

Southern Connecticut State University  
**FACULTY SENATE**

**Unapproved Minutes of April 10, 2019**

<http://www2.southernct.edu/faculty-staff/faculty-senate/mins/2018-2019.html>

The 13<sup>th</sup> meeting of the Faculty Senate AY 2018-2019 was held on  
 April 10, 2019 at 12:11 p.m. in the  
 Seminar Room of Connecticut Hall.

Members Present/**Absent** (absent members are designated in **bold**)

(Accounting)	<b>Matthew Ouimet (Counseling)</b>	Peter Latchman (Health & Mvmt Sciences)	<b>Robert Forbus (Marketing)</b>	David Pettigrew (Philosophy)	Angela Lopez-Velasquez (Special Ed/Reading)
William Farley (Anthropology)	Natalie Starling (Couns/Sch Psych)	Robert Gregory (Health & Mvmt Sciences)	Joe Fields (Mathematics)	<b>Binlin Wu/Karen Cummings</b> (Physics)	Douglas Macur (Theatre)
Jeff Slomba (Art)	Beena Achhpal (Curriculum & Learning)	<b>Tom Radice (History)</b>	Klay Kruczek (Mathematics)	Jon Wharton (Political Science)	Luke Eilderts (Secretary/World Languages & Literatures)
<b>Lisa Barbaro (Athletics)</b>	Adam Goldberg (Curriculum & Learning)	<b>Darcy Kern (History)</b>	<b>Jonathan Irving (Music)</b>	Michael Nizhnikov (Psychology)	William Flores (World Languages & Literatures)
Sarah Crawford (Biology)	Mike Knell (Earth Science)	<b>Yan Liu (Info &amp; Library Sci)</b>	<b>Frances Penny (Nursing)</b>	Kate Marsland (Psychology)	Cindy Simoneau (UCF)
Jeff Webb (Chemistry)	Sanja Grubacic (Econ/Finance)	Jerry Dunklee (Journalism)	<b>Lisa Rebesch (Nursing)</b>	William Faraclas (Public Health)	<b>Elizabeth Lewis Roberts/Jess Gregory (Grad Council)</b>
Jim Dempsey (Com Disorders)	<b>Peter Madonia (Ed Leadership)</b>	Parker Fruehan (Library Services)	<b>Obiageli Okwuka (Part-time Faculty)</b>	Michael Dodge (Recreation/Leisure)	Mia Forgiore (Student)
<b>Wilfredo Alvarez (Comm, Media &amp; Screen Studies)</b>	Mike Shea (English)	Kari Swanson (Library Services)	(Part-Time Faculty)	Paul Levatino (Social Work)	Dr. Joe Bertolino, SCSU President
Derek Taylor (Comm, Media & Screen Studies)	Paul Petrie (English)	<b>Mina Park (Management/MIS)</b>	Mary Ellen Minichiello (Part-Time Faculty)	Stephen Monroe Tomczak (Social Work)	
<b>Mohammad T. Islam (Computer Science)</b>	<b>Scott Graves (Environment, Geography &amp; Marine Studies)</b>	Alison Wall (Management/MIS)	Walter Stutzmann (Part-Time Faculty)	<b>Greg Adams (Sociology)</b>	
<u>Guests:</u> Ilene Crawford (AA) Robert Prezant (Provost)	Sandy Bulmer (Dean HHS) Craig Hlavac (A&S)				

Call to order at 12:11 p.m.

I. Minutes of Previous Meeting

<http://www2.southernct.edu/faculty-staff/faculty-senate/mins/2018-2019.html>

- April 10, 2019
  - **Accepted as distributed.**

II. President's Report: M. Diamantis

<http://www2.southernct.edu/faculty-staff/faculty-senate/senatepresidentreports/2018-2019.html>

III. Guest

- Ilene Crawford, Associate Vice-President for Academic Affairs
  - Spoke to Senators about the upcoming NECHE accreditation cycle. Co-chair is Tess Marchant-Shapiro (PSC). Seeking additional co-chairs for the nine sub-committees.

