completers
 - Who will teach and assess the online coursework? What is their training for teaching in the online setting? How will their effectiveness be monitored and supported?
 - What measures of competence will be used to admit candidates into the program?
 - In terms of competency measures, what are the passing rates for online ECE program completers in the CT Foundations of Reading Test and the CT Early Childhood Test-002?
4. Overall program goals
 - Which specific majors/programs are proposed to be launched? ECE has multiple programs. Specificity on targeted majors/programs would need to be outlined.
 - Will licensure programs be included in this offering, now or ever in the future?
 - What are the program's plans to secure and maintain accreditation?
 - What is the plan to ensure COSC does not negatively affect the enrollment of other CSCU institutions? What happens if this plan fails?
 - The report proposes that COSC will offer voluntary collaborations with other CSCU institutions, but the details of this process remain vague. Will this initiative continue to be voluntary? What guarantees of continued autonomy and support can the BOR provide to CSCU institutions?

Recommendations:

1. Before ECSU can agree to partner with Charter Oak in any capacity, we will need to know

exactly which courses would be eligible for partnering. This will take careful planning with ECSU, with both Education faculty and ECSU management. Other possibilities could include partnering with ECSU on its own online course offerings, forming a more equitable relationship.

2. Metrics should be provided to determine programmatic success. For example, candidates admitted should be compared to candidates successfully completing the program; candidates obtaining positions after graduating; 4-year retention rates of candidates remaining in the profession. Further, internal and external programmatic assessment through agencies such as CAEP (Council for Accreditation of Educator Preparation) standards or NAEYC (National Association for the Education of Young Children). Those accrediting bodies provide evaluative metrics as well.
3. Detailed rubrics to evaluate candidate performance should be provided. At Eastern, teacher performance is measured over time using self-evaluation tools and cooperating teachers and university supervisor evaluations. The rubrics should align with program objectives, national standards, and CT Dept. of Education teacher performance standards. We also have department-wide assessments used to evaluate candidates over time at key intervals throughout the program: admission, mid-program, during student teaching, and at completion. The assessments evaluate candidates both theoretically (within courses) and practically (in their field placements). These assessments allow us to triangulate our evaluation of candidates and provide internal reliability. All programs must adhere to the content and pedagogy standards set by their area's Specialized Professional Association. For example, all early childhood education programs (including licensure and credential programs) are required to fully satisfy the standards laid out by NAEYC.
4. A detailed admissions process should be offered with standards for admission.
5. Qualifications for people to assess online coursework should be rigorous. Should AI be used in any assessment, what best practice standards will be used? Quality control measures should be designed to ensure the assessment is appropriate and effective.
6. Any education program offered through COSC should be accredited through CAEP and NAEYC.
7. The BOR and CSCU System Office should work with CSCU institutions to include protections to ensure this program does not impact CSCU institutional enrollment. No planning should occur prior to these assurances being put in place. A working group should be formed with representation from CT State, the CSUs, Charter Oak, and the CSCU System Office to begin this process.