

# SOUTHERN CONNECTICUT STATE UNIVERSITY

## FACULTY HANDBOOK

August 2010



*Southern is an Equal Opportunity, Affirmative Action Institution*

*This Handbook reflects Official University Policy and is available in both print and electronic editions. The electronic edition is revised more frequently and in the event of discrepancies between the print and the electronic versions, the electronic edition shall prevail.*

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

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# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Introduction**

August 2010

The purpose of this handbook is to provide faculty with a concise guide to Southern's organization, guidelines, procedures and services. As many of you know, parts of the Handbook have been published in updated form on the World Wide Web, accessible from the Southern home page. Southern is a dynamic place; consequently, parts of the Handbook will be rapidly outdated. We are distributing this copy for your information and use. Your help in identifying corrections and making suggestions for improvements, especially in finding errors or omissions, will be appreciated. Where you have a particular interest in sections of the Handbook, you should consult the original source documents if they have not been used in the original form here. Comments should be directed to Dr. Bonnie Farley-Lucas, Director of Faculty Development. Please be specific in your reference to the page or section that requires adjustment or correction.

We thank all of you who contributed to this Handbook by providing documents, updates and edits of the copy during production.

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### Revision Form

Please submit your comments and suggestions for the revision of the *Faculty Handbook* to the Office of Faculty Development, Engleman Hall B106.

You can send comments via e-mail to [facultydevel@southernct.edu](mailto:facultydevel@southernct.edu).

Please provide section and page references.

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

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

Section & Page number(s): \_\_\_\_\_

Comments or Suggestions: \_\_\_\_\_

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# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

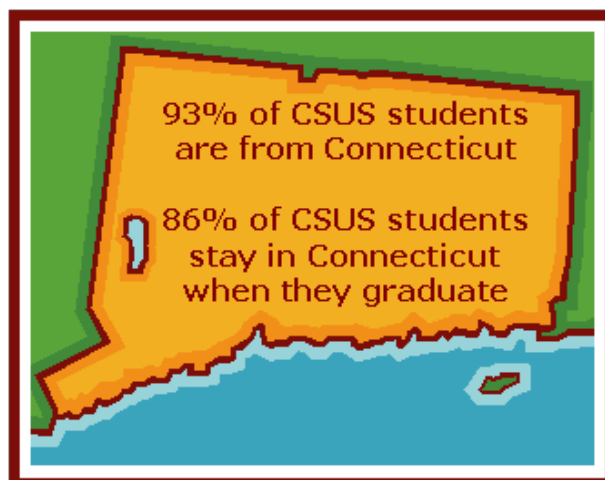
### Mission Statement

## Connecticut State University System (CSUS)

The four comprehensive universities of the Connecticut State University System – Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University – are Connecticut’s universities of choice for students of all ages, backgrounds, races and ethnicities.

The CSUS provides affordable and high-quality, active learning opportunities, which are geographically and technologically accessible. A CSUS education leads to baccalaureate, graduate and professional degrees consistent with CSUS’s historical missions of teacher education and career advancement, including applied doctoral programs in education.

CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards, which embody the competencies necessary for success in the workplace and in life.



# Southern Connecticut State University

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### Mission Statement Southern Connecticut State University

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

### Fulfilling the Mission

*“Pursuing Excellence, Fostering Leadership, Empowering Communities”*

As a student-centered institution, Southern regards student success as its highest priority. We seek to instill in all of our students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Our students receive exemplary professional training and are inspired by the research, scholarship, and creative activity of our teacher-scholars.

Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces the largest number of graduates in Health/Life Sciences, Education, and Social/Public Services.

## Section 1

# Southern Connecticut State University

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## Faculty Handbook

### INSTITUTIONAL OVERVIEW

Southern Connecticut State University (SCSU), located in New Haven, CT, is a comprehensive, metropolitan public institution. Founded as New Haven State Normal School in 1893, the school evolved into a four-year college in 1937, and in 1954 became the New Haven State Teachers College, with added responsibility for a program of graduate studies. The school expanded its degree-granting powers to liberal arts and other professional fields as Southern Connecticut State College in 1959. In 1983, the institution was granted university status within the Connecticut State University System. In 2002, Southern began offering its first doctoral program, the doctor of education (Ed.D.) degree in educational leadership. Today, SCSU is a comprehensive university offering undergraduates 44 majors, 92 specializations, and 51 minors and concentrations. SCSU offers graduate programs in over 50 areas of study in the fields of education, library science and information technology, business, health and human services, and arts and sciences.

SCSU has five primary academic divisions: the School of Arts and Sciences; the School of Business; the School of Health and Human Services; and the School of Graduate Studies. In 2001, SCSU was reaccredited for a ten-year period by the New England Association of Schools and Colleges (NEASC).

In fall 2008, the university served 11,815 students. Of those, 8,594 were undergraduate students and 3,221 were graduate students. Approximately 2,700 students live on campus. Approximately 79% of the students are in the 18 to 29 age group, with almost 43% falling in the 20 to 24 age bracket. More than 69% of the university's students classify themselves as Caucasian, 11% as African-American, 5% as Hispanic, and 2% as Asian (nearly 11% chose not to identify their ethnicity). More than 66% of the students are female, and 93% are Connecticut residents. Once primarily a local school, SCSU today has students from virtually every town in Connecticut, 23 other states, and 32 countries. The university provides a range of educational support services to more than 500 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU's regionally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The university awarded 2,416 degrees in 2008-09, including 1,422 bachelor's degrees, 819 master's degrees, and four doctoral degrees. Among the largest majors at SCSU are psychology, sociology, history, english, education, business administration, communication, nursing and social work. The university also awarded 171 sixth-year diplomas.

The university employs a primarily unionized workforce, including 209 full-time professional non-faculty employees; 127 full-time secretarial/clerical staff; 28 executive employees; and 169 full-time technical, crafts, and maintenance staff. The 407 full-time and 678 part-time teaching faculty are all represented by the American Association of University Professors.

University facilities include 43 buildings on a 168-acre campus. SCSU is now in the midst of the largest building construction program in its 115-year history. An updated master plan has been developed which will guide construction of new facilities for the next ten years. SCSU's current facilities plan focuses on three buildings that form the core of the university: Hilton C. Buley Library (currently under renovation); Engleman Hall, the main academic building (renovations completed); and the Adanti Student Center (completed fall 2005). Also recently completed were a 600-car parking garage, a new energy center, a facilities operations and planning building, and a new residence complex with adjoining parking garage.

SCSU is one of four universities that make up the Connecticut State University System. The other universities are: Central Connecticut State University, Eastern Connecticut State University, and Western Connecticut State University. Combined, the four universities serve more than 36,000 graduate and undergraduate students. The governance of the CSU System is the responsibility of a single, 18-member Board of Trustees. Fourteen members are appointed by the Governor and confirmed by the General Assembly. Four members are students, elected by their peers.

## Section 2

# Southern Connecticut State University

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## Faculty Handbook

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# Directory of Administrative Officers

## Connecticut State University Board of Trustees

Karl J. Krapek, Chair	Hartford
Richard J. Balducci, Vice Chair	Hartford
Theresa J. Eberhard-Asch, Secretary	Hartford
Michael Caron	Hartford
Andrew Chu	New Haven
Mercedes DeMasi	Danbury
John A. Doyle	Barkhamsted
Elizabeth Gagne	Hartford
Angelo J. Messina	Farmington
John H. Motley	Hartford
Scott Nolan	Willimantic
L. David Panciera	Hartford
Ronald J. Pugliese	Southbury
Alex Rodriguez	Hartford
Peter M. Rosa	Avon
John R. Sholtis, Jr.	Marlborough
Rev. John Sullivan	Hartford
Gail H. Williams	Hartford
TBA	TBA

### **Connecticut State University System Administration**

Chancellor	David G. Carter
Senior Vice Chancellor for Academic and Student Affairs	Louise H. Feroe
Vice Chancellor for Finance and Administration	Pamela J. Kedderis
Chief Information Officer	George Kahkedjian
Associate Vice Chancellor for Government Relations/Communications	Jill Ferraiolo
Associate Vice Chancellor for Human Resources and Labor Relations	David P. Trainor
Associate Vice Chancellor for Strategic Planning, Institutional Research, Market Research and Analysis	William Gammell
Assistant Vice Chancellor for Public Affairs	Bernard L. Kavaler
Director of Internal Audit	Mitch Knight

### **Southern Connecticut State University Administration**

Interim President	Stanley F. Battle
Provost and Vice President for Academic Affairs	Selase W. Williams
Executive Vice President	James E. Blake
Vice President for Student and University Affairs	Ronald D. Herron
Vice President for Institutional Advancement	Megan A. Rock
Executive Assistant to the President, Director of Diversity and Equity	Marcia Smith Glasper
Associate Vice President for Academic Student Services	Stephen E. Joyner

Associate Vice President for Assessment, Planning, and Academic Programs	Marianne Kennedy
Associate Vice President for Institutional Advancement	Scott Schaffer
Chief Information Technology Officer	Wendy Chang
Associate Vice President for Human Resources	Jaye Bailey
Associate Vice President, Capital Budgeting and Facilities Operations	Robert G. Sheeley
Dean, School of Arts and Sciences	DonnaJean Fredeen
Dean, School of Business	Ellen Durnin
Dean, School of Education	Michael Sampson
Dean, School of Graduate Studies	Holly Crawford
Dean, School of Health and Human Services	Gregory Paveza
Dean, Assistant Vice President for Student Affairs	Peter Troiano
Associate Dean, Student Affairs / Director, Multi-Cultural Affairs	Aaron Washington
Associate Dean, Graduate Studies	TBA
Assistant Dean, Graduate Studies	Lisa A. Galvin

### **Academic and Student Support Personnel**

Academic Advisement	Frank LaDore
Accounts Payable	Anna Rivera-Alfaro
Administrative Support Services	Carol Wallace
Admissions and Enrollment Management	TBA
Alumni Affairs	Michele Rocheford-Johnston

Athletic Facilities	Antonio L. Aceto
Audio Visual Services & High Tech Rooms	TBA
Bursar	Mark Waters
Career Services	Marguerite S. Fadden
Center for the Environment	Susan Cusato
Controller	Lise Brule
Counseling Services	Julie Ann Liefeld
Disability Resource Center	Deborah Fairchild
Drug & Alcohol Programs	Sarah Michaud
Engineering and Environmental Services	Patrick Norton
Facilities Planning and Architectural Services	Paul F. Loesher
Faculty Development	Bonnie Farley-Lucas
Financial Aid and Scholarships	Avon Dennis
First Year Experience Program (FYE)	Nicole Henderson
Health Services	TBA
Housing and Residence Life	Angela Tadarò
Human Resources	TBA
Institutional Data Research & Analysis	Richard Riccardi
Intercollegiate Athletics	Patricia Nicol
International Programs	Linda Olson
International Students	Aliya Amin
Judicial Affairs	Christopher Piscitelli
Language Lab	Jian Wu

Administrative and Structural Organization Section 2.8

Learning Resources	TBA
Library Services	Christina Baum
Lyman Center for the Performing Arts	Larry Tomascak
MBA Program	Omid Nodoushani
Multicultural Student Activities	Dian Brown-Albert
Office of Information Technology (OIT), Systems & Infrastructure	TBA
OIT, Support Services	John Young
OIT, Teaching & Learning Technologies	Stan Walonoski
OIT, Media & Instructional Services Specialist	Bob Cuddihee
OIT, Coordinator of Adaptive Technology	Bo Zamfir
Payroll	Giovanni D'Onofrio
Public Affairs	Patrick Dilger
Public Safety	Joseph Dooley
Purchasing	Jane Mailhiot
Registrar	Kimberly Laing
Residence Life	Angela Todaro
Scheduling, Academic	Robert Drobish
Scheduling, Non-Academic	Arlene Lucibello
Sponsored Programs and Research	Patricia Zibluk
Student Center	Brad Crerar
Student Life	Denise Bentley-Drobish
Student Supportive Services	James W. Barber

Administrative and Structural Organization Section 2.9

Student Teaching	TBA
Veterans' Affairs	Giacomo Mordente III
Woman's Center	Catherine Christy
Women's Programs	Rosalyn Amenta
<b>Residence Halls</b>	<b>Director</b>
Brownell	Nicole Faison-Jeter
Chase	Kelly Hope
Farnham	TBA
Hickerson	Mark Parrott
Neff	Russ Smith
North Campus Complex	Michael Galbicsek
Schwartz	Cindy Sanders
West Campus	Jill Bassett
Wilkinson	Jeffrey Craig

### Academic Department Chairpersons

Accounting	Emmanuel Emenyonu
Anthropology	Kathleen Skoczen
Art	Mitchell Bills
Biology	Dwight Smith
Chemistry	Gregory Kowalczyk
Communication	David Petroski
Communication Disorders	James Dempsey

Computer Science	Winnie Yu
Counseling and School Psychology	Patricia DeBarbieri
Earth Science	Thomas Fleming
Economics and Finance	James Thorson
Education	Maria Diamantis
Educational Leadership	Peter Madonia
English	Michael Shea
Exercise Science	Daniel Swartz
Foreign Languages	Elena Schmitt
Geography	Leon Yacher
History	Steven Judd
Honors College	Terese Gemme
Information and Library Science	Chang Suk Kim
Journalism	Frank Harris
Management/MIS	Paul Stepanovich
Marketing	Shyam Lodha
Marriage and Family Therapy	TBA
Mathematics	Alain D'Amour
Media Studies	Rosemarie Conforti
Music	Jonathan Irving
Nursing	Lisa Rebeschi
Philosophy	Armen Marsoobian
Physics	Christine Broadbridge

Administrative and Structural Organization Section 2.11

Political Science	Arthur Paulson
Psychology	Claire Novosad
Public Health	William G. Faraclas
Recreation and Leisure Studies	James MacGregor
Research, Statistics, and Measurement	William Diffley
Science Education & Environmental Studies	Susan Cusato
Social Work	Todd Rofuth
Sociology	John P. Bloch
Special Education and Reading	Deborah Newton
Theatre	John Sullivan
Urban Studies	Mirela Newman
Women's Studies	Yi-Chun Tricia Lin

## Brief Descriptions of Administrative Positions

### ***Board of Trustees***

There are eighteen members of the Board of Trustees for the Connecticut State University. Fourteen are appointed by the Governor for six-year terms and four students are elected by the student bodies of the four state universities for two year terms.

The Board, authorized by the legislature to bargain collectively with unclassified bargaining units, is responsible for formulating the general policies and guidelines under which the universities operate. The Board has the final authority on personnel matters, including granting of tenure, promotions, hiring, and termination of employment for all faculty.

The Board's staff collects information about the four state universities, provides system level leadership on a variety of issues and develops and presents to the legislature the budget request for the Connecticut State University.

### ***President***

The chief executive officer of each constituent University is appointed by the Board of Trustees for the Connecticut State University. The Board delegates to the President the responsibility for the administration and operation of the entire University. This responsibility includes the selection and assignment of all personnel, the effectiveness of the academic programs of the University, its physical plant, its financial and business management, the organization of the University into administrative units and governance committees of the University.

### ***Provost and Vice President for Academic Affairs***

The Provost and Vice President for Academic Affairs, as the second ranking administrative officer, is directly responsible to the President of the University. The Provost and Vice President serves during the President's absence, or at such times as the President may designate. Working closely with the Provost and Vice President for Academic Affairs are the deans of the various schools, the Associate Vice President for Academic Student Services, Assistant Vice President for Operations, Associate Vice President for Assessment Planning and Academic Programs, the Directors of Admissions and Enrollment Management, Institutional Data Research and Analysis, Sponsored Programs and Research, Buley Library, International Programs, Academic Advisement, the Registrar, and the Coordinators of Faculty Development, and First Year Experience. The Provost and Vice President for Academic Affairs is directly responsible for the development and maintenance of all academic programs. Executive responsibilities include academic concerns and problems of students, budgets, staffing, program evaluation and scheduling.

### ***Executive Vice President for Finance and Administration***

The Executive Vice President for Finance and Administration is the chief fiscal and business officer of the University. The Vice President is in charge of developing and controlling the operating and capital budgets, and preparing financial reports and long-range fiscal plans. In conjunction with other University officers, the Vice President coordinates fiscal and facilities planning. This position oversees the administration of the offices for business, and physical plant operations. The Vice President works with the President in developing and maintaining positive working relationships with external state agencies involved in the University's budget and capital projects.

### ***Vice President for Institutional Advancement***

The Vice President for Institutional Advancement reports directly to the President with supervisory responsibilities for development, public affairs, alumni affairs, planning and giving. Specific duties include: administering all aspects of a comprehensive, integrated fund-raising program for the University; assisting in marketing strategies for the schools; assisting in development of cooperative efforts between the University and area businesses and industries.

### ***Vice President for Student and University Affairs***

The Vice President for Student and University Affairs is responsible for overseeing the areas of

student affairs, and public safety. Specifically, the Vice President is the chief administrator for issues dealing with the governance, safety, welfare and retention of students, and serves as the liaison with System Administration concerning such matters.

***Executive Assistant to the President for Diversity and Equity Programs***

The Executive Assistant to the President for Diversity and Equity Programs is responsible for directing the university's efforts at equity, diversity and equal opportunity. The Executive Assistant to the President for Diversity and Equity Programs also provides investigative, analytical and legal assistance and advice for the president and the university. The Executive Assistant prepares the university's Affirmative Action plan and provides guidance to search committees.

***Associate Vice President for Assessment, Planning & Academic Programs***

Provides leadership to develop a systematic program of student learning outcomes assessment, is responsible for coordinating periodic academic program reviews, and assists in the ongoing management of academic program development. As the academic compliance officer, the Assoc. Vice President will have primary responsibility for ensuring that standards of excellence are maintained. The Assoc. Vice President will coordinate the Faculty Annual Activity Report, provide assessment training for faculty, serve as liaison to the undergraduate Curriculum Forum and the Graduate Council, and reports directly to the Provost and Vice President for Academic Affairs.

***Associate Vice President for Academic Student Services***

Provides leadership in the recruitment, enrollment, academic advancement, and graduation of a diverse undergraduate and graduate student body. Supervises and directs the activities of the Director of Admissions, the Director of Academic Advising, the Registrar, and the Coordinator of the Class Schedule. The Associate Vice President reports to the Provost and works directly with the academic deans, department chairs, and faculty to ensure alignment of course offerings and student needs.

***Associate Vice President for Human Resources and Labor Relations***

Oversees the University staff in charge of administering state classification and compensation systems, training, workers compensation, unemployment, retirement and other benefit programs. The Associate Vice President for Human Resources and Labor Relations reports to the President.

***Chief Information Officer***

Oversees the Office of Information Technology (OIT) and is responsible for long-range strategic planning and implementation of information technology at SCSU.

***Academic Deans***

The Deans of the Schools of Arts and Sciences, Business, Education; Communication,

Information, and Library Sciences; Health and Human Services and Graduate Studies are responsible for directing and coordinating the total program in their respective schools. Responsibility is assumed for budgeting financial resources and the oversight of their use.

They assist faculty in the evaluation and revision of curricula, in the maintenance of up-to-date instructional practices and teaching techniques, in the establishment of academic standards, and in the procurement and utilization of appropriate educational resources.

Also, they recruit, screen, and recommend new faculty and staff to the Vice President for Academic Affairs. They evaluate and recommend faculty for promotion and tenure. They also advise the scheduling officer on the preparation of class and examination schedules and work closely with department chairpersons.

### ***Dean of Student Affairs***

The Dean of Student Affairs reports directly to the Vice President for Student and University Affairs and provides leadership, coordination, and management for the total student affairs program. The Dean has specific supervisory responsibilities for Student Supportive Services, Counseling Services, Multicultural Affairs, Career Services, the Women's Center, and all student discipline. The Dean is advisor to Student Government, and works with student leaders to maintain and promote the welfare of students on campus, and administers the University student judicial system.

### ***Associate Dean for Graduate Studies***

The Associate Dean of the School of Graduate Studies assists the Dean in all phases of the development, operation and evaluation of graduate programs and programming. He/she, in consultation with the Dean, is responsible for the development and maintenance of systematic procedures that will contribute to the effective and efficient operation of the School of Graduate Studies. He/she coordinates with faculty, administration, and functional units of the University to foster understanding of, support for, and participation in graduate programs and programming. The Associate Dean acts for the Dean in the absence of the Dean.