IV. Standing Committee Reports

1. Elections (K. Kruczek)
  - a. **Moved to accept:** "Resolution Regarding the Membership of the University Terminations Hearing Committee and The Mediation Committee." (see below)
    - i. J. Dunklee **moved to call the previous question.**
      1. **Motion defeated.**
      - ii. After more discussion, **motion passes.**
  - b. Self-nominations for All-University Elections extended until April 15, 2019, at 11:59 p.m.
2. Finance (S. Grubacic)
  - a. AAUP Full-time:       \$    12,166
  - b. AAUP Part-time:       \$            0
  - c. Creative Activity:       No report
3. Personnel Policy (M. Shea)
  - a. Faculty opinion survey of administrative effectiveness will be distributed April 11, 2019.
4. Rules (R. Gregory)
  - a. No Report
5. Student Policy (M. Nizhnikov)
  - a. Committee will meet with the Academic Deans and Provost on April 17<sup>th</sup>, 2019, to go over concerns in the Academic Misconduct document.
6. Technology (W. Stutzman)
  - a. Thanked Senators for their help with the BOR survey for the Learning Management System.
  - b. Working with IT to determine who pays when a university-issued computer needs to be repaired.
  - c. Working towards a policy on faculty computer replacement.
7. Academic Policy (D. Pettigrew)
  - a. No report.

## V. Special Committees

1. UCF (C. Simoneau)
  - a. Considering the Proposal from the Faculty Senate Curricular Task Force on Social Justice and Human Diversity.
  - b. Reminded faculty that courses that are not approved as LEP or W will be removed from the schedule. Notices have been distributed.
  - c. Language in the Interdisciplinary Programs document has been revised.
    - i. After discussion, J. Dunklee **moved to add (in bold):** “The committee may also include non-stakeholder members as ex-officio members **who shall not vote on curricula issues as per the CBA**” to the document on “Interdisciplinary Programs.”
      1. Motion passes.
    - ii. W. Faraclas **moved to accept the UCF proposal on Interdisciplinary Programs as amended pending acceptance by the UCF of the amended document.**
      1. Motion **passes.**
2. Graduate Council: No report.
3. FASP (D. Pettigrew)
  - a. Committee plans to develop a survey asking full- and part-time faculty to prioritize the 16 goals in the Faculty Academic Strategic Plan.

## VI. New Business

- Curricular Taskforce on Social Justice and Human Diversity (D. Pettigrew).
  - **Moved to approve:** “Faculty Senate Resolution Endorsing the Faculty Senate Curricular Task Force on Social Justice and Human Diversity Recommendations.” (see below).
    - N. Starling inquired about including the Graduate Council in this proposal.
    - **Motion approved.**
- President M. Diamantis asked Senators to reflect on the Forum on Shared Governance.
  - Senators and guests engaged in a lengthy discussion over their reaction to the forum as well as steps moving forward.

## VIII. Adjournment

- Adjourned at 1:54 p.m.

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Luke Eilderts  
Secretary

**SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE**

**RESOLUTION REGARDING THE MEMBERSHIP OF THE UNIVERSITY TERMINATIONS HEARING COMMITTEE AND THE MEDIATION COMMITTEE**

**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** within the context of shared governance faculty participation furthers such excellence;

**Whereas** the Faculty Senate is charged with maintaining and filling All-University committees;

**Whereas** the Faculty Senate strives to maintain active and efficient All-University committees; and

**Whereas** an approach to such efficiency includes preventing conflicts of interest; now, therefore, be it

**Resolved,** That no faculty member may simultaneously serve on both the University Terminations Hearing Committee and the Mediation Committee; and

**Resolved,** That no faculty member shall nominate herself/himself for both the University Terminations Hearing Committee and the Mediation Committee.

Affected SCSU documents shall be revised to conform to the new structure of each committee.

## **Faculty Senate Resolution Endorsing the Faculty Senate Curricular Task Force on Social Justice and Human Diversity Recommendations**

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 Senate is “the agency by which the faculty can actively participate in the governance and policy-making decisions of the University on the basis of the principle of shared authority”<sup>i</sup>;

Whereas, The Vision Statement of the 2007-2012 Strategic Plan for Southern Connecticut State University included "social justice," in our Mission statement for the first time;<sup>ii</sup>

Whereas, the meaning of our "social justice" mission has never been clarified;

Whereas the Faculty Senate and the Administration jointly formed a Curricular Task Force on Social Justice and Human Diversity to address the implications of our social justice mission for our curriculum and pedagogy, during the academic year 2018-2019, and to prepare a set of recommendations;

Whereas the Curricular Task Force on Social Justice and Human Diversity included members of the Faculty, Administration, and Students;

Whereas the Curricular Task Force on Social Justice and Human Diversity, met twice monthly during the 2018-19 academic year, and reached out to the Student Government Association, the First Year Experience Program, and the Faculty Development Office;