### ***Associate Vice President for Facilities Operations and Planning***

The Associate Vice President for Facilities Operations and Planning is responsible for the overall planning, direction and control of all facets of the University's physical plant. Principal components include long range facilities planning, building and equipment maintenance, utility systems, energy conservation, environmental safety, fire safety and security systems, shipping and receiving, moving and all construction and renovation projects. The Associate Dean reports directly to the Executive Vice President for Finance and Administration.

### ***Associate Dean for Student Affairs***

The Associate Dean for Student Affairs is responsible for the supervision of Multicultural Affairs, and Career Services. The Associate Dean reports to the Dean of Student Affairs.

***Director of Accounting Services***

The Director of Accounting Services is responsible for the financial records of the University including responsibility for managing the accounting group. Related reports are prepared and annual audit statements are developed.

***Director of Administrative Support Services***

The Director of Administrative Support Services reports directly to the Vice President for Finance and Administration and is responsible for such ancillary service operations as purchasing, duplicating services, the mailroom, telephone operations, the University Card Office and service contracts.

***Director of Admissions and Enrollment Management***

The Director of Admissions is responsible, under the supervision of the Provost and Vice President for Academic Affairs, for the development, planning, and implementation of the University's undergraduate admissions program. The Director works closely with the academic deans, faculty, and administrative officers.

***Director of Alumni Affairs***

The Director of Alumni Affairs, who reports to the Vice President for Institutional Advancement, administers a comprehensive and well-established alumni program. Responsibilities include the planning and management of the University's relationship with more than 67,000 alumni. The Director also serves as a liaison between the university and the Alumni Association. Duties include assisting with the SCSU scholarship program, recognition events, class reunions, maintaining alumni records and the publication of Southern Alumni Magazine.

***Director of Athletic Facilities***

The Director of Athletic Facilities is responsible for the general administration of all athletic events, non-athletic events, and special events held in Moore Fieldhouse, Jess Dow Field, and Pelz Gymnasium. Specific duties include developing and implementing policies for the effective functioning of these facilities; scheduling the use of athletic facilities; and supervising assigned staff. This position reports to the Athletic Director.

***Director of Audio Visual/TV and Multi-Media***

The Director is responsible for the administration and operation of the Department of Audio Visual, Television, and Multi-Media (AV/TV/Multi Media). The Director coordinates this department with all academic and non-academic departments. Specific duties include: advising and assisting academic departments in the selection and purchase of audio visual and television material and equipment; the purchase and maintenance of all audio visual and television equipment; the inventory control of all audio visual and television equipment owned by the University; the scheduling and distribution of AV/TV/Multi Media equipment, and University television production. The Director reports to the Chief Information Technology Officer (CITO).

***Bursar***

The Bursar directs, coordinates, and supervises the work of personnel responsible for the billing, collection, and deposit of payments for student tuition and fees; maintains and audits student accounts; accepts, records, and deposits all tuition and fee revenue received by the University; manages University deferment programs; coordinates the activities of the Bursar's Office with the Offices of Financial Aid, Continuing Education and Graduate Studies, Records, Admissions, and Residence Life. The Bursar reports to the Vice President for Finance and Administrative Affairs.

***Director of Career Services***

The Director of Career Services is responsible for Career Services and Cooperative Education. The Director develops and maintains innovative programs which enable students to explore, define, prepare for, and pursue their career objectives. This position reports to the Vice President of Student and University Affairs.

***Controller***

The Controller directs the University's fiscal and administrative services operations including budget development, monitoring and control, and serves as the Chief Fiscal Officer of the University in the absence of the Vice President for Finance and Administration. Specific responsibilities include administration of business and fiscal management functions, financial reporting and control systems, internal audit programs and supervision of University Accounting, Accounts Payable, Financial Planning & Budgeting, Payroll, Bursar (including Accounts Receivable and Cashiering) and related operations.

***Director of Counseling Services***

Under the direction of the Dean of Student Affairs, the Director of Counseling has full responsibility for planning and directing the operations of this unit. The Director coordinates a wide range of professional counseling services offered by licensed mental health professionals. Please refer to the Counseling Centers Web page for detailed information, listed under "Student Affairs" at SCSU's homepage.

***Director Engineering and Environmental Services***

Under the overall supervision of the Associate Vice President for Facilities Operations and Planning, the Director of Engineering and Environmental Services provides direction and leadership in the planning and programming of campus building support facilities. This administrator is responsible for furnishing technical assistance for a wide variety of capital projects.

***Director of Faculty Development***

The Director of Faculty Development reports to the Associate Vice President for Assessment, Planning and Academic Programs. The Director develops, coordinates, implements, and assesses programs and events geared to enhancing the teaching, scholarship, and professional

growth of faculty. The Director facilitates the Faculty Development Advisory Committee and the J. Philip Outstanding Teaching Award Committee, oversees the administration of Faculty Development and Curriculum Related Grants, and provides one-on-one consultations in a confidential setting.

***Director of Financial Aid***

The Director of Financial Aid reports to the Executive Vice President for Finance and Administration and is responsible for student financial aid, including the development and implementation of financial aid policies and procedures. The Director seeks, determines, and monitors the allocation of funds, advises parents and students about appropriate aid programs, and insures that the University is in compliance with applicable federal, state, and outside agency regulations concerning financial aid.

***Director of Freshman Year Experience Program***

Directs the faculty recruitment, scheduling, and programming for the First Year Experience Program, including INQ courses. Works directly with Student Affairs to plan, implement, and assess the New Student Orientation process and academic advising for first-year students.

***Director of Health Services***

The Director of Health Services reports to the Vice President for Student and University Affairs and supervises the various aspects of health care for students at the University. The Director provides primary ambulatory medical services for eligible students and emergency care for the entire University community, coordinates health care activity on campus, determines medical policies and procedures within Health Services, provides health counseling and referrals, and supervises the staff of the Health Center.

***Director of Human Resources***

The Director of Human Resources oversees the University staff in charge of administering state classification and compensation systems, training, workers compensation, unemployment, retirement, and other benefit programs. The Director also processes all labor relations and grievances for classified employees.

***Director of Institutional Research***

The Director of Institutional Research is the chief administrator in charge of the collection, preparation and dissemination of statistical information and reports for the University and its operation. As a member of the staff of the Provost and Vice President for Academic Affairs, the Director is responsible for the development and dissemination of all information, except financial data, for the University and its major units. The Director also serves on committees dealing with such issues as academic planning, space allocation and utilization, long-range planning, institution information, and computer usage.

### ***Director of Intercollegiate Athletics***

The Director of Intercollegiate Athletics reports directly to the President and is responsible for the major athletic units. The Director provides creative leadership in the development and implementation of programs, and supervision of all athletic personnel. The Director manages the athletic budget, coordinates all athletic scheduling, and oversees scheduling and supervision of facilities used for intercollegiate athletics, intramural sports, and recreational programs.

### ***Director of the Language Laboratory***

The Director is responsible for the administration and maintenance of the Language Laboratory. Specific duties include: advising and assisting students and faculty in the selection and the use of audio visual equipment, computer software, and cultural materials for class presentations; duplicating and editing commercially prepared audio materials; evaluation and selection of commercial A-V and multimedia programs; advising and assisting students and instructors in making recordings, video tapes and software; maintaining and cataloguing materials currently available; developing the budget and administering the Laboratory funds; recommending equipment purchases; and repair and maintenance of materials and equipment; teach two elementary courses each year in a language offered by the Foreign Languages Department. The Director reports to the Chairperson of the Foreign Languages Department.

### ***Director of Learning Resources Center***

The Director of the Learning Resources Center is primarily responsible for operation of the Curriculum Resources Laboratory and the University Media Center. In addition, the Director assumes a major role in assisting the faculty in the selection and development of media equipment and materials used in the curriculum of the University. The Director reports to the Director of Library Services.

### ***Director of Library Services***

The Director of Library Services is responsible for the efficient and effective administration of all aspects of library operations and services including policy, planning, staff organization and development, physical plant, fiscal planning and management, library instruction, collection development, faculty, student and administrative relations, cooperation with other libraries and application of library technology to operations and services.

### ***Director of the Multicultural Center***

Under leadership of the Director of the Multicultural Center, the Center recognizes the benefits of cultural diversity for everyone in the University community. The multicultural program is designed to provide leadership for all campus constituencies to plan and implement programs reflecting and incorporating the richness of our society's diversity throughout the university - from recruitment and retention, to the classroom, to campus activities. Multicultural Affairs offers a variety of formal and informal opportunities for students, faculty, administrators and staff to explore the complexity of cultural perspectives which influence life-long educational,

social and professional interactions and pursuits. The Multicultural Affairs Program strives to direct the enhancement of an educational climate which promotes the understanding of the benefits of diversity in-and-out of the classroom and in the community around us.

### ***Director of Public Affairs***

The Director of Public Affairs is responsible for the preparation and dissemination of official information on behalf of the University. The Director administers two related but distinct units in the office of Public Affairs – public information and publications. Each unit has separate responsibilities; public information, for building and maintaining relations with the print and broadcast media through a program of news releases, events and promotional materials; publications, for editing and preparing all official University publications, including advertising and the University Web site. The Director of Public Affairs reports to the Vice President for Institutional Advancement.

### ***Director of Public Safety***

Under the supervision of the Vice President for Student and University Affairs, the Director of Public Safety is the University's chief law enforcement officer and responsible for the management and operation of the University Police Department. Specifically, the Director is responsible for the formulation and implementation of police policies and procedures; the maintenance of a system of security to provide for the safety of students, employees and visitors; the enforcement of traffic and parking regulations; the shuttle bus service; the maintenance of harmonious working relationships with various law enforcement departments and agencies; the development and maintenance of environmental health and safety programs; dealing with lost and found property; and the selection, training and operational activities of all members of the University Police Department.

### ***Payroll Supervisor***

The Payroll Supervisor oversees the preparation of payroll information for all full- and part-time employees of the University including students on work-study assignments. The Payroll Supervisor also processes requests for tax shelters, adjusts withholdings, and maintains historical records of employee earnings and deductions. The Payroll Supervisor reports to the Controller.

### ***Purchasing Manager***

The Purchasing Manager is responsible for purchasing equipment, materials and services, in accordance with State and Federal guidelines. Additionally, the Manger develops and disseminates purchasing guidelines and procedures to faculty and other members of the University community.

### ***Registrar***

The Registrar, under the supervision of the Provost and Vice President for Academic Affairs, is responsible for the operation and security of the Registrar's Office, and the reliability of the

academic records of all current and previous students of the University, both graduate and undergraduate.

***Director of the Lyman Center for the Performing Arts***

The Director of the Lyman Center for the Performing Arts is responsible, under the supervision of the Vice President for Student and University Affairs, for the administration of the John Lyman Center for the Performing Arts. Specific responsibilities also include the scheduling of all non-academic events, risk assessment, the management of the quality of activities, encouraging the development of such programs, and responding to the needs of the University community by coordinating between academic and non academic areas. In addition, he/she oversees the expenditures of the Graduate Students Affairs Committee fees. The director serves as the channel of communication between the University administration, student body, and faculty regarding policy decisions in the area of event planning and risk management.

***Director of Student Supportive Services***

Under the supervision of the Dean of Student Affairs, the Director of Student Supportive Services supervises and coordinates a unit of Student Affairs which provides a variety of services to students. Included are: Veterans and Non-traditional Student Services, Disability Resource Office (DRO), Summer Educational Opportunities Program (SEOP), Educational Opportunity Program (EOP), Writing/Tutorial Center, Connecticut College Admission and Bridge (ConnCAB) Program, Connecticut Collegiate Awareness and Preparation (ConnCAP) Program, and Supported Education Program (SEP)/Student Development Workshop Program.

***Director of Student Teaching***

The responsibilities of the Director of Student Teaching include: the placement of student teachers; the coordination of student teaching program; and the coordination of the supervision and evaluation of student teachers by the faculty. Specific duties include: the placement of students in school systems and agencies; responding to special problems arising in placement; and on-going contact with departments for the coordination of the student teaching program. The Director of Student Teaching is also the certification officer for the University and signs off on the application as the recommending official that the student has completed all requirements for certification in the State of Connecticut. The Director also verifies all out-of-state certification forms. The Director of Student Teaching verifies enrollment and signs applications for the Minority Incentive Grant Program and the Special Education Incentive Grant Program. The Director also compiles data needed for Title II. The Director reports to the Dean of the School of Education.

***Director of Support Services, Office of Information Technology***

The responsibilities of the Director of Support Services, Office of Information Technology include: support services used by students, faculty, and staff; desktop management and deployment; software licensing and inventory; high-tech classrooms. The Director reports to the Chief Information Officer.

***Director of Systems & Infrastructure, Office of Information Technology***

The responsibilities of the Director of Systems & Infrastructure, Office of Information Technology include: maintain and operate computer servers and peripherals that in support of enterprise applications, messaging systems, network infrastructure, databases, mass storage and backup systems. The Director reports to the Chief Information Officer

***Director of Teaching & Learning Technologies, Office of Information Technology***

The responsibilities of the Director of Teaching & Learning Technologies, Office of Information Technology include: technology in teaching and learning; adaptive technologies, support for distance education and technology trainings. The Director reports to the Chief Information Officer.

***Director of University Student Center***

The Director of the University Student Center is responsible, under the supervision of the Vice President for Student and University Affairs, for the management of all operational, programming, financial, and service aspects of the University Student Center. Specific duties include: scheduling the use of the facilities, the development and supervision of student activities and programs sponsored by the Student Center. The Director serves as a channel of communication between the University administration, student body, and faculty regarding policy decisions affecting the Student Center. This administrator is also responsible for the supervision of the professional and support staff of the Center.

***Director of Writing Across the Curriculum Program***

The WAC director provides overall administrative leadership for and oversight of the Writing Across the Curriculum Program. To do so, the director implements policies and procedures developed by the WAC Committee, works collaboratively with members of WACC to review and modify as needed the guidelines and procedures by which faculty develop Writing Intensive Courses, provides guidance to faculty and departments in developing new courses or revising existing courses to meet the requirements of WAC, and develops support programs and workshops for faculty who teach with writing. The director also maintains an active and up-to-date WAC Website, handles all publicity for workshops and other WAC-sponsored events, processes student W-Waiver-applications and addresses student and faculty questions about WAC and/or related problems that may arise, particularly involving transfer students.

The WAC director is also responsible for the following: Securing resources; Maintaining a

partnership with the Chair of WACC and the UCF chair; Maintaining records of Waivers & Workshop activities; Managing the WAC budget; Managing the WAC office including hiring and supervising student worker(s); Responding to WAC voicemails & emails; Serving as a liaison between the University Provost and the WAC committee; Developing and conducting program reviews and outcome assessments; Serving as the spokesperson for WAC at UCF meetings together with the chairperson of the WAC committee; Interfacing with the Writing Center Coordinator to support students who are writing in courses across the curriculum; Interfacing with regional WAC groups (e.g. NEWACC) and attending WAC conferences.

## **Departments and Chairpersons**

As discussed in the Role and Description statement, Southern is organized into five schools. Each of the academic schools is under the leadership of a dean and each is composed of several departments. All faculty must be affiliated with an academic department. Leadership of the department is provided by a chairperson. In addition, several campus-wide programs and services are provided to extend and support the academic mission of the University.

### ***Academic Departments***

As specified in the Collective Bargaining Agreement (CBA), "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 without any numerical limits on size" (Article 5.14, 2007-2011). "A department shall express its decisions by majority vote of its full-time members" (Article 5.16, 2007-2011).

"The department shall have responsibility for the content and development of courses, curriculum, and programs of study within its discipline, research and service in its area, and for evaluation of the performance of all department members... Curricular changes involving individual courses and departmental programs shall be initiated at the departmental level... Curricular changes involving core curricula shall be initiated in the appropriate university-wide curricular body... Class size limits shall be determined on sound educational principles by the appropriate dean in consultation with the department... Under normal circumstances the department shall have primary responsibility for individual teaching assignments within the department... The academic department or interdisciplinary program may establish and administer policies on grading and admissions to and academic standings in its programs, providing such policies are consistent with university-wide policies established by the Senate and approved by the President" (Articles 5.17-5.17.2, 2007-2011).

### ***The Department Chairperson***

The department chairperson is a faculty member selected by department colleagues, confirmed by the dean, and appointed by the president for a term of three years. While the department

chair has some administrative duties this person is a faculty member who serves as a communication link between the department and its faculty and the dean of the school and other administrative units on campus.

As specified in Article 5.23 of the Collective Bargaining Agreement (CBA, 2007-2011), "The Department Chairperson has the dual responsibility of leading the department in fulfilling its responsibilities in academic and personnel areas and facilitating the functioning of the department. The Department Chairperson is the normal channel of communication between the department and other departments, divisions/areas or like groupings, offices and the administration."

The Department Chairperson represents the department's concerns to the dean of the school. They assist in the recruitment and selection of new faculty, make recommendations about instructional policies, provide leadership for departmental programs, and coordinate those programs with others in the University. Furnishing leadership in the development of a sound instructional program, they are familiar with the content of all courses in the department and ensure that approved outlines for all courses are prepared, kept up-to-date and filed in the office of the Provost and Vice President for Academic Affairs or the graduate office. Also, they participate in the evaluation of faculty colleagues in accordance with the CBA and appropriate Senate Documents.

In addition, they prepare budgets, providing the appropriate dean information about needs for major items of equipment and facilities. They prepare and submit requisitions for consumable supplies and materials to the Purchasing Office and present requests for student help to the Financial Aid Office. They maintain an up-to-date inventory of office equipment, instructional equipment, and supplies.

By December 1 of each year, they submit changes in the University catalog to the Provost and Vice President for Academic Affairs. Also, they assist the Director of Public Affairs in developing publicity for the department in conjunction with the appropriate dean.

They regularly schedule and preside over departmental meetings and ensure that by-laws, agendas, and minutes are maintained and distributed as specified by relevant documents.

## **Campus-Wide Programs and Services**

### ***Academic Advisement Center***

The Academic Advisement Center (Wintergreen, 392-5367) coordinates, reinforces, and supplements academic advisement for students. The Center provides information to departments about the process of advisement. Individualized one-on-one advisement sessions

allow students to carefully select their courses, as well as assist with other important decisions regarding a choice of major, changing majors, change in academic policies and other academic matters.

Additional information about the Center is provided in Section 4 of the Handbook. The Academic Advisement Center is a unit of Academic Affairs

### ***The Center for Adaptive Technology***

The Center for Adaptive Technology (Engleman Hall B017, 392-5799) coordinates campus-wide technology access services for students with disabilities. The CAT assesses students' technology needs and trains them to use adaptive hardware and software. Students may then use this technology at the CAT or in other locations on campus. The CAT also arranges for accommodations when access is needed for courses requiring the use of technology in the classroom. The CAT acts as an information resource regarding technology access, alternate formats for course materials, and accessible Web site design. Throughout the year, the center schedules free open houses during which members of the community are welcome to explore the technology and talk to the center staff. The CAT is a unit of Academic Affairs.

### ***Center for the Environment***

The Center for the Environment (Jennings Hall 342, 392-6600) is an interdisciplinary center dedicated to furthering knowledge and awareness of environmental issues. Programs include environmental studies, environmental education, science education, marine studies, and experiential education. Located on campus in Jennings Hall, the center has additional facilities for education and research at the Connecticut Marine Studies Center in New Haven and Outer Island in Branford, Connecticut. Additional study sites include field study at Gillette Castle, Haddam, Connecticut; Rainbow Dam Fishway; the Leesville Dam Fishway; and Tavernier Key in Florida. The Center for the Environment is a unit of Academic Affairs.

### ***Faculty Development***

Faculty Development (Engleman Hall B 106, 392-5358) provides support for the ongoing professional development of faculty, starting with New Faculty Orientation. It provides grant funding support and management for a wide range of activities. The office sponsors Forums, workshops, and sessions aimed at professional enhancement and maintains a wide array of resources on teaching and learning, institutional assessment, cultural diversity and education. Special offerings include the SCSU Teaching Academy, New Faculty Mentoring Program, SummerTech, Part-Time Faculty Orientation and Reception, Teaching with Writing Workshops, and the FYE Academy. The Office of Faculty Development also administers the Curriculum Innovation Program (C.I.P.). C.I.P. focuses on supporting teaching excellence and wide-scale curriculum development.

### ***First Year Experience Program (FYE)***

The First Year Experience Program (Engleman D222, 392-6671) introduces first-year students to

the rigors of academic and social engagement during the transition to college with the express intention of fostering intellectual and creative inquiry, encouraging community involvement, and lodging life-long learning into the hearts and minds of our students.

### ***Honors College***

The Honors College (Engleman Hall B225A, 392-5499) is a four-year program for exceptionally well-prepared students. It offers a challenging, stimulating environment in which to practice analytical, creative, and verbal skills. The Honors College is a unit of the School of Arts and Sciences.

Honors College students enroll in a series of special, interdisciplinary team-taught courses, approximately eight in number, which are designed to satisfy most of the University requirements. Honors College enrollees also complete a project or a thesis during their last two years at Southern. Honors College students, however, will complete most of the courses required for graduation outside the Honors College. Such students, for example, complete a regular academic major and have a number of elective courses in their plans of study. Admissions to the Honors College is competitive and most Honor College Students are on full tuition Presidential Scholarships. Inquiries are invited from interested freshmen. Information on the Honors College may be obtained from the University's Admission Office.

### ***Office of Assessment and Planning***

The Office of Assessment and Planning (Engleman Hall B213, 392-8865) supports the academic mission of Southern Connecticut State University by promoting the improvement of teaching and learning through: training and technical assistance on assessment of student learning, academic program review, and accreditation; assisting academic units with data gathering and analysis to inform decision-making; coordinating university-wide assessment and accreditation efforts; and preparing reports for external constituencies regarding assessment and accreditation at the request of the Provost. The Office of Assessment and Planning is a unit of Academic Affairs.

### ***Sponsored Research***

Sponsored Programs and Research (SPAR) (Engleman Hall A220, 392-6800) operates as a faculty and administration resource and gateway for the development and submission of proposals for external funding. SPAR reports to the Vice President for Academic Affairs.

The services offered, staff qualifications and associations with Institutional Advancement make SPAR a complete personal marketing department for faculty, staff and administration seeking outside funding for research activities, community outreach, or service programs.

The continuing mission of the department is to promote excellence in our scholarly endeavors, research, programs, and service activities by:

- Securing funding for these pursuits through the submission of professionally researched,

developed, and written proposals to appropriate public, government and private funding sources;

- Developing and fostering positive relationships with funding sources that will increase the likelihood of receiving grant awards; and
- Providing professional grant management services to ensure successful fiscal and programmatic performance of grant activities.

***Teaching and Technologies Group***

The Teaching and Learning Technologies Group of OIT is dedicated to provide support for faculty development in teaching, service, and scholarship. TLTG promotes experiment and exploration of new methods of integrating technology into the teaching and learning process. It provides the following technical and consulting services for schools, departments, and faculty members.

### Section 3

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

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# Instructional Policies

## ***Course Syllabus***

Instructors should distribute a syllabus to students in the beginning of each semester including goals and objectives, a listing of topics covered, attendance policy if any, and various requirements and expectations. Procedures used in determination of grades should be included. Sensitivity to students with disabilities may be clearly demonstrated by the inclusion of the following statement in the syllabus for each course: If you have particular needs in order to complete this course, such as special seating or note taking or examination conditions, please let me know as soon as possible so that appropriate accommodations can be made.

## ***Class Attendance***

The University expects students to take full responsibility for their academic work. To progress satisfactorily, students must meet the requirements of each course. Regular class attendance is expected. It is particularly important for first-year students to attend all classes to develop productive study skills early in their post-secondary experience.

Mandatory class attendance may be warranted in some courses. Instructors should review each course to determine whether mandatory class attendance is appropriate. The instructor must announce such policy, in writing, to each class during the first week of the semester. The policy must include the degree to which attendance can affect grades and the rationale for such policy. The department curriculum committee must review and approve the policy and its rationale before distribution to students. The policy and its rationale may be reviewed by the University Curriculum Forum for undergraduate courses or by the Graduate Council for graduate courses.

During the first week of the semester announce, in writing, your policy for exams, including penalty for missed exams and conditions/arrangements for making up exams. Students are obliged to take all announced exams at the time they are given unless there are well-documented extenuating circumstances.

Students are responsible for all material presented in class. They should not expect to have any claim to future class time nor expect private tutoring from their instructors to make-up lost work resulting from unexcused absences. In the case of science labs, it may not be possible to make up missed labs.

Students who are absent from class(es) for six or more consecutive days for physical or mental health reasons are advised to consult with the Health or Counseling Center, especially when faculty are asking for documentation about class absence. In these instances, the student must present documentation from the off campus treating physician or mental health provider. In the case of physical health issues, the documentation must be provided to the Health Service;

in the case of mental health issues, the documentation must be provided to the Counseling Center. Each request is reviewed on a case-by-case basis. The directors of health services and counseling center provide verification of the illness to each faculty member, who may, if the facts merit it, make adjustments to course requirements. In cases where a significant portion of course work has been missed and it may be difficult to make up all the coursework, students should confer with the Dean of Student Affairs of designee or the Withdrawal Coordinator in the Registrar's Office to consider their various options.

### ***Absence for Observance of Religious Holy Days***

Section 10a-50 of the General Statutes of Connecticut states clearly that students who are unable to attend their classes, participate in any examination, study or work requirements, because of the tenets of (their) religion forbid secular activity on a particular day or days or at a particular time of day shall be excused and shall not suffer any adverse or prejudicial effects of that absence. In addition, the statutes states that it is the responsibility of the faculty and the administration to provide such students with an equivalent opportunity to make up any missed examination, work or study assignments.

Faculty and staff with religious obligations during this time period should refer to the Employee Handbook, Section D.7 or the appropriate Collective Bargaining Agreement to determine the accommodations provided for them for religious observances.

### ***Class Rosters***

The list of students officially registered for each class appears on the roster. Those students attending class who do not appear on the roster and do not present an official Add/Drop form should be directed to the Registrar's Office to verify their enrollment status. Rosters usually appear three times during each semester: the initial roster, a roster which verifies enrollment after adds, drops and withdrawals; and a roster for final grades.

### ***Field Trips and University Sponsored Off-campus Events***

Faculty members who are in charge of a University sponsored extra-curricular activity or club, which will take students off-campus, must obtain the Release Agreement form from the Office of Student Affairs, Engleman A 106. The completed form should be returned to the Student Affairs Office at least ten days prior to the scheduled activity.

A faculty member planning a curricular activity, i.e., field trip, for students in their class should complete and return the Release Agreement form to the appropriate academic dean ten days in advance. It is important to make an official record of any such trips.

It is clearly the responsibility of the student to make-up the work missed because of an off-campus event without undue demands on the instructor of the course missed.

### ***Emergency Cancellation of Classes by Instructor***

Instructors may not miss class meetings because of personal or professional commitments unless authorization has been obtained in advance from the department or the Office of the Dean of the School. In the event of an authorized absence, instructors should make satisfactory arrangements to provide substitute coverage for the class.

When a class must be cancelled because of an emergency, faculty must contact – at the earliest possible time – the academic department office, the Office of the Dean of the School, Extended Learning Offices (if an Evening Division or Saturday course), and the students. Faculty are encouraged to develop a contact procedure so that students will know as soon as possible if class is being canceled.

### ***Inclement Weather Cancellation***

The cancellation of classes due to inclement weather will be announced on the SCSU 'Weather Check' message line: (203) 392-SNOW (7669). Announcements will be made at the following times:

Morning classes by 6 a.m.

Early Afternoon classes by 10 a.m.

Late Afternoon and Evening classes by 2 p.m.

Please note that while the university also uses radio and television stations to issue weather closing announcements, there is sometimes a delay before these reports are aired.

### ***SCSUALERT***

SCSU has launched a new Emergency Notification System, *SCSUALERT*, in effort to convey important information to the campus community in the event of an emergency, weather-related closing/delay, or other potentially hazardous situation. To learn more about *SCSUALERT*, or to register for this service, visit

<http://www.southernct.edu/universitypolice/scsualert/>

### ***Course Withdrawal***

Both full- and part-time students can withdraw from a full semester course prior to the ninth week of classes; prior to the sixth week for eight-week courses. Such a withdrawal is recorded as a W on the transcript. Each faculty member should provide some formal evaluation prior to the end of the period for course withdrawals permitting students to evaluate their class standing.

A student can withdraw from a course in the Registrar's office, Wintergreen Building, prior to the end of the withdrawal period. Students should confer with the instructor and academic advisor to ensure proper advisement before withdrawing from a course. However, prior to the end of the withdrawal period, such consultation is not required. Full-time students are

permitted to withdraw from a course if they fill out the appropriate form in the Registrar's Office. The deadline for students to change from full- to part-time status is the end of the Add/Drop period as published in the Schedule of Classes.

Withdrawals after the official withdrawal period may be done with the consent of the instructor. Late withdrawals are to be viewed as exceptions to the general policy. In a case where the instructor feels a late withdrawal is justified, the instructor should obtain and complete a Late Course Withdrawal Form from the Registrar's Office. At this time, the instructor shall assign a grade of either WP (Withdrawn Passing) or WF (Withdrawn Failing). This form must be approved and signed by instructor and department chairperson. If a student is denied a late course withdrawal, he or she may grieve that decision as assignment of an improper grade in accordance with the procedures outlined in the *Student Handbook*. No late course withdrawals will be allowed after the last scheduled class. No late withdrawals will be allowed during the final exam period.

### ***University Withdrawal***

A student who wants to withdraw from the university officially should consult with the Retention Officer in the Registrar's Office in the Wintergreen Building. The University is concerned that all students who withdraw prior to graduation get the best possible assistance and guidance. For that reason, The Retention Officer will discuss the withdrawal with the student and will also make a preliminary evaluation of readmission possibilities in either day or evening courses. The student will then fill out and complete an official withdrawal form. Failure to withdraw officially from the university may result in failing grades being recorded on the student's transcript. It may also lead to problems with debt to the university and affect future financial aid awards.

## **Grading Policies**

### ***Grading System***

The following grades are used for official reporting:

A+, A, A- (Exceptional)	I (Incomplete)
B+, B, B- (Superior)	P (Pass in a course where students receive P or F)
C+, C (Average)	S (Pass in a course taken for Pass-Fail Option)
C-, D+, D, D- (Passing)	Z (Satisfactory Audit)
F (Failure)	

In addition, certain codes are used to indicate particular circumstances:

- E (Credit awarded via waiver exam)
- N (Student never attended)
- R (No grade reported by the instructor)
- W (Officially withdrawn)

WF (Withdrawal Failing)  
WP (Withdrawal Passing)

### **Grades Points**

In order to determine a student's Grade Point Average (GPA), letter grades are assigned numerical values as follows:

A+ = 4.0 A = 4.0 A- = 3.7

B+ = 3.3 B = 3.0 B- = 2.7

C+ = 2.3 C = 2.0 C- = 1.7

D+ = 1.3 D = 1.0 D- = .7

F = 0

This numerical weight for each grade is then multiplied by the number of credits (semester hours) assigned to each course. Thus, a grade of C in a three-credit course merits six quality points (2 x 3).

A student's GPA is determined by dividing the total number of quality points by the number of GPA hours.

The grades of "I," "P," "S," "W," "WF," "WP," and "Z" carry no grade points and the credits for those courses are not considered in the total credits attempted, so they have no effect on the GPA.

If a course is repeated outside of the grade replacement policy, both grades will appear on the permanent record and will be used in determining the cumulative GPA. Credits for both attempts will be counted toward credits attempted, but the credits will be earned only once. The GPA of a transfer student is based solely on the courses taken at Southern

### **Minimal Standards**

One of the requirements to receive an undergraduate degree from the University is a 2.0 cumulative GPA. Students dropping below this requirement at the end of each semester are subject to academic probation or removal from full-time status. Students who have taken all of the course work for their degree, but do not have a cumulative 2.0 GPA, will not be eligible for the degree.

### **Mid-term Grade Reporting**

The faculty and administration agree that every student is to receive a carefully considered evaluation of academic progress by the mid-point of a course. This evaluation and the final course evaluation are based on written procedures presented to each student at the beginning of the course. Copies of these written procedures are filed with the department chairperson who will insure that instructors comply with this policy. This policy will apply to full- and part-time undergraduate students during the fall and spring semesters. Mid-term grade reporting is not required for summer session or intersession courses.

All students should receive a Mid-term Grade Report signed by the instructor providing the name and number of the course, the student's name, and the letter grade assigned. Mid-term grades are presented to the student by the end of the seventh week for sixteen-week courses or by the end of the fourth week for an eight-week course. Mid-term Grade Reports are submitted on-line through the Banner Web system. For large courses, where enrollment exceeds 45 students, grade reporting may be consolidated with another formal evaluation, e.g., hour exam, paper. Any student, especially first-year students, who are doing unsatisfactory (D or F) work at the time of mid-term grade reporting should be encouraged to confer with their instructor and academic advisor. In courses for which realistic mid-term grades are not feasible, instructors are exempted from reporting such grades. In such cases, formal exemption must be granted by the appropriate departmental curriculum committee. A copy of each approved exemption of non-standard procedure and any supporting statements should be filed with the appropriate dean.

### ***Final Grades***

Final grades are due in the Registrar's Office. Timely submission of grades is necessary to expedite transcript evaluation for graduating seniors, advanced degree, and certification candidates. This process requires that all grades for all courses for an individual student be received before the GPA can be calculated to determine program completion. According to article 4.2.2.2 of the Collective Bargaining Agreement, instructors have at least three (3) working days from the date of the last scheduled final exam to submit final grades.

### ***Incomplete Courses***

A temporary grade of "Incomplete" (I) is recorded when a student has a valid reason as determined by the instructor for not meeting a partial requirement in a course prior to the termination of the semester. The student requests Incomplete status from his or her instructor. If granted, the Incomplete must be removed not more than 30 days after the next semester begins. If the student fails in his responsibility to complete the work, the grade automatically becomes a failure, "F".

If the instructor is giving the student longer than the 30 day period to complete coursework, then the instructor must file an Incomplete Extension Form with the Registrar's Office.

### ***Grade Change Procedures***

#### **I. Assumptions**

- A)** The awarding of grades is the responsibility of the instructor of the course.
- B)** A grade shall be changed only with the consent of the instructor of the course and with the approval of the provost or appropriate dean except for cases that are specified in this document.

**C)** In order to protect academic freedom, promote academic integrity, and to avoid possible negative implications for faculty evaluations, all grade appeals must be based on a claim of palpable injustice. A palpable injustice occurs when a faculty member has been demonstrably inconsistent and unfair to the student. Palpable injustice represents a clear and blatant violation of a reasonable evaluation procedure, regardless of whether that procedure is stated or implied. Palpable injustice is NOT warranted when other faculty members simply disagree with the grade, would have graded differently, would have rounded off to the next highest grade, or would have preferred a different evaluation procedure. For example, the Department Grade Appeal Committee or University Grade Appeal Committee is not justified in changing a WF to a WP by considering the circumstances for the withdrawal. The issue is whether the faculty member applied the policy appropriately.

**D)** These procedures apply only to the change of a grade under conditions specified in section 4.2.2.2 of the Collective Bargaining Agreement. They may be implemented after a final grade has been submitted or after a request for a late withdrawal has been denied by the instructor, and any change may be upward or downward.

**E)** These procedures may be implemented at any time during the academic year subject to II A below.

**F)** The week of Spring Break shall not be counted when determining how long the grade appeal has been in process.

## II. Procedures

**A)** Grade appeals must be initiated on an individual basis. A student must submit a written and signed rationale to the instructor (no electronic submissions permitted) stating the reason for the grade appeal by the 3<sup>rd</sup> week of the semester<sup>2</sup> (called hereinafter the appeal semester) following the date on which a grade was awarded. Grade appeals for work during summer, winter and spring break sessions must be made according to the schedule for the next full semester. See the section on deadlines below. The student and the instructor shall then attempt to settle the matter.

**B)** If it is impossible for the student to contact the instructor (with the help of the instructor's chair if needed), or if the student and instructor cannot reach an agreement, the student must report this to the instructor's chair or the program director (in the case of courses in interdisciplinary programs) by the 5th week of the appeal semester.

**C)** If the instructor can be contacted, and the student and instructor disagree, the following shall take place:

1. The chair/director, the instructor and student shall attempt to settle the matter.

2. If the student, chair/director and instructor, are unable to reach an agreement, then the chair/director has until the end of the 7<sup>th</sup> week of the appeal semester to do one of the following:

a. Convene a committee elected<sup>3</sup> by the department (hereinafter called the Department Grade Appeal Committee or DGAC) which shall, in consultation with the instructor and student, decide whether a palpable injustice has occurred. The DGAC must reach its decision by the 10<sup>th</sup> week of the appeal semester, or the appeal goes directly to the University Grade Appeal Committee UGAC. The student or the faculty member has the right of appeal to the (UGAC). In such instances, the UGAC must reach its decision by the last day of the finals' week of the appeal semester.

b. Refer the matter to the UGAC, which shall, in consultation with the instructor and student, decide whether a palpable injustice has occurred.

c. Decide not to convene a DGAC or to refer the matter to the UGAC, only if the chair/director determines that the grade appeal has no merit.

3. If the chair/director decides not to convene a DGAC nor refer the matter to the UGAC, the student may refer the matter to the UGAC, but must do so by the end of the 9<sup>th</sup> week of the appeal semester.

4. The DGAC or the UGAC shall make a decision with reference to the grade appeal following consultation with the instructor and student and with others whom it deems appropriate. The meetings of the DGAC or UGAC shall consist of the respective committee members, and others, only if invited by the DGAC or the UGAC. A grade change may take place when the DGAC or the UGAC decides that a palpable injustice has occurred, and the new grade will be based on the evidence presented. The DGAC or the UGAC shall treat each student as a separate case. The DGAC's or UGAC's decision shall include a written rationale for each decision signed by the committee members. The student, the instructor, the department chair/director, and the chair of the DGAC (when applicable) shall be notified in writing of the committee's decision. If a grade change has been made, the registrar shall also be notified in writing. THE DECISION OF THE DGAC CAN BE APPEALED TO THE UGAC BY EITHER STUDENT COMPLAINANT OR AFFECTED FACULTY MEMBER, AND THE DECISION OF THE UGAC SHALL BE FINAL.

5. If a student or instructor appeals a DGAC decision, the appellant takes the matter directly to the UGAC by the end of the 12<sup>th</sup> week of the appeal semester. The UGAC will entertain an appeal on the basis of a palpable injustice that should or should not have been determined by the DGAG, or if the student, instructor, chair/director, or DGAC did not follow correct procedure. THE DECISION OF THE UGAC SHALL BE FINAL.

**D)** If it is impossible to contact the instructor, or the instructor refuses to participate, the procedure in II C is followed without the presence or involvement of the instructor.

**E)** Deadlines and deadline extensions.

1. "By the 3rd week" means 3 weeks (21 calendar days) into the semester, starting with the 1st day of classes. Other deadlines are to be interpreted similarly.

2. A dean of the appropriate school may extend any grade appeal deadline only at the appellant's request and only if the appellant provides written evidence that physical or mental incapacitation led to the missed deadline. The request must be made, in writing, no later than the end of the first week of classes following the original grade appeal semester.

**F)** Structure of the Grade Appeal Committee. The GAC shall consist of three department or program members, excluding the instructor, the chair, non-tenured faculty and those on leave. In cases of hardship (when too few department/program members are available), the chair will follow the same procedures as those for convening a hardship DEC.

**G)** Structure of the University Grade Appeal Committee. The UGAC shall consist of seven members, including six university-wide elected members who serve a term of three year each, plus one member of the affected department/program, and one university wide elected alternate who fills in as needed. Two elected members will be from the school of Arts and Sciences; the other four Schools shall have one member each. No more than one elected member per department is permitted. Any grade appeal decision shall not be made by fewer than three UGAC members. The instructor whose grade is being appealed cannot serve on UGAC for that appeal.

### III. Amendments

**A)** This document may be amended by two-thirds vote of the Faculty Senate with the concurrence of university President.

### IV. Interpretation

**A)** This section may not be invoked with respect to the interpretation of any item of the Collective Bargaining Agreement. If an issue develops concerning interpretation 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 such an issue.

## V. Implementation

**A)** This document shall take effect upon approval by a two-thirds vote of the Faculty Senate with the concurrence of the President of the university.

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Notes:

1 By grade is meant any of the grades specified in the university Undergraduate or Graduate Catalogs.

2 Semester means the January-to-May or the September-to-December sessions of classes.

3 The composition of this committee and its election procedures shall be determined by each department.

Revised 2008

# General Policies

## ***Academic Standing***

All matriculated undergraduate students achieving a cumulative GPA of 2.0 or better are students in good standing. Undergraduate students with a GPA of less than 2.0 are placed on academic probation and sent explanatory letters at the end of the fall and spring semesters.