Whereas the chairperson of the Curricular Task Force on Social Justice and Human Diversity presented the Task Force's preliminary recommendations at the University Forum, January 16, 2019, titled: "Moving Beyond Diversity: Teaching for Racial and Intersectional Justice";

Whereas the Curricular Task Force on Social Justice and Human Diversity Recommendations were shared with the Undergraduate Curriculum Forum on April 4, 2019;

Whereas the Curricular Task Force on Social Justice and Human Diversity arrived at a range of complementary recommendations including, for example, designating courses as social justice and human diversity courses (SJD), providing social and racial justice pedagogy workshops, broadening the University-wide discussion through University Forums, mentoring and supporting colleagues interested in developing new courses that engages issues and themes in the areas of Social Justice and Human Diversity, and insuring the hiring and retention of a diverse Faculty;

Whereas the Curricular Task Force on Social Justice and Human Diversity Recommendations help clarify and operationalize the meaning of our University commitment to social justice

insofar as curricular matters are concerned;

*Resolved*, That the Faculty Senate endorse the Curricular Task Force on Social Justice and Human Diversity Recommendations;

*Be it further resolved*, That the Faculty Senate calls upon the University to provide the support necessary for the implementation of the Recommendations of the Curricular Task Force on Social Justice and Human Diversity.

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Faculty Senate and SCSU Administration Curricular Task Force on Social Justice and Human Diversity

### **Recommendations**

The Curricular Task Force on Social Justice and Human Diversity, which was jointly formed by the SCSU Administration and the Faculty Senate in the Fall of 2018, has been meeting monthly and has arrived at a series of recommendations.

It is important to note that the Task Force was formed in large part to respond to concerns raised by students during the Spring 2018 semester. A number of students have been participating as members of the Task Force.

In the end, we do hope that some of our recommendations will be implemented, but even if they are not implemented, it is also important that we all engage in this discussion about the scope of the meaning of social justice for our university community.

Our mission statement indicates that Southern is committed to social justice. We are a "social justice university." We observe the month of November as social justice month, "as an important opportunity to further our learning and understanding to challenge injustice, value diversity, and create a climate of inclusion." It is within this context that we make the following recommendations.

#### **DESIGNATING COURSES THAT ADDRESS SOCIAL JUSTICE AND HUMAN DIVERSITY ISSUES**

\*We recommend that appropriate courses would be designated as Social Justice or Human Diversity courses (SJD). This would, on the one hand, highlight our institutional commitment to Social Justice and Human Diversity, and other hand, would inform our students about specific courses that would address these topics.

SJD courses would be those that fall within a broadly framed description of social justice and human diversity issues. Our framework, which is designed to encourage diverse pedagogical approaches, involves the spectrum of "Awareness-Knowledge-Action." The learning outcomes

of a SJD course would be expected to address one or more of these three terms, by encouraging an awareness about social justice and human diversity issues, facilitating a deeper knowledge about the issues, and brainstorming actions that could be taken to support of social justice and diversity. Such increased *awareness* could involve an introduction to diverse cultures, religions, social identities, disabilities, intersectionalities, values, and perspectives. Such increased awareness and *knowledge* could also involve the study of historical and contemporary examples of oppression including discrimination, marginalization, human rights violations, and genocide. Such studies could also include historical and contemporary inequities related to "race," gender, economic class, economic inequality, and disability. (This is not an exhaustive enumeration of issues and topics.) The awareness and knowledge to be gained would be important in itself, but it would also allow for discussion of possible successful *strategies for action* (with historical and contemporary examples) for addressing and rectifying such injustices and for celebrating diversity.

We recommend that the SJD designation be implemented in two phases.

--In the first phase, for the first 12-18 months (August 2019 - December 2020), the Faculty member would submit the course syllabus, along with a statement of interest in having the course designated as a SJD course. In the first phase, all those who volunteer for the designation will, in principle, be accepted. The designation would be applied *to the instructor* and *to the section of the course* being offered, rather than to the course. Departments would have the option of designating courses as SJD courses. The SJD topics or issues could be explicit or implicit in the syllabus or pedagogy of the course. *New* course proposals involving the SJD designation would follow the regular new course approval process.