If a student on probation has attempted at least 30 GPA credits and does not have a GPA of 1.5 or greater; or has attempted at least 45 GPA credits and does not have a GPA of 1.8 or greater; or has attempted at least 60 GPA credits and does not have a GPA of 2.0 or greater, the student is academically dismissed as a full-time student and placed on non-matriculated status.

Students who were in good standing while attempting the 60 credits, but later fail to maintain a GPA of 2.0 will be given one semester on probation to raise their GPA to the required level.

Non-matriculated undergraduate students who receive a letter inviting them to come in for an appointment with the Retention Officer may submit a written appeal to the Academic Standings Committee by the prescribed dates in the letter. Students making a written appeal may also make a personal appearance before the committee. The committee will decide whether the student has a reasonable chance to achieve the required GPA within one additional semester; if so, the committee may reinstate the student to continued probationary status.

The decision of the Academic Standings Committee may be appealed in writing to the Provost prior to the first day of classes, and a final decision will be rendered before the end of the add/drop period. Personal appearances will not be allowed in this appeal except at the request of the Provost.

### ***Cancellation of Courses***

#### ***Fall and Spring Semesters***

1. Ten days before the start of the session, the academic deans will review the enrollments in all courses within their respective schools.
2. Under normal circumstances, classes which normally have enrollment limits of between 25 and 40 students must have a minimum enrollment of 15 students officially enrolled to avoid cancellation.
3. Under normal circumstances, classes which normally have enrollment limits of less than 25 students must have a minimum enrollment of 50% of the normal class size officially enrolled to avoid cancellation.
4. Deans will not hold classes beyond the deadline (i.e. ten days before the start of the session). Departments with a history of late registration should notify students that classes will be cancelled on the deadline, if they do not have the requisite enrollment.

#### ***Summer Session and Winter Session***

1. Ten days before the start of the session, the academic deans will review enrollments in all courses within their respective schools.
2. The average enrollment for all classes offered by the department in a given session must be 15 students. The minimum enrollment for any single class is 9 students.
3. The dean will not hold classes beyond the deadline (i.e. ten days before the start of the session). Departments with a history of late registration should notify students that classes will be cancelled on the deadline, if they do not have the requisite enrollment.

#### ***Dean's Discretion***

In all sessions, the dean may take into consideration the unique nature of the discipline, the rotation of courses within the degree program, the needs of students to graduate on time, and/or other educational factors and may choose to run sections of classes with enrollments less than those stated above.

#### ***Class Size***

Determination of class size is made by the respective dean in consultation with the department chairperson. Guidelines considered in making this decision are the type of course, the needs of the students, and the availability of instructional facilities.

#### ***Classroom Assignments***

All classroom assignments are made by the University Scheduling Officer. Department chairpersons have the opportunity to request specific classrooms for specific sections at the beginning of each scheduling process. The Scheduling Officer attempts to honor all requests based on need and space availability.

### ***College Level Examination Program (CLEP)***

The College Level Examination Program provides an opportunity for matriculated students to obtain academic credits by obtaining a satisfactory score on nationally standardized examinations prepared by the Educational Testing Service. There are two types of examinations, general examinations and subject examinations. The four general examinations accepted by SCSU are mathematics, humanities-English composition with essay, social science/history, and natural sciences. Thirty subject examinations in the area of literature, foreign languages, history and social science, science and mathematics, and business are also accepted by SCSU. For more information contact the Registrar's Office.

SCSU CLEP Policy:

-Credit for examinations will be recorded on the transcripts of students who are matriculated and in good standing at SCSU after receipt of the official score report from the Educational Testing Service.

-Credit for examinations will not be granted if the student has already satisfactorily completed courses equivalent in content to that covered by the CLEP examination.

-Transfer of CLEP credit from another institution is acceptable if the scores equal or exceed the minimum scores required at SCSU after receipt of the official score report from Educational Testing Service.

### ***Commencement and Convocation***

Ceremonies are attended by all faculty in their academic regalia, unless excused by the President.

### ***Course Audit***

Audit status is a reasonable alternative for a student who wants to take a particular course, but does not have the proper background. Students who audit a course pay the same tuition and fees they would if they opted for a grade. However, they receive no academic grade or grade points, and the course may not be included in the 12 credits needed for full-time status. Although no final grade is submitted, students do have the right to take exams, write papers, and have them evaluated.

Students may register as auditors, or change from credit to audit, anytime before the end of the third week of classes. However, the deadline for changing back to a traditional grade is the end of the period for adding or dropping courses. Prior to auditing, students must discuss with the instructor the criteria for a successful audit and receive the written approval of the instructor. Forms for this purpose are available in the Registrar's Office and must be returned to the Registrar's Office by the deadline.

### ***Dean's List***

The following qualifications must be met to be named to the Dean's List:

Students must earn a GPA of at least 3.0

Freshmen and sophomores must carry a minimum of 15 credits;

Juniors and seniors must carry a minimum of 14 credits.

Not more than 10% of the freshman and sophomore classes will be named to the Dean's List.

Not more than 10% of the junior and senior classes in each school of the University will be named to the Dean's List for their respective school.

### ***Faculty Load Reports***

The chairperson is notified each semester of the credit load status of all department faculty. Faculty load reports are posted in the department as required by the AAUP/BOT Collective Bargaining Agreement.

### ***Final Examination Room Change***

A request of this nature must be submitted eight weeks prior to the end of the semester. This desired change may arise when a larger room is needed to preserve the integrity of the examination. These requests are submitted to the University Scheduling Officer.

### ***Final Examination Schedule***

A preliminary final examination schedule is published in the Schedule of Classes distributed each semester. A detailed version of the final exam schedule is sent to each department at the end of each semester for distribution. Contact the University Scheduling Officer for further information on this schedule.

Requests to schedule a departmental examination for multiple sections of a particular course must be approved by the department chairperson and Academic Dean and then submitted to the University Scheduling Officer during the initial scheduling of courses for any given semester (i.e. approximately six months in advance).

### ***First-Year Experience Program***

The First-Year Experience Program (FYEP) at Southern Connecticut State University is a campus-wide initiative that introduces first-year students to the rigors of academic and social engagement during the transition to college with the express intention of fostering intellectual and creative inquiry, encouraging community involvement, and lodging life-long learning into the hearts and minds of our students.

At the heart of the FYE Program is the notion of Learning Communities. All first-time, first-semester students take part in one of three learning communities during their first semester at the University: INQUIRY Learning Communities, LINKS Learning Communities, or for selected

students, the Honors Program Learning Community. Students move through two or three of their general education courses together in cohorts of 20, forming connections and friendships with their peers, as well as with the faculty who teach these courses and the staff who support them.

Faculty teaching in the Learning Communities serve as first-year student advisors until students are ready to declare a major. Advisors discuss issues such as succeeding academically, developing educational goals, investigating majors, planning for careers, internships and study abroad, and meeting graduation requirements. Advisors also refer students to the many services available at Southern Connecticut State University.

These Learning Communities are designed to provide the collaboration necessary to student success at a large state university, where the possibilities for connections are endless, but can sometimes feel overwhelming and difficult to manage at this crucial time of change for students new to university culture.

INQUIRY Learning Communities are comprised of two specific courses: **INQ 101** and an **English Composition** course.

**INQ 101: Intellectual & Creative Inquiry** is a seminar designed to assist first-year students in the process of becoming academically and socially engaged members of the Southern community. Creative course topics and themes vary by instructor but all sections are centered around the development of the critical thinking and academic inquiry skills necessary to succeed at the university. Students will reflect on their own lives, their reasons for attending college and think about their future in relation to their interest and educational goals.

**English Composition Courses (ENG 110, 111, or 112)** are designed specifically to develop the reading, writing, and critical thinking skills of the particular students who take these courses. Students have the unique opportunity to help select the course that will meet their needs during the placement examination process.

LINKS Learning Communities are comprised of two or three general education courses organized around a common theme. LINKS Learning Communities offer courses in a variety of subject areas. For example, a Learning Community may contain an Economics course, a Philosophy course and an English Composition course. Each course retains its individual identity but is linked by a common theme to the other courses within the cluster. Professors organize their courses to emphasize the interrelations between disciplines, to coordinate schedules, and to facilitate fellowship among students. LINKS has a long history of success at Southern and is now an integral part of the First-Year Experience Program.

The FYE Web site <http://www.southernct.edu/FYE/> is meant to be a source of information and a point of inquiry for students, parents, faculty, staff, and administrators.

### ***Independent Study***

An important part of the academic program is the opportunity for students to undertake independent study as a way to increase self-reliance and pursue a subject or topic of special interest. It does not normally substitute for required courses or duplicate regular course offerings of the University. Students who are interested in independent study should confer with the appropriate department chairperson who will evaluate their eligibility and suggest possible faculty sponsors. Students and their faculty sponsors are jointly responsible for defining the project in detail and justifying the number of credit hours requested.

An application providing this information signed by the individuals involved, is submitted to the appropriate dean for review prior to the end of the add/drop period during the academic semester, and no later than the fourth day of classes during the five-week summer term. Following this review and approval, the student enrolls for the course.

### **Liberal Education Program**

SCSU's new general education program, the Liberal Education Program (LEP), will be offered to the first class of new students in Fall 2011. It focuses on the skills, knowledge, and discussions of values that students need to be educated citizens and leaders in the global 21<sup>st</sup> century. The multi-disciplinary LEP consists of 48 credits and is offered alongside the major throughout the student's undergraduate years, with special emphasis in the first and second years.

Tier 1 of the LEP focuses on foundations for learning with written communication, quantitative reasoning, critical thinking, and technological fluency as well as multilingual communication. Tier 1 courses emphasize a key competency which is taught in the context of areas of knowledge and includes discussion of values and at least one additional embedded competency such as oral and interpersonal communication, creative thinking, or information literacy. Tier 2 courses each emphasize one area of knowledge through the lens of a discipline with attention to interdisciplinary methods and topics and foundational primary texts. All Tier 2 courses reinforce written communication and critical thinking and at least one other competency with continued engagement in at least one discussion of values. Tier 3 is a seminar-style LEP capstone focusing on a project of contemporary intellectual significance that integrates general education experiences.

The LEP updates the prior University Requirements by having clearly articulated goals, more curricular coherence throughout the program, an embedded assessment process with faculty oversight, and an amendable design for improvement over time. Program assessment will occur at all tiers and may include competency demonstrations, sample papers and projects, and

portfolios. The LEP is overseen by the LEP Director and by the LEP Committee which is elected and is a standing committee of the Undergraduate Curriculum Forum.

The LEP structure consists of the following three categories of courses.

Tier 1 Foundations: Competencies (18 credits) – Critical Thinking, Multilingual Communication, Quantitative Reasoning,, Technological Fluency, Written Communication.

Tier 2 Explorations: Areas of Knowledge and Experience (27 credits) – American Experience, Creative Drive, Cultural Expressions, Global Awareness, Mind and Body, Natural World I: The Physical Realm, Natural World II: Life and the Environment, Social Structure, Conflict and Consensus, Time and Place.

Tier 3 Connections: Capstone Seminar (3 credits).

For more information on the history, structure, goals, and key elements of the Liberal Education Program and for forms to prepare a new course to teach in the LEP, see [www.southernct.edu/UCF/generaleducationtaskforcegetf/](http://www.southernct.edu/UCF/generaleducationtaskforcegetf/).

### ***Pass-Fail Option***

The Pass-Fail option is open to students who have completed 45 or more credits. The courses for which the Pass-Fail option is used may not be applied to the University Requirements or to the requirements of a major or minor. Students may take a total of only five courses on a Pass-Fail option, with only one taken in any given semester. Students have three weeks into the semester to change their option either back to a grade or from a grade to a pass-fail. 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. An “S” grade is recorded on the student’s transcript for passing a course taken on a Pass-Fail option. Special Pass-Fail option forms, which must be signed by the student’s adviser, are available during the registration period and up to three weeks into the semester at the Registrar’s Office in the Wintergreen Building.

### ***Placement Examinations***

All students are required to complete a common core of courses known as the University Requirements. Included in these courses are requirements in the areas of composition, world language, and mathematics. Academic success is dependent upon a strong foundation in critical reading, writing, and quantitative reasoning. All first-time college students and transfer students who have not previously taken a college-level English course must complete an English placement exam prior to registering for courses. Math SAT scores will be used to place all first-time college students into appropriate math courses or students may challenge their SAT placement by taking a math placement exam. Transfer students who have not transferred in a college level math course, must take a math placement exam. See the SCSU Proficiency Policy

for more information. Exams are offered throughout the spring for newly entering students. Students must register for these exams and may do so online at [www.SouthernCT.edu/placement](http://www.SouthernCT.edu/placement). (Walk-ins will not be accepted on exam day.) This web page provides links to information regarding placement exams dates and locations as well as information regarding each exam and SAT Placement.

Students may elect to take a placement exam in world language. Students who have completed two years or more of a world language in high school are encouraged to take this exam. Placement into a foreign language course will depend upon the result of the placement exam or the number of years of high school language completed. However, students who are placed into a language course based upon their high school record may be tested on the first day of class and be required to enroll in a different level. Placement exam dates and registration for the world language exam are the same as the composition and mathematics exams. A link to information regarding the world language exam is also provided.

### ***Proposed Course Schedules***

To insure careful review and adequate time for printing, proposed course schedules for the next year are due approximately one year in advance. The Associate Registrar/Scheduling Officer compiles a scheduling timetable every year with deadlines for the upcoming semesters. The schedules are submitted by the department chairpersons to their appropriate dean. Upon the dean's approval, these are forwarded to the University Scheduling Officer. This is the appropriate time to make specific room and high tech requests through your department chair.

### ***Registration Procedure***

Registration occurs during November and December for the following spring semester and April and May for the following fall semester. The full schedule of courses, as well as up-to date information regarding course openings and closings, can be accessed at [www.SouthernCT.edu](http://www.SouthernCT.edu). All undergraduate matriculated students are required to meet with their advisers prior to making course selections for the upcoming semester.

Continuing Students must register through Banner Web Services (MySCSU). Students will receive Registration information through their Southern e-mail in March for fall registration and October for spring registration. Matriculated undergraduate students must meet with their adviser and obtain an alternate pin number prior to registering.

### ***Add/drops***

Students may add/drop courses through the first week of the semester via the Web. Full-time undergraduate students should not drop below 12 credits and full-time graduate students should not drop below 9 credits.

### ***Student Course Load***

Normally, a full-time student carries 15 credits each semester, but this total often varies from 12 to 18 credits. Students wishing to take more than 18 credits must request permission from their academic adviser and school dean before they register for classes. It generally takes four- to five years to complete the requirements for a bachelor's degree. However, this period of time may be lengthened or shortened depending upon the number of credits a student takes each semester.

In accordance with Veterans Administration regulations governing the amount of a veteran's benefit, 12 or more credits constitute a full program, 9-11 credits a three-quarters program, 6-8 credits a one-half program, and 3-5 credits a one-quarter program.

### ***Waiver Examinations***

Waiver examinations are available for students who, as a result of previous experience, have a proficiency in a subject area. Examinations are given in all basic freshman and sophomore subjects required for graduation, or as prerequisites to advanced courses in certain disciplines. Students wishing to take these two-hour examinations must make arrangements with the appropriate department.

### ***W-Course Requirement***

To ensure that all students continue to strengthen their ability in written language, they are required to select and pass a minimum of three W-courses. These courses are taken only after the student has passed English 112. W-courses are specifically designated and are offered in various departments as electives, part of major programs, and as options to fulfill all-University requirements. Students who transfer between 60 and 90 credits must pass two W-courses, while students who transfer more than 90 credits must pass one W-course.

Proposed Structure of Writing Across the Curriculum Program  
(Recommendations of UCF Ad Hoc Committee, May 2002)

The Guidelines for Teaching a Writing-Intensive course shall be those described below. W-courses use writing as a vehicle for learning, requiring students to express, reformulate, or apply the concepts of an academic discipline. Current research has shown that revision is a necessary part of writing. Therefore, the emphasis on writing in W- courses is not intended primarily to give students additional practice in basic composition skills, but to encourage students to think more clearly and express their thoughts more precisely. W-courses take a two-pronged approach to learning, with the students addressing subject matter via written assignments and the instructor aiming to improve the quality of written performance by giving feedback and requiring revision. The Writing Across the Curriculum Program should include courses and instructors in all disciplines; we particularly want to foster W-courses in such previously under-represented

fields as applied arts and social sciences, and the technical and quantitative sciences. The following guidelines describe the sort of course envisaged, though alternative means to the same end will always be considered.

1. A significant portion of the writing for the course should be critical (analytical) writing.
  - a. Critical (analytical) writing addresses a question for which there is more than one plausible interpretation, explanation, analysis, or evaluation, and thus requires original thought from the student. This original thought both demonstrates and assists the student's mastery of course material. In other words, in W-courses students practice solving discipline-based problems through writing.
  - b. Instructors communicate their knowledge of writing in their disciplines to their students through a variety of means, such as paper comments, conferences, handouts, and in-class presentations on writing.
  - c. In addition to formal papers, the critical (analytical) component may include short, unrevised papers, essay exams, and in-class writings.
  - d. In some fields, students in lower-level classes are not in a position to challenge the maxims of the discipline or to take a stand on unsettled questions. In such fields, students may be required to do critical (analytical) writing in a number of ways: to create a traditional research paper in which a thesis statement summarizes the writer's use and interpretation of studies by experts, to explain the reasoning one could use in solving problems or applying a concept, to write dialogues that represent distinct perspectives on an issue, to articulate the distinction between elegant and inelegant approaches to a project (e.g., designs for an experiment to prove a given hypothesis), or to explain a technical concept for a real or imagined audience of non-experts.
  - e. Courses that are writing-intensive by their nature (e.g., journalism, technical writing, and creative writing) may be approved as W-courses. However, writing in these courses must include a critical component: students must write about writing (for example, by explaining how they have applied concepts or by evaluating published professional pieces), in addition to practicing the genres of the subject.
2. The critical (analytical) writing component should emphasize revision.
  - a. "Revision" implies making substantive changes to writing: rethinking the thesis, organization, support, or content, rather than simply correcting surface errors.
  - b. Instructors may encourage revision in a variety of ways, e.g., written comments on drafts, one-on-one conferences, and in-class peer workshops.
  - c. To encourage revision, instructors' comments should suggest changes and explain reasons for the suggestions.
  - d. Ordinarily, instructors should require substantial revision of students' work (preferably at least two assignments totaling 1500-2500 words) be turned in for additional response (comments and grade).

3. W-courses should, in general, require students to write 5000 words over the course of the semester.
  - a. Given the nature of revision, which necessitates rethinking the content of a piece of writing (see point b above), revised versions of earlier papers may be part of the total word count. When the final draft will merely be a corrected version of the preliminary draft, the pages in the preliminary draft should not be considered as part of the total word count.
  - b. The writing should be spread throughout the semester, in a minimum of three (3) assignments, which may be separate or related to one another. Because extensive revisions are encouraged, students need time to revise, and instructors need time to comment.
  - c. To help assess students' writing skills, one assignment of at least 250 words might profitably be assigned and evaluated in the first week of the semester. In addition, because writing is a tool for learning, further writing assignments should be incorporated into the class as early in the term as possible.
  - d. Written assignments should be a major part of the course grade. It is suggested that out-of-class papers count for 50% or more of the semester grade, though in certain fields, other percentages may appropriately be applied.

## **Policies Regarding Students with Disabilities**

### ***Recruitment and Admission of Students***

- A. The Director of Admissions shall oversee University compliance with the Master Plan on Disability Rights and Opportunities, as well as with applicable federal and state laws and regulations, in the areas of Recruitment and Admissions.
- B. The Director of Admissions shall have continuing responsibility to:
  1. Review all recruitment literature, including handbooks, catalogs, descriptive brochures, and application forms for undergraduate and graduate programs.
  2. Identify changes needed in literature to bring the University into compliance with Section 504, American with Disabilities Act, and other applicable legal and institutional standards.
  3. Change literature where needed: prepare editorial changes for next printing of literature; provide interim addenda to current literature where needed.
  4. Familiarize all admissions and recruitment agents of SCSU with the rationale and requirements of accessible admissions policy.

5. Consult with the University's Disability Resources Center to achieve the accessibility goals identified above.
6. Monitor continuously University accessibility in the areas of recruitment and admissions, and coordinate these efforts with other University offices.
7. Include a summary of monitoring results in the Director's Annual Report.

### ***Accessibility of Classrooms***

- A. Campus architecture and physical facilities should be designed and maintained to accommodate persons with disabilities. Where facilities are not physically accessible, it is the responsibility of the University, under applicable law and policy, to make reasonable accommodations, including but not limited to relocation of activities, so that university functions are accessible to all qualified persons on an equal basis.
- B. The Scheduling Officer will keep a current list of classrooms known to be inaccessible to persons with limited mobility.
- C. The Scheduling Officer will accommodate an enrolled student(s) with a disability by relocating a course scheduled in an inaccessible facility when notified by the Disability Resource Center provided that such accommodations are compatible with the essential facility requirements of the course.
- D. If students require physical accommodations, they should register at the Disability Resource Center. The DRC will determine appropriate accommodations and will contact the scheduling officer if classes need to be changed. If accessible furniture is needed, the DRC will contact facilities to make appropriate requests. It is the students' responsibility to alert the DRC if a classroom is not accessible due to furniture or size.
- E. Faculty should contact the DRC if they have concerns about physical accessibility with their classroom and the DRC will contact the scheduling officer or facilities.
- F. Requests for classroom accommodation from any duly registered student will be reviewed on an equal basis, without regard to the student's full-time, part-time, "for credit" or auditor status, or the date of enrollment during the registration or Add/Drop period.
- G. When a change must be made to accommodate a student, it shall be made as quickly and conveniently as practical for all parties. The Office of Academic Affairs will be responsible to ensure that required teaching materials are moved with the class for the convenience of the instructor and students.

### ***Access to Courses and Programs***

- A. In conformity with the requirements of public law and the University Master Plan for an Accessible Campus, the following standards and procedures will be followed to

ensure that students with disabilities may enter and pursue academic courses and programs on a non-discriminatory basis.

B. The University, acting through its academic officers, determines the qualifications of students to pursue particular courses and programs. No student may be disqualified from a course or program on the basis of the student's actual or alleged disability. Where a particular competency is required as a qualification to enter or complete a course or program, it shall not be assumed that a person with a disability cannot demonstrate the competency. Where a disability does prevent a student from demonstrating a requisite competency, instructors and departments are expected to consider alternative competencies that can be substituted to afford access to a student with a disability without changing essential standards of a course or program.

C. Students with documented disabilities who have registered with the Disability Resource Center may be entitled to reasonable accommodations in the manner and testing of their course work that do not change essential standards. Common accommodations may include extended test time, use of a note taker, a reduced distraction test setting and others as determined by the DRC.

D. The Disability Resource Center has been charged with determining appropriate accommodations on a case-by-case basis based upon documentation of a disability. Accommodations should not change an essential standard of a course or program. When needed, the DRC will consult with faculty to determine essential standards of a course or program.

E. Both students and instructors are expected to identify disability-related problems in the manner, and/or testing of course work as soon as possible and contact the Disability Resource Center to consult on solutions to aide in students academic progress. Wherever possible, the instructor and staff of the DRC should assist the student to continue in the course without prejudice pending resolution of the problem.

F. If, upon completion of the consultations required under provisions D and E above, an instructor believes that a student provided with reasonable accommodation cannot fulfill requirements of a course or program because of disability-related circumstances, the instructor may propose in writing to the student, the department Chair and the DRC that the student cannot meet the essential standards of the course or program for specified reasons.

G. Upon request of an instructor, and after reviewing the case with a representative of the DRC, in light of the requirements of Sections III. above, a department chair may disqualify a student from a course or program if (a) the student cannot fulfill the essential requirements, and (b) no reasonable accommodation of the student's disability can circumvent severe obstacles to learning.

H. In all cases of disqualification, the student must first be informed in writing of the reasons for the proposed disqualification and must be offered the option of a hearing within one week, before the chair and in the presence of the instructor and of an advocate chosen by the student. The chair must keep a written record of the hearing, including materials submitted by the student, and must provide a decision in writing to the instructor, the student, the coordinator of the DRC and the Section 504 compliance officer.

I. A student disqualified after the hearing may, within one week of notice from the chair, appeal to the Dean of the appropriate school and the disqualification shall be deferred pending the outcome of the appeal. In hearing an appeal, the Dean shall provide opportunity for testimony and documents to be submitted by the student, the instructor, the department chair, and an advocate chosen by the student. The decision of the Dean shall be provided in writing to the instructor, the student, the coordinator of the DRC, the Section 504 compliance officer, and the department chair. The Dean's decision shall become effective immediately, but may be appealed to the Vice President for Academic Affairs by the student, the instructor, or the coordinator of the DRC.

### ***Accommodating Disabilities in Courses***

Policy on Accommodating Students with Disabilities in Courses:

1. The University intends that all students who can make essential use of course or program opportunities shall be assisted to do so, notwithstanding any disabilities which a student may have. For a student with a disability the key to accessible education is often faculty readiness and ingenuity in finding and supporting modifications in the way the student learns and/or in the way we teach and test, so that the essential content of the course may be gained. Universal design in education and teaching benefits all students.
2. Academic accommodation of students with disabilities may take many forms and is guided by the following principles:
  - a) All students are expected to meet the essential requirements of courses and programs in which they enroll.
  - b) Reasonable accommodations in testing are designed to support the student's own efforts to circumvent obstacles to learning what is essential in a course or program.
  - d) Reasonable and effective accommodations are determined by the DRC. When a faculty member has a concern about a requested accommodation, they should contact the DRC to discuss other possible options.
  - e) One practical step is to include on each course syllabus a message like the

following:

“I believe in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. If you are a student with a disability, the university’s Disability Resource Center (DRC) determines appropriate accommodations through consultation with the student. Before you may receive accommodations in this class, you will need to make an appointment with the Disability Resource Center, located in EN C-105A. To speak with me about other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment as soon as possible. My office location and hours are...”

## **Catalogs, Handbooks, Brochures, and Other Publications**

### ***Undergraduate Catalog***

This catalog is essentially the responsibility of the Vice President for Academic Affairs who approves all substantive changes. Coordination, editing, layout, and proofreading are supported by the Public Affairs Office. The Undergraduate Catalog can be found on the university website <http://www.southernct.edu/undergraduatedcatalog/>

### ***Graduate Catalog***

The graduate catalog is essentially the responsibility of the Associate Dean of the School of Graduate Studies who edits and approves all substantive changes. The Public Affairs Office provides support for coordination and layout. The Graduate Catalog can be found on the university website <http://www.southernct.edu/grad/currentstudents/graduatecatalog/>

### ***Student Handbook***

This publication is prepared and published by the Office of Student Affairs in cooperation with the Office of Public Affairs. The Handbook provides information about student services, academic policies, and student activities. Faculty may find it beneficial to secure a copy for their files. The Student Handbook can be found on the university website <http://handbook.southernct.edu/>

### ***Faculty Handbook***

The Handbook is published by the Office of Faculty Development and in consultation with university personnel. The Faculty Handbook can be found on the university website [http://www.southernct.edu/faculty\\_development/facultyhandbook/](http://www.southernct.edu/faculty_development/facultyhandbook/)

***Schedule of Classes***

The Schedule of Classes published each semester provides a listing of the courses offered, the instructors' names, and the time and room assignment for class meetings. The front section of the Schedule of Classes presents general information on the University including registration, All-University requirements, final procedures and tuition costs. The Schedule of Classes can be found on the university website <http://www.southernct.edu/academics/coursecatalog/>

***Brochures***

Flyers and brochures describing academic programs are coordinated by the academic deans, in consultation with the Vice President for Academic Affairs and the Director of Admissions. Following the approval of the dean, the Public Affairs Office provides editing and graphic services necessary to produce the publication.

## Section 4

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### Academic Advisement Handbook

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# Introduction

Academic advisement seriously affects students' satisfaction and pride in their University. Providing effective advisement is a prime contributor to student motivation and retention. When instructors show interest and students know the institution cares about them, it creates an atmosphere clearly demonstrating the involvement of the institution in the education of its students.

Southern has always made a special commitment to providing an academic advisement system connecting faculty and students in a special, personal way in addition to making available information and guidance our students need. Our University prides itself on its willingness to provide personal and individualized attention. This is based on a comprehensive academic advisement program.

When these registration requirements were put into place by faculty referendum, the faculty, were aware that the corollary to accepting the program was to provide the guidance necessary to help students understand their options.

In recognizing the need to enhance the advisement system, the Faculty Senate recommended establishment of a Center for Academic Advisement to coordinate, and supplement faculty work in advisement. Staff in the Academic Advisement Center, coordinate the process by which departments provide academic advisement to their majors and act as advisers to students without majors. One primary component in the coordinating process is assuring all students are made aware of advisement procedures and facilitating the process.

- **Returning students** who have **declared majors** or those **students who want to declare a major**, are advised by a faculty adviser in the department of their major or prospective major. A list of department contacts is available in the Academic Advisement Center.
- **Returning students** who are **undeclared** are advised through the Academic Advisement Center.
- **Non-matriculated students** may receive academic advisement in the Academic Advisement Center.
- **First-time, full-time students**, entering in the **Fall**, will attend an Orientation. Orientation is designed to provide new students with the information needed to have a successful first year at Southern.
- **First-time, full-time and part-time students**, entering in the **Spring**, will be advised through the Academic Advisement Center.

## ***Academic Advisement Center***

The Academic Advisement Center disseminates timely information to students. Several pages of information appear in the Schedule of Classes booklet issued each semester. Advisers should

regularly refer to this information and recommend its use to their advisees. The University calendar with important deadlines and discussions of procedures and options (like pass/fail) are also detailed in the schedule booklet.

The center issues a written document of particular importance. This is a *Pre-Registration Information Document*. It is issued to students encouraging them to seek advisement from the major department at the earliest possible time. It informs them of the registration process including appropriate references to the Registration Schedule of Classes Booklet. Those with undeclared majors are urged to explore possible majors during the first few semesters in order to avoid problems resulting from course sequences in the major requiring prerequisites, or similar problems that delay progress if too much time passes before a major is selected.

The Center does not replace the key role of departmental faculty in the on-going process of academic advisement. It does, however, serve an important role in assisting freshmen, transfer students and undeclared majors prior to their assignment to a department. The primary responsibility for effective advisement rests with the faculty members of each department. The Center is located in Wintergreen and is open from 8:00 AM to 4:30 PM Monday through Friday (392-5367).

## **Matters of Importance to Effective Advisement**

### ***First Year Students***

For a detailed Guidebook for advising first-year students, please refer to:

<http://www.southernct.edu/FYE/faculty/advisingproceduresforfirst-yearstudents/>

### ***Office Hours***

Full-time faculty are required by the Collective Bargaining Agreement to provide at least *five office hours per week on at least three different teaching days* at times reasonably convenient for students. Such office hours shall be posted on the appropriate office bulletin board. For success in all matters of advisement, faculty must carefully observe office hours. These posted hours facilitate contact between the adviser and the advisee. In the event that it is necessary for the adviser to temporarily change the posted hours, notification of such changes should be posted on the faculty member's office door.

### ***Selected Advisement Practices***

Some departments with a large student enrollment may add additional office hours during the registration periods in order to accommodate all advisees. Many advisers place a sign-up sheet on their office door to efficiently set appointments for their students. Some departments have had success with group advisement sessions held at the beginning of each registration period,

followed by short individual discussions with students.

Several departments have prepared useful and informative advisement booklets giving students such important information as the sequence of course offerings and the relationship of course content to their programs and careers. The use of trained upperclassmen to guide first-year students has also proved successful in departments where the upperclassmen have been carefully selected, trained, and supervised. Peer guidance is a useful resource if departments provide training to the peer advisers and carefully supervise them.

Although most academic advisement occurs during registration periods, a good advisement program does not limit itself to registration information. On-going advisement, career workshops, and various kinds of student-faculty events are important to a comprehensive academic advisement program. Also, continuity in adviser assignment is an important element in good advisement because of the friendly working relationship developing between the advisor and advisee.

### ***Adviser-Student Relationship***

All advisers should treat their advisees with the same courtesy they show to their colleagues, keeping appointments faithfully, giving their full attention during the session, answering all questions frankly, and taking care to inform them to provide accurate information. When students leave their advisers' offices, they should feel that they have a greater understanding of what is required as well as confidence in their academic choices.

If you are unsure of a particular requirement or procedure, contact the department chairperson or the Center for Academic Advisement for further information.

Advisers should also be aware of the supportive services, both academic and personal, available to students and make referrals as the situation warrants. When students have problems, it is important for the adviser to make a referral call in the presence of the student, to see that the student has made the connection with the appropriate Dean, counselor, or health professional on campus. The Office of Supportive Services (392-6810) provides varied individual and group tutorial services. The Office of Counseling Services (392-5475), provides short-term counseling for academic and non-academic problems.

Advisers should keep careful records of the course enrollment and other academic experiences of their advisees. Some advisers find it useful to establish an individual file in which transcripts, grade reports, placement exam results, and other documents are filed for future reference. Advisers should encourage students to develop and maintain a similar file.

Thorough and careful advisement of first-year students is critical. First-year students are new to the campus and consequently need help in understanding program requirements and

availability of supportive services to derive the greatest gain from their college experience. They need to establish a trusting relationship with a faculty member who cares about them. And they need to get off to a good start, with a feeling that they are in a course of study that leads somewhere. First-year students who are unsure of their majors should be encouraged to begin a program of discovery about themselves and possible careers.

With first semester new students, it is important to determine the student's progress and abilities. The advisees should provide copies of mid-term grade reports for inclusion in their advisement folders. Additionally, the results of students' placement tests in English and Mathematics should be provided to assist in electing the appropriate courses. Advisers are also encouraged to review SAT scores of advisees by contacting the Registrar's Office.

## **Office of the Registrar - Keeping Student Records in Order**

Be sure your upperclassmen advisees have met all of their requirements as they approach graduation. In addition to the adviser's guidance, upperclassmen are audited for graduation by one of the registrars. Advisers should also remind students planning to graduate to complete an application for the degree at the beginning of their last semester. This application is filed in the Registrar's Office.

### ***Degree Evaluation (CAPP)***

Undergraduate students may process an unofficial degree evaluation by using the online degree evaluation, also known as the Curriculum Advising Planning Program (CAPP). The degree evaluation compares the requirements of a student's program to the courses the student has completed (student's transcript).

Students can also process "What If" scenarios to compare their transcript to alternative majors. The "What If" is a query-only feature and does not change a student's major. The step-by-step process is outlined on the Registrar's Web site through the following link:

[www.southernct.edu/registrar/howtoregister](http://www.southernct.edu/registrar/howtoregister).

### ***Election Of Degree Program Form***

Completion of the Election of a Degree Program form does not indicate formal acceptance into a departmental program; it only indicates the program the student is currently pursuing and the department that has them listed as advisees. It is very easy for students to change their minds at any time; they must, however, keep the information in the Registrar's Office up to date, notify their previous department, and be assigned an adviser in the new department.

## Deadlines and Procedures

Many students get into difficulty when they try too late to make changes or additions to their schedules. One major problem occurs when students who register for only 12 credits try to withdraw from a course. A drop to 9 credits constitutes a change in status, which can occur only during the add/drop period. Additional information about this may be found in the Change in Status section.

The specific dates of these deadlines are printed in the front of the Schedule of Classes booklet. Faculty and students are encouraged to read the preliminary pages in this booklet for up-to-date advisement information.

### ***Add/Drop***

Courses may be added or dropped during the add/drop period established each semester. Classes dropped during this period do not appear on the student's record.

### ***Change of Status***

Students must maintain at least 12 credit hours to be classified as full-time. Those who wish to withdraw from a course, which is needed to maintain full-time status, may do so only during the Add/Drop period. After that time, full-time students who wish to withdraw from a course may do so only if the withdrawal does not leave them with fewer than 12 credits.

Students with clearly documented extenuating circumstances can appeal to the Counseling Center or the Registrar's Office for permission to carry fewer than 12 credits and remain on full-time status, but unsatisfactory grades is not one of the grounds for such action. Students wishing to exercise this option must file the Reduction of Course Load form which specifies that a grade of W will be assigned to the course(s); that no tuition refund will be given for the reduction in course load; that the reduction in course load may affect financial aid for the current semester; that the reduction in course load will affect future financial aid awards and result in the cancellation of these awards if a minimum of 24 credits is not earned during a particular academic year.

Advisers should remind students who enrolled for only 12 credits that they have very limited opportunity for course withdrawal.

### ***Course Withdrawal***

Provided that they continue to carry 12 credits, students can withdraw from a course after the Add/Drop period prior to the ninth week of classes (prior to the fourth week for eight-week courses). To withdraw from a course, students meet with a clerk in the Registrar's Office as they do for add/drop and process the withdrawal immediately. The clerks encourage students to tell

their advisers and instructors that they are withdrawing because the Registrar's Office does not send any notice to them. If students contact their advisers, advisers should discuss with their students the effects of withdrawing and make sure that withdrawal does not result in a change in status.

### ***Late Withdrawal***

Withdrawals after the nine-week period (or five week period for eight-week courses) may only be done with the consent of the instructor. Late course withdrawals are to be viewed as exceptions to the general policy. In a case where the instructor feels a late withdrawal is justified, the instructor should obtain and complete a Late Course Withdrawal form available in the Registrar's Office. At that time, the instructor will assign a grade of either WP (Withdrawn Passing) or WF (Withdrawn Failing). The Late Course Withdrawal form must be approved and signed by both the instructor and the department chairperson.

The entire form should be submitted to the Registrar's Office where one part will be forwarded to the appropriate academic dean. The dean's role in the process is to encourage uniformity among departments in the administration of this policy. In the event the instructor teaching the course is the department chairperson, the dean must also sign the original form.

If a student is denied a late course withdrawal, he or she may grieve that decision as the assignment of an allegedly improper grade in accordance with the procedures outlined in the *Student Handbook*. Late course withdrawals will not be allowed after the last scheduled class or during the final examination period.

### ***Audit***

Students who wish to audit a course should request an Audit form in the Registrar's Office when they register (or before the end of the first three weeks of the class). They must get approval by the instructor and return the signed form to Records before the end of the first three weeks of classes. The last day to change from Audit back to credit, however, is the end of the Add/Drop period.

### ***Pass/Fail***

Students who have completed 45 credits or more can take an elective on a pass/fail basis (total of five, no more than one per semester). Students pick-up the Pass/Fail form in the Registrar's Office when they register, get the approval of their adviser, and return the form to Registrar's Office before the end of the first three weeks of classes. Instructors are not informed of the student's election of this option. Students who enroll for Pass/Fail may revoke the option in the Registrar's Office only during that same three-week period.

Advisers should discuss the advantages of the Pass/Fail option with students. It was instituted to give students the incentive to explore areas of study beyond their major interests without

fear of "ruining their QPR's. Any course not required in a student's program may be taken as pass/fail. (Some students have taken lower level foreign language courses, which do not meet the requirement for their programs as pass/fail, and although this was not the original intent of the option, it is permissible.) If a course is being taken to fulfill an L-course requirement, even if it is an elective, it may not be taken as pass/fail.

### ***Independent Study***

Students do not register for independent study. They obtain forms from their department or from the Dean's Office and plan their work with a faculty sponsor. Students complete the forms, which must be signed, by the student, the faculty sponsor(s), the academic adviser, and department chairperson before they are forwarded to the office of the appropriate dean. The dean sends approved forms to the Scheduling Officer who enters them in the schedule and sends them to the Registrar's Office to be put into the students' registration. This should be completed during the add/drop period so that students who propose an unsuccessful independent study have time to add another course.

### ***Application for Degree***

Graduation is not automatic. Students must apply for the degree by completing a form in the Registrar's Office the semester before their last in which they expect to complete their work. Exact deadlines are printed in the Schedule of Classes booklet.

## **Procedures and Requirements that Cause Confusion**

### ***Courses Taken at Another Institution***

Students with a QPR of 2.0 or better who wish to take courses at another school (usually during the summer; permission is rarely given for fall or spring semesters) must receive approval for the course before they enroll. Students must submit a form requesting approval from the registrar (available at the front desk in the Registrar's Office). Instructions and regulations are printed on the back of the form, but generally students need a copy of the course description. And they may transfer no more than 90 credits total - with no more than 62 from a two-year school. The Registrar's Office will refuse to accept credits for courses taken without prior approval.

### ***Exercise Science Requirement***

For transfer students, advisers should be aware of the University's practice of waiving the Exercise Science requirement. Students who transfer with 24 or more credits waive both courses; students who transfer with 12-23 credits waive one. This waiver, unlike others, may result in a reduction of the number of credits required for graduation. Sometimes students are

not aware of this waiver, so those advising transfer students should check with them about the number of credits they have received in transfer.