--In the second phase of implementation of SJD courses (January 2021 - August 2022), faculty whose courses that were designated in the first phase, would submit a formal application, with the syllabus, to receive a permanent SJD designation. The application would indicate how the course content and pedagogy fall under our broadly framed description of social justice and human diversity. New applications for the SJD-designation, in which the topics or issues are already present in the syllabus or pedagogy, would also submit the formal application. Departments would have the option of designating courses as SJD courses, using the formal application process. New course proposals for the SJD designation in the second phase would follow the regular new course approval process.

Due to the potentially large number of applications in the first and second phases of implementation, the Curricular Task Force on Social Justice and Human Diversity would continue as an ad hoc committee that would assist the UCF in processing the applications for SJD designation. Based on our recent survey we anticipate at least 70 - 100 applications in the first phase of implementation.

*Nota Bene:* SJD designations in the first and second phases would not involve course revisions. Faculty would be requesting the SJD designation for content and inquiries that are already present in the syllabus and pedagogy.

Members of the Curricular Task Force on Social Justice and Human Diversity would mentor

colleagues who would like to develop new or revised courses, courses that would go through the standard review/approval process.

Following the initial implementation process of the first and second phases, the permanent approval process would be the responsibility of the Notifications Management Committee. The Curricular Task Force would continue to assist as appropriate.

#### MOVING TOWARD A SOCIAL JUSTICE/HUMAN DIVERSITY REQUIREMENT

\*We recommend that, as such a time when a sufficient number of courses would be available in our offerings, that our students might be required to take at least one Social Justice/Human Diversity course. However, we would only recommend this if it did not impede our students' ability to graduate on time.

#### SOCIAL JUSTICE and HUMAN DIVERSITY CONVERSATIONS in the FIRST YEAR

\*We recommend the inclusion of a social justice and human diversity component in our first-year INQ classes so as to involve our students in a discussion of our values as a social justice university, the leading social justice university in the region, in their first year at SCSU.

#### SOCIAL JUSTICE and HUMAN DIVERSITY PEDAGOGY WORKSHOPS

\*We recommend that social/racial justice pedagogy workshops be offered on campus and that our colleagues be encouraged to attend.

#### SOCIAL JUSTICE and HUMAN DIVERSITY INTERNSHIPS

\*We recommend opportunities for student internships, or experiential learning, for our students as a part of a social justice pedagogy

#### UNIVERSITY-WIDE SOCIAL JUSTICE and HUMAN DIVERSITY FORUMS

\*We recommend university-wide events/discussions each year addressing social justice and human diversity issues that would encourage our colleagues to think about ways to include social justice and human diversity issues in their classes.

#### A COMMITMENT TO HIRING A DIVERSE FACULTY COMMITTED TO SOCIAL JUSTICE AND HUMAN DIVERSITY

\*We recommend recruiting new Faculty who would increase the diversity of our University Faculty, Faculty who would contribute to our course offerings in social justice and human diversity

#### SUPPORT FOR FACULTY CURRICULAR INITIATIVES AND UNIVERSITY-WIDE EVENTS ADDRESSING ISSUES IN SOCIAL JUSTICE AND HUMAN DIVERSITY



\*We recommend that the Faculty Development Office prioritize funding support for Faculty interested in developing courses that address topics in the areas of Social Justice and Human Diversity with Faculty Development and Curriculum Grants.

Respectfully submitted,

Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity  
Academic Year 2018-2019

Chairperson: David Pettigrew  
Laura Bower-Phipps  
Siobhan Carter-David  
Haroon Chaudhry  
Barbara Cook  
Shahbaz Farooqui  
Rachel Furey  
Steven Hoffler  
Liz Keenan  
Jessica Kenty-Drane  
Maria Krol  
Cassi Meyerhoffer  
Jessica Powell  
Muhammed Z. Naeem  
Asma Rahimyar  
Amal Abdel Raouf  
Rachel Schaffer  
Meredith Sinclair  
Kari Swanson  
Stephen M. Tomczak  
Tracy Tyree

April 10, 2019

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<sup>i</sup> *Southern Connecticut State University Faculty Senate Constitution, I. Functions*,  
<http://www.southernct.edu/faculty-staff/faculty-senate/Constitution%202012-13.pdf>.

<sup>ii</sup> *Pursuing Excellence, Fostering Leadership, Empowering Communities: A Strategic Plan for Southern Connecticut State University, 2007-2012*.

[http://www2.southernct.edu/academics/SCSU\\_Strategic\\_Plan.pdf](http://www2.southernct.edu/academics/SCSU_Strategic_Plan.pdf)