### ***W-Courses***

Students are required to select and pass a minimum of three W-courses. These courses are taken only after the student has passed English 112.

Advisers should make students aware of the need to elect W-courses as soon as they are eligible to avoid problems of scheduling later in their program of study. Departments with student teaching or other off-campus responsibilities should remind students to complete the W requirements as soon as possible. These W-courses may be taken as all-University requirements, in majors, in minors, or as cognates and electives. Students who transfer or are readmitted must take two W-courses if they have 60-89 credits, one if they have 90 credits or more. Only courses designated as W at the time of enrollment fulfill this requirement.

Faculty, too, must remember that getting approval by UCF to offer W sections of a course does not make every section offered a W. Each section that is to be offered as a W must be so specified every semester.

### ***Independent Study as a W-Course***

An independent study in any department can be offered as an W-course without further approval from the UCF. Sponsoring faculty need only see to it that the W designation is on the blue form and that the writing requirement meets the W-course guidelines.

### ***Foreign Language Requirement***

The B.S. foreign language requirement is proficiency at the second semester level. The requirement for B.A. students is proficiency at the fourth semester level.

### ***Foreign Language Waiver/Placement Exams***

Students with knowledge of a foreign language may qualify to waive their foreign language requirement. Students in B.S. programs must prove written and oral proficiency equivalent to second semester language courses. Waiver exams are given for FRE 101, GER 101, ITA 101, LAT 101, and SPA 101. Students in B.A. programs must prove written and oral proficiency equivalent to fourth semester language courses. Waiver exams are given for FRE 210, GER 210, ITA 210, and SPA 210. Students who pass the written part of the waiver exam must, within one month, schedule an oral interview. Students who pass both parts of the exam receive 3 credits (for the B.S. waiver) or 6 credits (for the B.A. waiver). Placement exams test students' language proficiency and help them enroll in appropriate 100- and 200-level courses. Placement exams are given in French, German, Italian, Latin, Portuguese, Russian, and Spanish.

Students with proficiency in a language not taught at Southern should contact the Department of Foreign Language to discuss the possibility of special waiver exams.

Additional information concerning the waiver/placement exam may be found in the information section of the current Schedule of Courses booklet.

***Sophomore Literature Options***

The prerequisite for the literature requirement (ENG 217) is completion of the composition requirement, ENG 112.

***Placement Exams***

All students are required to take placement exams in English and mathematics prior to taking English composition or any Mathematics course. On the basis of the examination results, students are placed in appropriate composition and mathematics courses. These exams are given throughout the year and during the summer. Students must register for these exams and may do so online at [www.SouthernCT.edu/placement](http://www.SouthernCT.edu/placement). Walk-ins will not be accepted on exam day.

Results of the placement exams are available in the Center for Academic Advisement and in the department offices. Students need to determine the results of these exams and report them to their advisers in order to plan a schedule of courses appropriate to their writing and mathematics skills. Students who select a major that relies heavily on a skill in which they need remediation should be counseled carefully to encourage the opportunity for success. For further information regarding Placement exams, call the School of Arts and Sciences 392-5468.

## Section 5

# Southern Connecticut State University

A Unit of the Connecticut State University

## Faculty Handbook

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## Directory of Resource Persons

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Audio Visual/ TV/ Multimedia Center	TBA
Counseling Center	Julie Ann Liefeld
Career Services	Marguerite Fadden
Duplicating and Mail Services	TBA
Faculty Technology Center	Bob Cuddihee
High Technology Classroom	TBA
Learning Resources Center	TBA
Hilton C. Buley Library	Christina Baum
Acquisitions	Cindy Schofield
Circulation, Interlibrary loan, and Reserve	Shirley A. Cavanagh
Reference and Instruction	Winnie Shyam
Special Collections	Paul Holmer
Multicultural Center	Aaron Washington
OIT, Support Services	John Young
OIT, Systems & Infrastructure	TBA
OIT, Teaching & Learning Technologies	Stan Walonoski
Professional Development Activities Provided by the CBA	Diane Boutaugh
Yale Library Privileges	Bonnie Farley-Lucas
Office of Sponsored Programs and Research	Patricia Zibluk
New Faculty Mentoring Program	Winnie Shyam
SCSU-AAUP Academic Forum	TBA
Contract Workshops	Linda Cunningham

## Directory for Student Support Programs

Minority Students	Aaron Washington
Residential Academic Assistance Program	Denise Bentley-Drobish
Student Supportive Services	James W. Barber
Disability Resource Office	Deborah Fairchild
First Year Experience Program	Nicole Henderson
International Students	Aliya Amin
Adult Student Services	Giacomo Mordente, III
Campus Tutorial Center	Thomas Ferucci
Veterans Services	Giacomo Mordenti, III
Campus Writing Center	Thomas Ferrucci
Study Skills Workshop	Tom Colby
Educational Opportunity Program	Diane Rosner
Test Scoring and Analysis	Bonny Francis

## Resources for Faculty

### ***Academic Advisement Center***

The Academic Advisement Center coordinates, reinforces, and supplements faculty advisement. The Center advises students with undeclared majors, New Freshman and Transfer students and all students majoring in Liberal Studies. One primary component in the coordinating process is assuring that students are made aware of the availability of advisement and facilitating their proper use of it. Providing accurate information is a central focus of the Center.

Academic Advisors are available for one on one appointments or question can be addressed through our website by clicking on the "Ask an Advisor" link. The website is <http://www.southernct.edu/advisement/>.

The center also coordinates the function of a One-Stop-Shop known as The First Stop. The First Stop is located in the front of the Wintergreen Building and is a place for students to get questions answered regarding registration, academic forms and procedures forms, advisement and other academic related services.

## **Teaching and Learning Technologies Group**

The Teaching and Learning Technologies Group of OIT is dedicated to provide support for faculty development in teaching, service, and scholarship. TLTG promotes experiment and exploration of new methods of integrating technology into the teaching and learning process. It provides the following technical and consulting services for schools, departments, and faculty members:

- Hardware/software evaluation
- RFP preparation
- Purchasing quotations
- Training
- Support for Course Management System
- One-on-one consulting on appropriate use of educational technology
- Research and implementation of the emerging technologies
- Online course design and development
- Instructional design support
- Survey and assessment design, development, and implementation
- Web site development
- Multimedia (CD/DVD) authoring
- Customized trainings in teaching and learning applications and technologies

### *eLearning Vista Course Management System*

- Comprehensive support for eLearning Vista
- Course Design for eLearning Vista
- Development and creation of interactive learning modules

For more information <http://www.southernct.edu/oit/informationsystems/elearningvista/>.

### **MySCSU**

MySCSU is a personal, secure, Web-based channel for accessing important information and communicating with the administration, faculty, and students at Southern. Simply put, MySCSU is a university intranet. It enhances the campus community by promoting more effective and regular communication among all of us. Furthermore, the system is flexible and will be continuously modified and improved to meet our needs. You can: access your campus E-mail from any computer connected to the internet, access external E-mail accounts and view them from the same Web page as your campus E-mail, create and share calendars and get campus news, announcements and event schedules.

MySCSU has been designed to complement our current public University Web site by providing a seamless integration of Web pages created by service areas, including Banner, Buley Library, Residence Life, Career Services, and Student Affairs.

### **High Technology Classrooms**

There are currently 108 general-purpose classrooms equipped with technology. For a reservation, please contact Registrar's, 203-392-5301.

High Technology Classrooms are equipped with technology equipment and services, including but not limited to:

- A projection or wall mounted video display system
- An audio/speaker system
- An internet connection
- A document display (ELMO) system
- The ability to connect a laptop computer to the display, audio, and internet system

There are also computer carts, document cameras, and video cameras available for reservation via *AV/TV Request Form*, located on the SCSU website under Technology [www.southernct.edu/departments/oit/av\\_request/av\\_reservation\\_form.php](http://www.southernct.edu/departments/oit/av_request/av_reservation_form.php). For classroom technology training, contact AV/TV at 203-392-5400.

### ***Computer Access***

The University communicates by electronic mail (E-mail). An E-mail address is automatically generated once the individual is entered into the Banner Payroll System. To find out what your E-mail address is, or for any other IT-related questions, you can contact the OIT Help Desk at 392-5123. In addition to communication within the university and the Connecticut State University System, resources of the World Wide Web Internet system are available.

### ***Test Scoring Service***

The Optical Mark Reading and Test Scoring Service provides short answer test scoring to all faculty members. Test scoring is available for examinations of up to 200 questions in length, with up to 5 options per question. The service is provided by the Office of Institutional Research located in the Wintergreen Building. Answer forms are available in this office.

### ***Faculty Technology Center***

The Faculty Technology Center (EN B025) offers workshops and sponsors webinars for faculty on a variety of topics related to teaching and learning in Higher Ed.

It also provides:

- Assistance in creation, development and maintenance of web sites
- Converting PowerPoint to Flash, including audio narration
- Scanning of images and text of all types (books, photos, slides)
- OCR conversion of scanned or existing documents
- Audio and video production and editing
- VHS conversion to DVD and streaming formats for eLearning Vista
- Support and Training for Microsoft Word, Excel and PowerPoint

### ***Counseling Services***

University Counseling Services (Engleman Hall B219, 392-5475) offers direct counseling support for students who are having difficulty coping in any one of a variety of areas. In addition, it acts as a resource for faculty and staff working with students. Qualified mental health professionals and advanced graduate student interns trained in counseling psychology staff the center.

Professional counselors provide comprehensive counseling on a short-term, confidential basis. Issues and concerns may include personal relationships, familial problems, sexual identity

issues, substance abuse, eating disorders, conflict about choice of major and life planning, stress, and adjustment to college life. In addition, the Center offers crisis intervention, psychological consultation, and case consultation. When appropriate, counselors will refer students to psychiatric services in the community.

The Center can be a helpful resource for students who need support while completing their educational requirements. Counselors can provide students with help to balance school, work, and social life activities; increase self-confidence; make educational/career/life plans; and deal with most of life's transitions in a manageable fashion.

Services are private and without fee. Confidentiality is assured except as required by law.

### ***The Center for Career Services***

The Center for Career Services (Schwartz Hall, Suite 102, 203-392-6536) offers comprehensive career resources for all students and alumni. Innovative programs are offered which enable students to explore, define, prepare for, and realize their career objectives.

*Job opportunities* are available to students for full-time and part-time positions during their college tenure. All on-campus student employment is coordinated through the Center for Career Services. National and regional employers representing all fields actively recruit students through JOBSs (Job Opportunities Benefiting Southern students), an online job board available 24/7 to students and alumni looking for full and part time positions, co-ops, internships and on campus student employment.

*Cooperative Education* is an educational program that integrates study with related professional experience. Undergraduate students have the opportunity to earn money and up to 12 academic credits while gaining valuable career related experience.

*Career development programs* include career counseling, individual consultation regarding career options and choosing a major, resume writing, cover letters, and job search strategies with professional staff; workshops on all career related topics; and speakers from various businesses and organizations discussing their career field, occupation, industry, and career opportunities. FOCUS is a Web-based assessment tool that can help students find out more about majors and careers that suit their interests and skills.

*Career fairs* are held throughout the year and attract more than 140 employers, representing all fields seeking students and graduates for full-time, part-time, internship, and cooperative education positions.

*The Career Resource Computer Lab* offers comprehensive technical resources to all students for resume creation, career exploration, company information and job search via the Internet. An extensive collection of printed and multimedia resources on career related topics are available in the Career Services library.

Whether looking for career related experience before graduation, full-time or part-time employment, help with choosing a major, or just some advice, the staff of the Center for Career Services can help.

For additional information visit the Career Services Website at [www.careers.SouthernCT.edu](http://www.careers.SouthernCT.edu).

### ***Duplicating Services***

Duplicating Services (Engleman Hall B012, 392-5267) are available for university faculty and staff for official university business only. Duplicating offers a walk-up self-serve copy service and a drop-off copy request service. Specifics for each service can be found as follows:

*Walk-up Self-serve copy service:* A walk-up self-serve copier is available in the duplicating department for day-to-day convenience copying for faculty and staff use. The service offers black and white copying only. A duplicating request form must be completed for each occurrence of use when using the walk-up copier and left at the duplicating department's main customer service counter in the appropriate inbox. The walk-up copier is on a first-come/first-served basis, except for the duplication of exams and quizzes. Pre-scheduled exam and quiz appointments have priority over general use walk-up copier customers. (*Refer to Exams and Quizzes*) The copier is for convenience copying jobs and is not intended for large high-volume or complex copier jobs. Large, high-volume or complex copier jobs must be submitted through the drop-off copy request service center.

Walk-up users are limited to 15 minutes per visit. However, the coordinator and duplicating department staff reserve the right to limit the time and volume of work for walk-up copier users. *Note:* Due to the opening of each semester the walk-up copier service is suspended for one week prior to the start of the fall and spring semesters. During these times all copy requests should be dropped off for completion through the drop-off copy request service center for processing by duplicating staff.

*Drop-off Copy Request Service Center:* Faculty and staff may submit copy requests to the duplicating department for processing by duplicating department staff. Black and white and color copies may be requested through the drop-off service center. All requests for duplicating services must be submitted on an appropriate duplicating request form specific to the required service. There are two duplicating request forms, one specific to black and white copying, and one for color copying. The request form must be completely filled out and include the appropriate signature and Banner org. information. Please complete the request form thoroughly to avoid any delays in processing. Job requests may be submitted by a visit to the duplicating department, or you may drop your request in the university internal mail system. *Note:* Duplicating cannot accept electronic submissions of job requests.

Please allow adequate time to process a duplicating request; we suggest five (5) business days for average copy jobs. Large, complex jobs may require more time. Emergency rush jobs will be handled whenever possible, on a case-by-case basis and must be approved by the coordinator or his designee. During times of high volume, two weeks prior or two weeks into a

semester's start, please plan on submitting your request as early as possible to beat the rush.

Duplication of copyrighted materials must conform to copyright law. If multiple copies of copyrighted materials are requested, the faculty member must present a letter from either the publisher, or the holder of the copyrighted material granting permission for such duplication. Duplicating reserves the right to reject any request for duplication if such request is in violation of the copyright law. In the event a job request is rejected, it will be forwarded back to the requester/department. For more information regarding copyright law, please log on to the following Web site: [www.loc.gov/copyright/](http://www.loc.gov/copyright/).

Automatic approval is granted for the duplication of syllabi, tests, worksheets or other items for classroom use, provided the material does not exceed one copy per student in a class section and is not in violation of federal copyright law. Handbooks, lab manuals, flyers, etc., may require special handling or additional authorization. To insure the confidentiality of exams and quizzes, the faculty member administering the exam/quiz or a designated staff member, such as the departmental secretary, must duplicate the material. Faculty or a departmental secretary may schedule an appointment to process their exam/quiz on the walk-up self-serve copier in duplicating. It is advisable that faculty or the department secretary call or visit the duplicating department in advance to schedule an appointment to copy an exam or quiz. During final exam periods, appointments should be scheduled one week in advance. *Note:* For security reasons, duplicating staff will not copy exams or quizzes. The duplicating staff may only assist with the set-up and operation of the walk-up copier

The Duplicating Department is open Monday through Friday, 8:30 am to 4:30 pm. Charges for duplicating services are uploaded into Banner and will appear monthly against the listed Banner org. cost center under account number 773110. For more details and printable forms [http://www.southernct.edu/duplicating\\_mail/duplicatingdepartment/](http://www.southernct.edu/duplicating_mail/duplicatingdepartment/).

### ***Learning Resources Center***

The Learning Resources Center (Buley 300, 392-5713) continues to provide a highly technical centralized facility to serve the total University community. The Center provides equipment and software for the needs of those academic departments which reflect changes in curriculum development. Many of these curriculum changes directly affect the growth and direction of the University in the community and the state. As the emphasis of the University shifts from the traditional educational areas of the curriculum to the more professional and technical oriented areas, the center will attempt to meet these needs by acquiring the appropriate equipment and resources to meet the requirements of course offerings and the special demands of students. The emphasis of the center is on "service" to both the students and faculty. The center has a philosophy of openness and is committed to excellence in teaching and learning. For more information <http://www.library.southernct.edu/lrchome.htm>.

### ***Multicultural Center***

The Multicultural Center (Adanti Student Center 234, 392-5888) serves as a resource for the university and the community in promoting an awareness and appreciation of cultural diversity.

It offers educational programs and services to assist in the recruitment and retention of students. The Center also sponsors outreach programs with area schools, conducts art exhibitions, film programs, lectures, and conferences and houses a book and video library. The Multicultural Center was established in 1991 to promote and implement multicultural programming. It is a positive force in the lives of African American, Asian American, Latino/Hispanic American and Native American Students and provides opportunity for ethnic groups to explore their distinctiveness and unite in common activities. For more information <http://www.southernct.edu/mcc/>.

### ***Center for Adaptive Technology***

The Center for Adaptive Technology is a division of the Teaching and Learning Technology Group and the Office of Information Technology at Southern Connecticut State University. It was established in 1989 through a resolution of the Board of Trustees of the Connecticut State University System. The center enables people with physical, visual and learning disabilities to gain access to computer technology to achieve their academic goals.

The Center has a three-part mission:

- Support SCSU students with disabilities
- Support SCSU students in education programs
- Provide community support

For more information [http://www.southernct.edu/adaptive\\_tech/](http://www.southernct.edu/adaptive_tech/).

## **Audio Visual/ TV/ Multimedia Center**

The Audio Visual/TV/Multimedia Center (Engleman B011, 392-5400) provides leadership, service and support for the operation of audio visual instructional materials and equipment. When classes are in session, the Center is open Monday-Thursday, 7:30 a.m.- 10:00 p.m.; Friday, 7:30 a.m. - 4:00 p.m., and Saturday, 8:00 a.m.-12:00 p.m. When classes are not in session, the Center is open Monday-Friday, 7:30 a.m. - 4:30 p.m.

### ***Procedures for A/V Equipment Use***

A/V equipment for classroom must be requested 2 business days in advance. Faculty must pick up “pick-up” items for classroom instruction prior to their class and return item after their class. Faculty or staff must order equipment on line [https://www.southernct.edu/myscsu/login/login.php?url=http://www.southernct.edu/departments/oit/av\\_request/av\\_reservation\\_form.php](https://www.southernct.edu/myscsu/login/login.php?url=http://www.southernct.edu/departments/oit/av_request/av_reservation_form.php) . Students must have their instructor order equipment for classroom projects.

For security reasons, equipment will not be left in classrooms if the instructor is not present. The individual requesting the equipment is responsible for its security and return in good condition. All equipment is delivered and picked-up by Audio Visual student assistants identifiable by a special identification card.

### ***Operating Audio Visual Equipment***

The Audio Visual Center does not supply equipment operators, but it does provide the following training procedures: the Center staff will teach equipment operation to all faculty and staff at their request; the Center staff will, upon request, teach student operators selected by faculty or staff.

### ***Audio Visual Equipment (From our online request form)***

#### **Equipment delivered by AVTV**

- Laptop Connector Cable
- Mac Computer Only
- Mac Computer w/ LCD projector
- Other
- Overhead Projector
- Portable Public Address System
- TV & VCR / DVD Combo
- Windows Computer w/ LCD projector
- Windows PC only

#### **Equipment picked up by Instructor**

- CD/Tape Recorder Combination \*\*
- Digital Video Camera \*\*
- Portable Document Camera \*\*
- Portable LCD Projector w/ Laptop Connector
- Record Player \*\*
- Slide projector \*\*
- Tape Recorder \*\*
- Tripod \*\*
- VHS-C Video Camera \*\*

## **Library Privileges**

### ***Circulation***

SCSU faculty may check out a maximum of 50 books from the CSU Library System (Central, Eastern, Southern, Western) and the Connecticut State Library. SCSU Books circulate for one semester, with the option to renew for an additional semester. The other CSU libraries circulate their books for only 28 days with the option to renew. Library books are subject to recall after two weeks and must be returned. Buley Library does not charge fines for overdue books to faculty or staff. However, the other CSU libraries may charge fines for overdue materials.

Faculty can authorize a research assistant to check out books on their behalf by sending an official letter or e-mail message to Shirley Cavanagh. The letter should indicate the person's name and will be valid for a semester and can be renewed for additional semesters. The faculty member assumes all responsibility for any lost or damaged material. Remind the person to bring their ID card when checking out books for you.

Contact Shirley Cavanagh 392-5768 or email [cavanaghs1@southernct.edu](mailto:cavanaghs1@southernct.edu) if you have any

additional questions.

### ***Reserve Services: Print and Electronic***

Buley Library has both a print and electronic course reserves system. The print Reserve collection is housed in the Circulation Department and a list is maintained of all Reserve materials at Circulation. The Consuls online catalog will also indicate what materials have been placed on Reserves. Electronic reserves is available 24/7 from on or off-campus

SCSU faculty may place materials on Electronic or Print Reserves such books, journal articles, course chapters, sample tests or PDF files on Reserves. Please submit all Reserve forms and material at least two weeks before the semester starts to provide adequate time for processing. Material will be processed in the order that the Reserve list was submitted.

All print items are kept on Reserves for one semester and will be withdrawn at the end of each semester. Electronic files will be retained in our system. Faculty members can renew their Reserve lists each semester by notifying the Reserve desk at 392-5754. All personal material will be returned to the faculty members via campus mail, unless arrangements have been made to pick up Reserve material in person.

### ***Reserve Facts to Remember***

- Faculty must fill out a reserve form for each course and submit these forms to the Circulation Desk. Please indicate whether the reserve material should be in electronic format, print format or both. For print Reserves indicate if the material will circulate overnight or in-house circulation for an hour at a time.
- All reserve material will be processed in a timely manner. The library recommends that all required readings be submitted at least two weeks before the start of each semester.
- Circulation staff will require a student to present HootLoot ID to check out reserve material. Only one item can be checked out at a time, with the option to renew for an additional hour.
- Reference, bound and unbound periodicals and non-SCSU items can not be placed on reserve.
- Books that are missing or not owned by our library can be rush ordered and catalogued for your reserve requirements. Journal articles not owned by Buley can be obtained quickly through our Interlibrary Loan Department. Contact Beth Paris at 392-7038 or use the online forms at <http://www.library.southernct.edu/ACSinterlibraryloans.htm>.
- All Copyright laws (Title 17 United States Code) will be followed.
- If you have any reserve questions please call Marsha Clement at 392-5754 or Shirley B. Cavanagh at 392-5768.

### **Instructional Classes**

It is the policy of the Buley Library to offer Library Orientation and Instruction to all SCSU classes, students, or groups that request these services, if the request is done in a timely manner and a librarian is available for that time. Faculty are asked to provide as much advance notice as possible to accommodate scheduling, planning needs and the preparation of needed

resources. All requests for these services should be routed through the instruction coordinator or subject specialist librarian, who will obtain all pertinent information (date, time, number of participants, subject, special instructions or interests).

An instruction session can be tailored to the needs of the class and may include:

- Lectures and group discussions on subject-specific resources
- Finding books and articles for assignments
- Research strategies for writing papers and library projects
- On-line database demonstrations
- Hands-on sessions in the Library
- Evaluation of sources
- Library instruction sessions may or may not also include a Library Tour.

*To schedule a class session*

- Complete the online request form available on the Buley Library web site at <http://library.southernct.edu/birequestform.html> or send the information requested on the form via e-mail or campus mail to the subject specialist librarian.
- The list of subject specialist librarians is available at <http://library.southernct.edu/Instructioncontacts.htm>
- You can also contact the Reference Desk at [eref@southernct.edu](mailto:eref@southernct.edu) or 392-5732.
- Classes will be scheduled on a first come-first serve basis with a minimum of fourteen (14) days advance notice.
- Sessions can be held in any smart classroom, department lab, or Buley 211 (Electronic Classroom)
- BU 211 can accommodate up to 25 students, with individual computer workstations for up to 19.
- Larger classes may be split into two or more sessions, or faculty may arrange for a class session in a larger lab.
- Instructors are encouraged to stay with the class during the instruction session.
- Learn more about information literacy at Buley Library's Instruction Guide for Faculty at <http://libguides.southernct.edu/instructionguideforfaculty>

## **Professional Development Activities**

***Provided by the Collective Bargaining Agreement***

A considerable number of professional development activities are supported by the Contract. Others are supported by local tradition. Read the Collective Bargaining Agreement and Southern's policy documents for further information concerning sabbatical leave, promotion, and tenure. Read particularly Article 9 on Working Conditions, Article 10 on Workload and Article 13 on Leaves and Fringe Benefits. In addition, watch your notices and the Faculty

Information website [http://www.southernct.edu/faculty\\_development/](http://www.southernct.edu/faculty_development/) for announcements concerning various professional development programs.

### ***Yale Library Privileges***

Several Yale Library cards have been purchased for faculty use. The terms of the agreement with Yale specify that cards are for borrowing privileges and must be issued to a faculty member for a three-month period.

Full-time faculty may apply for the use of the card for any of the following three calendar month periods: January, February, March; April, May, June; July, August, September; or October, November, December. The purpose of the program is to stimulate and encourage research that will lead to publication in a refereed journal or publication of a scholarly book.

Application forms can be printed at

[http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/Yale\\_Library\\_Card\\_Application0910.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Yale_Library_Card_Application0910.pdf).

### ***Office of Sponsored Research (SPAR)***

Provides information regarding federal, foundation, corporate and individual funding sources which may be available to support the research and instructional interests of faculty members. Guidance is also provided to assist in project design and grant proposal preparation. Workshops on the development of grants have been provided to classes, departments, or groups of departments on request. SPAR subscribes to the Sponsored Programs Information Network (SPIN) that provides timely and comprehensive information and personalized assistance to help individual faculty members improve their access to timely, available grant opportunities. Publications, electronic mail network, staff services, data base, and library, as well as occasional conferences, are also provided by SPAR.

SPAR employs a full-time grant-writer and assistant director for pre-award services to help faculty members design their project, locate appropriate funding sources, craft proposals and develop budgets. In order to ensure that all proposals submitted on behalf of SCSU are of the highest quality and in conformance with State budget guidelines, all proposals for external funding must be submitted through the SPAR Office. A post award administrator is also on staff to assist principal investigators in the financial administrative responsibilities of their program. For more information <http://www.southernct.edu/spar/>.

### ***Research Seminars***

The ad-hoc Research and Studies Committee sponsors in conjunction with the office of the Vice President for Academic Affairs occasional research seminars. The opportunity is provided for faculty to present a summary of current research followed by a question and answer discussion session. Most faculty presenting their findings in this forum have recently completed sabbatical leave.

### ***New Faculty Mentoring Program***

The New Faculty Mentoring Program helps connect new faculty with experienced Southern colleagues who guide them through their first year and beyond. This voluntary program acclimates new faculty to the university community, provides guidance on issues related teaching, scholarship and creative activity, and university service. The program encourages regular interpersonal communication between the mentor and the mentee. Special meetings and mentoring events are sponsored by the Office of Faculty Development.

Faculty interested in engaging in mentoring relationships, either as mentor or as mentee, should contact Winnie Shyam at 392-5762 ,or the Office of Faculty Development at 392-5358. For more information [http://www.southernct.edu/faculty\\_development/mentoring/](http://www.southernct.edu/faculty_development/mentoring/).

### ***Academic Forum***

SCSU-AAUP sponsors Academic Forums which explore timely issues of interest to the entire academic community. These forums are scheduled intermittently throughout the semester during the Academic Community hour. A sample of topics presented include: "The Proper Role of Student Course Evaluation," "Academic Freedom: Responsibility or License," "Has the State Department of Education Changed our Grading Policy?" "The Academic Woman: Strategies for Advancement," "Intellectual Property: What you Need to Know – Your Rights and Responsibilities," and "Issues of Fairness". Suggestions for topic presentations are encouraged.

### ***Contract Workshops***

SCSU-AAUP has sponsored Contract Workshops on promotion and tenure for applicants and members of the Department Evaluation Committee. File development seminars for sabbatical leave applicants have also been provided. Additionally, a booklet has been developed providing information to candidates applying for promotion and/or tenure.

## **Student Support Programs**

### ***Student Supportive Services***

Student Supportive Services (Engleman Hall B018, 392-6814,) offers to undergraduate and graduate students an array of access, retention, internship, and personal services initiatives and opportunities. There are 11 programs of distinction within the department, including the International Student Advisement Center, Disability Resources Center, Veterans Advisement Center, Tutorial and Writing Center, Study Skills Enrichment Center, Educational Opportunity Program and Summer Educational Opportunity Program, Connecticut College Achievement Program (ConnCAP), Connecticut College Access and Success Program (ConnCAS), and Gaining Early Awareness for Undergraduate Programs (Gear Up). For more information <http://www.southernct.edu/studentsupportiveservices/>.

### ***Disability Resource Center***

The Disability Resource Center (Engleman Hall C105, 392-6828 or 392-6131 for TDD) provides educational equity for students with disabilities. The office provides and coordinates individualized accommodations and support services for all students with learning disabilities/ADD, vision and hearing disabilities, mobility-related and orthopedic disabilities, head injuries, emotional and psychiatric disabilities, epilepsy, and chronic health-related disabilities. Services include assistance with registration, arrangements for course and testing accommodations, assistance from a learning specialist, adaptive computer technology, peer support, advocacy referrals to on- and off-campus resources, accessibility information, and assistance in arranging for sign-language interpreters, personal assistance, readers, and note-takers. For more information <http://www.southernct.edu/drc/>.

### ***First Year Experience Program (FYEP)***

The First-Year Experience Program (Old Student Center 107, 392-6671) is a campus-wide initiative that introduces first-year students to the rigors of academic and social engagement during the transition to college with the express intention of fostering intellectual and creative inquiry, encouraging community involvement, and lodging life-long learning into the hearts and minds of our students. For more information <http://www.southernct.edu/FYE/>.

### ***International Students***

Students from other countries bring something special to the Southern campus – a sense of variety and a fresh perspective on things around us. In return, the University offers its international students the guidance and assistance to help them get accustomed to life in America.

Located in the Adanti Student Center 231 (392-6821 or 392-6947), the International Student Advisor can assist with admissions, registration, housing, and transportation. In addition, students are assisted with many federal forms and regulations. For more information <http://www.southernct.edu/internationalstudents/>.

### ***Campus Tutorial Center***

The Campus Tutorial Center (Engleman Hall A014, 392-6824) offers one-to-one and small-group assistance to all Southern Connecticut State University students. Our tutors are upper-level undergraduates, graduate students, and professional staff, all of whom have demonstrated proficiency in their area of tutoring. For more information <http://www.southernct.edu/tutorialcenter/>.

Tutorials are offered on a drop-in basis during hours that are posted at the beginning of each semester. You do not need a referral. Simply come in with your notes, your textbook, and your concerns. All services are free to Southern students, and all Southern students are welcome.

### ***Veterans' and Adult Student Services***

Different experiences add up to different points of view. If you are a veteran or non-traditional student, your time in the service and your years away from classrooms and study may have left you with a unique outlook on college.

You are older than most students at Southern. You may have family responsibilities. You may have developed clear career goals. But even if you have not, you may approach college with more confidence and a firmer sense of purpose than you had right out of high school. You will find that many of your concerns are exactly the same as those of your fellow students. You will also discover that your fellow students are a diverse group -- from 19-year-olds relishing the independence of college life to retirees seeking intellectual stimulation and involvement.

Southern is committed to meeting the needs of all its students. That's why it maintains an Office for Veterans/Adult Students (Engleman Hall B018, 392-6822). Established in the 1970s to accommodate the hundreds of Vietnam veterans flooding into college, the office is a source of information and a lively meeting place. Staffed by a counselor assisted by work-study students who are also veterans, the office provides counseling and academic advisement as well as assistance in dealing with the Veterans Administration. For more information [http://www.southernct.edu/veterans\\_services/](http://www.southernct.edu/veterans_services/).

### ***Campus Writing Center***

The Campus Writing Center (Engleman Hall A012, 392-6824) provides consultation to support students in their development as writers. Writing tutors also assist in finding ways to address writing concerns with the goal of promoting confident, self-reliant student writers. Any student currently enrolled in any course at SCSU may use the Center's services free of charge.

In addition to tutoring/consultation services, the center offers reference books and style guides which may be used in the Center.

The Center is staffed by experienced student and professional tutors who are selected for their proficiency in writing and their ability to work well with student writers. For more information <http://www.southernct.edu/writingcenter/>.

### ***Office of Study Skills Enrichment***

This program is open to all students regardless of enrollment status. Each semester, staff members provide a series of workshops designed to improve study skills and scholastic habits to promote academic success. Additional services such as, help with academic planning, individual assessment, and referrals are available when appropriate. Materials are available in the form of reading resources, self assessment tools, and videotaped workshops. For more information <http://www.southernct.edu/studyskillsenrichment/>.

***Educational Opportunity Program (EOP)***

The Educational Opportunity Program (Engleman Hall B222A, 392-6812) at Southern Connecticut State University is an undergraduate support program designed to provide special academic support in a personalized way.

The primary purpose of EOP is to enhance the efforts of the university in recruiting, counseling, and educating academically promising students who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. EOP provides comprehensive academic advisement, personal counseling, tutorial assistance, and referrals in career-oriented, work-study, and learning skills development. EOP also maintains a liaison with each of the university's academic schools and many individual academic departments.

EOP is easily accessible, and provides a friendly atmosphere where students can talk with their counselors, obtain useful information concerning university policies, deadlines, and events, and meet other students. For more information <http://www.southernct.edu/EOP/>.

## Section 6

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

## Human Resources

**Location:** Wintergreen Building

**Phone:** (203) 392 - 5567

**Fax:** (203) 392 - 5571

Please visit the website of the Office of Human Resources for policies and procedures that apply to all employees: <http://www.southernct.edu/employment>

Section 7

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### The BOT/CSU-AAUP Collective Bargaining Agreement

**AAUP Office**

**Location:** Engleman Hall C111

**Phone:** (203) 392 - 5975

**Fax:** (203) 392 - 5976

Please visit the website of the AAUP Office: <http://www.southernct.edu/departments/aaup/>

Section 8

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Department Chairperson Document**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 9

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Faculty Senate Constitution**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 10

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Grade Change Procedures**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 11

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Mediation Committee**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 12

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Promotion & Tenure, Renewal Document, and Professional Assessment**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 13

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Retraining Procedures**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 14

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

## **Sabbatical Leave**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

Section 15

# **Southern Connecticut State University**

*A Unit of the Connecticut State University*

## **Faculty Handbook**

### **Termination Document**

Please visit the Faculty Senate website at: [www.southernct.edu/employment/Faculty\\_Senate/](http://www.southernct.edu/employment/Faculty_Senate/)

## Section 16

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### Discrimination and Harassment Complaint Procedures

#### **Office of Diversity and Equity Programs**

**Location:** Swartz Hall 100

**Phone:** (203) 392 - 5491

**Fax:** (203) 392 - 5489

Please visit the website of the Office of Diversity and Equity Programs:

<http://www.southernct.edu/diversityequity/policyonnon-discriminationandsexualharassmentprevention/>

Section 17

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### Office of Informational Technology

**Location:** Office Building 1

**Phone:** (203) 392 - 5019

**Fax:** (203) 392 - 6711

Please visit the website of the Office of Informational Technology for policies and procedures that apply to all employees: <http://www.southernct.edu/oit/>

Section 18

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

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# Governance Bodies

## ***Administrative Faculty Senate***

The Administrative Faculty Senate is the representative body of the administrative faculty of the University. Representatives are selected in accordance with the constitution from the following voting areas: Academic Affairs, Administrative Affairs, Management and Confidential, Student Affairs, and Staff Affairs.

*Powers and Responsibilities* - Within the limits imposed by the Board of Trustees for the State Universities, institutional policies of the University are of concern to the administrative faculty of the University. The Administrative Faculty Senate serves in an advisory capacity to the President of the University and may offer advice in all matters affecting the quality and mission of the University. The Administrative Faculty Senate is the sole legislative body representing the administrative faculty. Therefore, all Administrative Faculty Senate committees shall report directly to the Administrative Faculty Senate. Bills of the Administrative Faculty Senate recommended to the President of the University shall be acted on in accordance with the constitution of the Administrative Faculty Senate.

The Administrative Faculty Senate is composed of the following standing committees with membership drawn from its members:

*Steering Committee* shall consist of the Vice President, the Secretary and two Senators elected annually by the membership. This committee meets with the President of the Senate before each regular meeting to determine the agenda.

*Nominations and Elections Committee* shall consist of five members, one from each of the voting areas. This committee makes nominations for and conducts all Senate elections in accordance with established procedures.

*Sabbatical and Leave of Absence Committee* shall consist of six Senate members--one from each of the voting areas and one at-large member--elected annually. The Sabbatical and Leave of Absence Committee shall be responsible for developing policies and procedures for submitting and evaluating applications of administrative faculty members applying for leave.

*University Liaison Committee* shall consist of five administrative faculty members appointed annually by the Executive Committee of the Administrative Faculty Senate. This committee shall review issues and/or policies brought to the attention of the Administrative Faculty Senate that are not otherwise in the purview of other standing committees. Recommendations by this committee shall be reported to the Administrative Faculty Senate for its review and recommendations.

### ***Faculty Senate***

The Faculty Senate shall be the representative body of the faculty, deriving its authority there from. Its primary function shall be to serve as 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. The Faculty Senate has as its goal a University community promoting to the fullest free transmission of knowledge and pursuit of truth. Each member of the Senate shall be responsible for proposing changes in the policies and procedures of the University leading to this end. The Senate shall consider such proposals and take appropriate action.

Members of the Senate are elected from and by all full-time non-classified members of the University, other than those in administration. This includes those who have a primary teaching function, and those who perform a direct service to students or faculty in academic pursuits. All those who are eligible shall have the right to proportional representation in the Senate by department or by grouping of departments, as specifically listed in the By-Laws under voting units. All part-time members shall have the right to representation in the Senate, and shall be considered units.

The Senate is composed of the following standing committees with membership drawn from representatives and alternate representatives to the Faculty Senate:

*Executive Committee* includes the President and the Secretary of the Senate, the Treasurer, the Chairpersons of other standing committees, and the Past President. The purpose of the Executive Committee is to establish a calendar of Senate meetings, establish the agenda of each Senate meeting, continually review policies and procedures, maintain liaison with the administration of the University, and initiate and carry out steps consistent with Senate policy.

*Academic Policy Committee* has as its purview all matters of policy pertaining to academic issues; e.g., academic philosophy, academic standards, accreditation, degree programs, grading system, and special academic programs.

*Election Committee* is responsible for calling for nominations and managing the election of faculty to the following committees: Faculty Retraining, Sabbatical Leave, Student Life, Campus Safety, Mediation, Termination Appeals, Academic Standing, Space, and Promotion and Tenure. The nomination and election process occurs in the spring of each academic year.

*Finance Committee* reviews matters of fiscal policy relating to the University; e.g., budget, priorities within the budget, long range planning.

*Personnel Policies Committee* role and responsibility includes all matters pertaining to personnel within the purview of the Faculty Senate: promotion, tenure, renewal, assessment, sabbatical, salary, fringe benefits, chairperson's role, etc.

The Committee reviews and revises all documents annually where necessary. Following the negotiation of a successor collective bargaining agreement, a large portion of the work of the Committee involves revising the personnel documents to bring them into accordance with new contract language.

*Rules Committee* is concerned with all matters dealing with the internal operations of the Senate and the interaction of the Senate and the faculty; e.g., election of Senators, certification of voting units, constitutional questions, all matters of information on committees serving the university community.

*Student Policy Committee* reviews matters of policy pertaining to students; e.g., admissions, academic standing, grading, etc. The Committee maintains close liaison with Student Government and other student organizations having similar concerns.

*Technology Committee Purview:* all matters dealing with technology as it impacts on faculty in their teaching and research; e.g., hardware/software acquisition, technical support, ongoing communication with other committees and offices involved with technology, long range planning relative to academic technology.

### **SCSU-AAUP**

Southern Connecticut State University-American Association of University Professors (SCSU-AAUP) shall promote the professional and economic interests of the SCSU faculty. To this end, SCSU-AAUP shall work with CSU-AAUP and shall follow and implement the policies and standards recommended by the national AAUP wherever possible and appropriate. In cooperation with CSU-AAUP, SCSU-AAUP shall provide fair and adequate representation through collective bargaining and grievance procedures to all members of the faculty. Special efforts shall be made to insure that all segments of the faculty gain equity through the bargaining process. SCSU-AAUP shall encourage research, cultural activities and other intellectual pursuits in concert with students and administrators. SCSU-AAUP includes the following standing committees:

*Executive Committee* acts on behalf of the SCSU-AAUP membership in carrying out the purposes of the organization. To this end, the Executive Committee may establish committees, delegate authority to committees or individuals, call meetings of the Chapter and call for special elections.

The membership of the Executive Committee consists of the elected officers and CSU-AAUP Council representatives, the immediate past president, the contract administrator, and the chairpersons of standing committees. Only active members serve on the Executive Committee, although any faculty may be invited as a continuing or temporary non-voting member.

*Academic Freedom Committee* affords individuals or groups the opportunity to bring alleged violations of academic freedom and tenure which are not appropriately handled by other

campus bodies, i.e., the Grievance Committee, department evaluation committees, the Promotion and Tenure committee, etc.

It is also the responsibility of this Committee to formulate policies of academic freedom and tenure in accordance with the National AAUP 1940 Statement of Principles and professional standards promulgated by local groups. To accomplish this purpose, the committee periodically seeks information regarding academic freedom and tenure through the analysis of questionnaire data from the faculty as a whole and by encouraging comments from individuals having specialized information.

*Collective Bargaining Committee* is charged with obtaining faculty suggestions regarding proposed changes in the successor collective bargaining agreement. The Committee requests written comment from faculty and sponsors meetings for the purpose of receiving faculty input. The Committee later compiles all suggestions from this campus and subsequently meets with colleagues from the other three campuses to prepare a proposed contract for presentation to the negotiating team. This contract proposal is then presented to the CSU-AAUP Council for approval and is then used as a point of departure in negotiations with the Board of Trustees for the Connecticut State University.

*Grievance Committee* is responsible for assuring that faculty members are afforded due process in the grievance procedure and to ensure that provisions of the Collective Bargaining Agreement (CBA) are not violated. The Committee advises faculty about the process of grievance filing, determines the grievability of alleged problems, i.e. does the situation violate the CBA or is it a problem of a non-contract nature; assists faculty in the resolution of alleged CBA violations, represents faculty in the grievance process, or acts as an observer in the event the member wishes to represent self or utilize attorney representation in the grievance process.

*Legislative Support Committee* encourages interaction between the faculty and members of the General Assembly with the goal of enhancing public higher education in general and SCSU in particular. The Committee advises faculty of significant legislative issues and encourages faculty to contact their legislators to provide recommendations regarding impending legislative bills.

*Committee W* focuses its attention on the status of women in the academic profession, conducts related studies and particularly represents the interests of women on campus along with the interests of women in the greater society.

### ***Graduate Council***

The Graduate Council develops and maintains University policies regarding standards for graduate education. An elected representative body of the Graduate Faculty, the Council encourages a high level of quality and performance by both students and faculty. The Council holds primary responsibility for the long-range planning and general direction of graduate education at Southern. It reviews and approves new graduate courses and programs, reviews all graduate programs on a five-year cycle, and appoints members of the graduate faculty. The

Council is composed of 25 members; members are elected by the Graduate Faculty of their respective academic schools to serve three-year terms. The Dean of Graduate Studies serves as an ex-officio member of the Council.

## **Student Governance Bodies**

### ***Student Government***

The major student legislative body on campus, promotes the welfare of the student body. Elected by the student body, Student Government is a clearing house for student views and opinions.

### ***Inter-residence Council***

Is composed of representatives from each of the residence halls. The Council serves to improve inter-hall communication, to determine and correct residence hall problems, to provide representation to various campus committees, and to increase the social, educational, and cultural opportunities for residence hall students.

## **Standing University Committees**

### ***Academic Affairs Council***

Discusses and reviews issues related to the schools and units comprising academic affairs. Membership includes the deans of the academic schools and the School of Graduate Studies, the Assistant to the Provost and Vice President for Academic Affairs, and the Directors of the following units: Academic Advising, Admissions, Academic Computing, Assessment and Planning, Faculty Development, Buley Library, Management Information and Research, Sponsored Research, and the Registrar. The Council is chaired by the Provost and Vice President for Academic Affairs.

### ***Academic Standing Committee***

Acts as an appeals body for students who have been placed on non-matriculated status. Membership includes full-time teaching faculty elected by the faculty.

### ***Administrative Council***

Strives to promote collegiality, consensus and cooperation, drawing its membership from the Faculty Senate, AAUP, SUOAF-AFSCME and the administration. Through this Council, members can discuss ideas and issues affecting the University, can resolve disagreements, and can exchange information and points of view. The result is an informed and active administration composed of individuals who are aware of the latest campus issues and problems and who have a means to affect the day-to-day life of the University as well as its direction for the future.

### ***Affirmative Action Employee Advisory Committee***

Considers those matters appropriate to the development and implementation of the affirmative action plan. Membership is composed of administrators, faculty and staff.

### ***Budget and Planning Committee***

Advises and makes recommendations to the President concerning the University's annual funding priorities, its biennial operating and capital budget requests, and its spending plan. The purpose of the committee is to develop annual funding priorities which are consistent with the University's mission, its role and scope statement, its approved strategic plan, and the policies of the Board of Trustees giving appropriate consideration to enrollment trends, staffing patterns, physical facilities, and other resource constraints. The committee reviews operating and capital budget requests in the context of approved funding priorities, Master Plan recommendations, and guidelines provided by the CSU Board of Trustees. Annual spending plans are evaluated to ensure that they reflect the overall resource needs of the University and actual income and expenditures. Of the fourteen members on the committee, six are faculty, two are administrative faculty, two are classified staff, and one is a student. Additionally, the Vice Presidents for Academic Affairs, Student and University Affairs, and Finance and Administration are voting, ex-officio members.

### ***Campus Parking Committee***

A Presidential committee serving in an advisory capacity on all matters related to campus traffic and parking. The Committee is composed of students, faculty, administrators, and members of the classified service.

### ***CSU Professorship Committee***

Working within the provisions of the AAUP/BOT Collective Bargaining Agreement and the Faculty Senate document, the committee makes judgments and recommendations to the President on candidates for the title, CSU professor. Committee members are elected by the faculty.

### ***Disability Rights and Opportunities***

The President's Advisory Committee on Disability Rights and Opportunities is charged with coordinating the University's efforts for full participation for persons with disabilities; identifying barriers to accessibility and retention; monitoring the progress of the campus plan; receiving comments and proposals from members of the University community and the general public regarding accessibility and retention; serving as a resource to University service providers; promoting awareness of disability issues and University policies among the Southern community and the public; and advising the President. Membership includes 15 faculty, administrators, and students.

### ***Enrollment Management Committee***

The Enrollment Management Committee is being replaced by an Enrollment Policy Council (EPC). This new body, reporting to the Provost and Vice President for Academic Affairs, will plan university policy regarding a range of issues falling under the general heading of enrollment

policy and planning. These include student recruitment strategies, student enrollment services and retention issues. It is anticipated that the new EPC will include representatives of the Offices of Academic Affairs, including faculty, the Office of Finance and Administration, the Office of Student and University Affairs, and the Office of the President.

#### ***Environmental Health and Safety Council***

This Council is responsible for formulating, coordinating and reviewing policies and procedures related to fire extinguishers, emergency life equipment and systems, emergency lighting, hazardous materials and other life safety issues. The functions of the Council are: to define areas of responsibility and to coordinate the university's fire and life safety efforts; to act on reports of code deficiencies and follow up on corrective action; to advise the Director of Public Safety on all matters affecting fire safety as well as occupational safety and health; to make inspections of university property whenever necessary; to ensure consultation on all new construction and renovation projects and to furnish written reports to appropriate university administrators.

#### ***Facilities Usage Committee***

Appointed by the President, this committee makes recommendations on the non-academic use of the physical facilities by University groups and by individuals and groups unaffiliated with the University. The committee develops procedures for the use of buildings and grounds, reviews requests for temporary space usage, develops guidelines for rental rates, and coordinates custodial and police services for the leased use of facilities. Members of the committee represent Academic Affairs, Student and University Affairs, Finance and Administration, Residence Life, Physical Plant, and University Police.

#### ***Faculty Development Advisory Committee***

Provides guidance to the Vice President for Academic Affairs on matters regarding faculty development and renewal. It also develops procedures for the use of the Faculty Development fund, requests and reviews proposals, and makes recommendations to the Provost and Vice President for Academic Affairs for faculty development grant awards. Each of the academic schools comprising the University have representatives to this committee as well as major faculty governance bodies, who are elected by the faculty. The Director of Faculty Development serves as an at-large member and chairs the committee.

#### ***Faculty Retraining Committee***

Evaluates proposals from faculty members and makes recommendations to the President of the University in accordance with the Retraining document. The Committee is composed of seven members elected at-large by the faculty.

#### ***Faculty Scholar Award Committee***

This committee is composed of members elected by the Senate. The purpose of the Committee is to solicit nominations and recommendations for the award, review solicited names, and make a final recommendation for presidential consideration.

### ***Graduate Student Affairs Committee***

Responsible for developing and maintaining procedures for the use of all student activity funds collected from full-time graduate students. Through its activities, the committee supports educational, social, and cultural activities directed to enriching the experiences of graduate students. It is actively engaged in developing and supporting services for graduate students in the areas of research, professional development, and community service. The committee provides funding for lectures, shows, workshops, research awards, conferences, speaker honoraria for graduate courses, graduate club funding, and special projects.

### ***Institutional Animal Care and Use Committee***

Mandated by federal statute, ensures that laboratory animals are cared for in an appropriate manner. The Committee is responsible for inspecting the animal care and use facilities, reviewing the report of the site visit conducted by the veterinarian consultant, and reviewing any concerns regarding the use of vertebrate animals in research.

### ***Institutional Review Board Human Research***

This nine member Committee is appointed by the Vice President for Academic Affairs. The Institutional Review Board assures the University's compliance with Article 46.107 of the standards published by the Federal Office for Protection from Research Risks. The primary concern of the Committee is to safeguard the rights and welfare of human subjects in accordance with all applicable state and federal guidelines. The Committee reviews all research and/or grant proposals for studies involving human subjects conducted on- or off-campus by University faculty, staff or students. The Committee meets monthly during the academic year.

### ***Intercollegiate Athletic Board***

Advises the President on all matters relating to the University's intercollegiate athletic program including the areas of policy, budgeting, scheduling, personnel, facilities, additions or deletions of intercollegiate sports, financial aid, recruiting and retention, post-season competition, NCAA policies and relationships, and public relations. It also ensures that the program is conducted in conformance with the policies, guidelines and procedures approved by the President of the University as well as the athletic conferences and organizations in which the University holds membership. Membership is composed of sixteen voting members representing faculty, administrative faculty, students and alumni. Ex-officio members include the Director of Intercollegiate Athletics, the Academic Advisor for Athletics and one head coach.

### ***Library Committee***

The committee is appointed by and responsible to the Provost and Vice President for Academic Affairs. Members include faculty, students, and administrators. The committee seeks to foster communication and awareness on the needs of the library and its patrons, the policies and resources of the library, and the prevailing patterns of library utilization. It also monitors outstanding library practices at other institutions to determine appropriate standards for library services, collection development, and facilities. It advises the Provost and Vice President for Academic Affairs and the University community on the effectiveness of library services and practices and on the adequacy of resources.

### ***Mediation Committee***

A university-wide committee, mandated by the Collective Bargaining Agreement, composed of three members and three alternates elected by the faculty. In the event that Step 1 of the "Procedures for Dismissal for Adequate Cause," shall not have led to a mutually satisfactory resolution within two weeks, the matter is referred by the campus president to the Mediation Committee. The Committee then assists the parties in attempting to effect a resolution in accordance with Article 16.3.5 of the CBA.

If no mutually satisfactory resolution is achieved within two weeks, procedures commence to carry the matter before the Termination Hearing Committee (see CBA Article 16.6.3.1).

### ***Outstanding Teaching Awards Committee***

Solicits nominations and recommendations for the J. Phillip Smith Outstanding Teaching award, reviews solicited names, and makes a final recommendation for presidential consideration. It also reviews procedures, making improvements as needed. Members are elected by faculty.

### ***Promotion and Tenure Committee***

Working within the provisions of the AAUP/BOT Collective Bargaining Agreement and the Faculty Senate document, makes judgments and recommendations to the President on tenure and promotion for all faculty. The majority of the work of the Committee is done between December 15 and March 1 of each academic year. Usual meeting times are Friday afternoon/evening during the month of February. Membership includes 15 faculty elected at-large for three-year terms, with one-third of the Committee terms expiring each year.

### ***Public Safety Committee***

Promotes safety on campus by reviewing current safety procedures, recommending safety policies and related programs. This includes measures to foster awareness of the importance of safety, advising the Director of Public Safety, reviewing police and community relations and recommending development of operational policies for the Campus Police Department. Committee members are appointed by the president from all areas of the campus community for one to three year terms.

### ***Minority Recruitment and Retention Committee***

Mandated by the AAUP/BOT Collective Bargaining Agreement, this committee makes recommendations on the recruitment and retention of minority faculty members. It also develops procedures for the distribution of the Minority Recruitment and Retention fund. The committee is composed of faculty, two of which must be from minority or other protected groups. Additionally, the Director of Affirmative Action is an ex-officio member of the committee.

### ***Research Integrity Committee***

This committee is composed of Institutional Review Board (IRB) members who are designated to review allegations of misconduct in science. Such misconduct includes fabrication, plagiarism, or other practices that seriously deviate from those commonly accepted within the scientific community. The committee is responsible for investigating, conducting hearings, and

determining if scientific integrity and ethics have been compromised. If, in the final determination of the committee misconduct has occurred, sanction will be addressed as stated in the Federal Register 45 CFR 46.

### ***Research Scholarship Advisory Committee***

(RSAC) is a continuing advisory body within the Division of Academic Affairs at SCSU with membership appointed by the Provost and Vice President for Academic Affairs for staggered two-year terms, so that normally, no more than one-third of the members are new appointees in any given year. The Chair of the Committee is a faculty member, who serves at the request of the Provost.

### ***Sabbatical Leave Committee***

Following the provisions of the Collective Bargaining Agreement and the Faculty Senate Sabbatical Leave document, screens applications for sabbatical leave and makes recommendations to the campus President. The committee is composed of nine members elected at-large for three-year terms. Terms of one-third of the members expire each year.

### ***Safety Committee***

Composed of twelve members representing faculty, administrative faculty, staff, and students. The purpose of the committee is to promote campus safety, to develop and recommend safety policies and programs, and to advise the Director of Public Safety on all matters affecting personal and property protection for the University community.

### ***Sexual Harassment Committee***

The University affirms and emphasizes its commitment to maintain a workplace and educational environment free from sexual harassment of its students, employees and those who apply for employment and student status. While the University has no desire to regulate the private lives of consenting adults, sexual harassment is unacceptable conduct and is prohibited. After the receipt of the request that formal procedures be initiated, the Affirmative Action Officer shall promptly convene the Sexual Harassment Committee for the purpose of making necessary arrangements for a hearing. Within fifteen (15) working days, the Committee shall hold a hearing to consider the complaint. Based on that hearing the Committee makes recommendation for the resolution of the complaint to the appropriate Vice President or Dean who may accept, reject or modify the recommendation.

The Committee is composed of two faculty, one administrative faculty, one classified employee and one student. Further information regarding sexual harassment may be found in the document--Policy on Sexual Harassment and Complaint Resolution Procedures (see Section 14).

### ***Sick Leave Bank Committee (AAUP)***

Mandated by the AAUP/BOT Collective Bargaining Agreement, the sick leave bank is administered by a committee of four faculty members, designated by CSU-AAUP, and four administrators, designated by the BOT. The committee shall determine the eligibility for the use of the bank and the amount of leave to be granted. Requests for use of the sick leave bank are

evaluated by the committee in accordance with the criteria of adequate medical evidence of catastrophic and extended illness, and the prior utilization of all available sick leave.

#### ***Sick Leave Bank Committee (SUOAF-AFSCME)***

Mandated by the SUOAF-AFSCME/BOT Collective Bargaining Agreement, the sick leave bank is administered by a committee of four members, designated by the Union, and four management personnel, designated by the management of the Four State Universities. The committee shall determine a member's eligibility for the use of the bank and the amount of leave to be granted, considering the presentation of adequate medical evidence of catastrophic and/or extended illness and prior utilization of all accrued sick leave. The decision of this committee regarding eligibility and entitlement shall be final and binding and not subject to grievance or appeal.

#### ***Space Committee***

Advises and makes recommendations to the President on matters regarding the utilization and improvement of University space in accordance with the Facilities Master Plan and the mission of the University. The purpose of the committee is to review and update the facilities inventory and the current use of existing space, to analyze the space needs of the University community, to advise the President on effective space utilization, and to identify future space requirements based on student enrollment and University needs. The committee is composed of three faculty members, two administrative faculty, and one representative from the classified staff. The Vice Presidents for Academic Affairs, Student and University Affairs, and Finance and Administration serve as ex-officio members. The Vice President for Finance and Administration chairs the committee.

#### ***Strategic Planning Advisory Committee***

The Strategic Plan Advisory Committee was created to monitor the progress of the University in implementing the current strategic plan. When a new plan is being prepared, the Committee works collaboratively with the SCSU administration to develop the new plan. Members are appointed by the Vice President for Academic Affairs and include faculty representing the Faculty Senate, University Curriculum Committee, Graduate Council, Undergraduate Curriculum Forum, Administrative Faculty Senate, Enrollment Management Committee, Assessment Committee, Educational Technology Committee, Research/Scholarship Advisory Committee, Library Committee, and each of the academic schools. In addition, members have been designated to represent the Office of Academic Affairs, the Division of Finance and Administration, the Division of University and Student Affairs, the University Development Office, and the Alumni Council.

#### ***Student Affairs Committee***

The committee is responsible for the supervision of the financial operations for all student activities (with the exception of intercollegiate athletics and the University Student Center). Operating within the general policies of the University and the Board of Trustees, the Committee develops the necessary rules and regulations to ensure the sound fiscal management of those funds appropriated among various student organizations and activities.

The Committee screens proposals of new organizations and reviews and evaluates proposals of existing organizations. Membership includes students and faculty.

***Student Health Services Committee***

Acting in an advisory capacity, this committee promotes an understanding of the function of the Health Center in the campus community. This Committee makes appropriate recommendations to the Director of Student Health Services and the Dean of Student Affairs. Membership includes a residence hall director, an assistant director of housing, faculty and students.

***Student Life Committee***

Examines and interprets University rules, regulations and policies and all other matters that concern the student's university life. It also hears alleged violations of student rights. Membership includes an equal number of faculty, administrative faculty and students.

***Student Media Board***

The Board shall decide and act upon all policies and procedures concerning the student media at Southern. All student media shall operate in accordance with standards approved by this board. This body is composed of student, faculty, and administrative members.

***Termination Hearing Committee***

A faculty member whom the President has moved to dismiss will be afforded a hearing before the University Termination Appeals Committee. This Committee shall consist of five members elected by the faculty. The responsibility of this Committee is specified in Article 16.3.6 of the Collective Bargaining Agreement (CBA).

***Undergraduate Curriculum Forum (UCF)***

Screens, evaluates and approves all changes in the undergraduate curricula, including the introduction of new courses, revision of the content or credit value of existing courses, changes in course sequences, and changes in major and minor requirements. Faculty members represent all departments.

***University Assessment Committee (UAC)***

This committee is composed of the chairs of Administrative Productivity, Academic Program Review, Alumni Follow-up, Core Services and Facilities, Faculty Productivity, General Education, Retention, Remedial and Developmental Programs, Student Development, Transfer area assessment committees and the Coordinator of Institutional Assessment. Appointed by the Vice President for Academic Affairs, this panel advises the Vice President for Academic Affairs on assessment issues; updates and revises the University's assessment plan as appropriate and necessary, recommends long- and short-term goals for the University's assessment program; sets and periodically updates the University's assessment calendar; establishes and maintains an assessment resource library; ensures communication among the area assessment committees; coordinates in-service assessment training; evaluates the assessment process annually or on other appropriate time cycles; determines what assessment information is

appropriate to pass on to others; and prepares an annual report on assessment for the Vice President of Academic Affairs.

# Directory

<b>Governance Bodies</b>	
<b><i>Administrative Faculty Senate</i></b>	
President	Christopher Piscatelli
Vice President	Delinda Conte
Secretary	Mark Ceneviva
Treasurer	Cynthia Shea-Luzik
<b><i>Faculty Senate</i></b>	
President	Brian Johnson
Secretary	Maria Diamantis
Treasurer	Pam Brucker
Past President	John DaPonte
Academic Policy	Jon Bloch
Elections	Daniel Swartz
Finance	Annette Madlock
Personnel Policies	Susan Cusato
Rules	Wes O'Brien
Student Policy	Peter Madonia
Technology	John DaPonte
<b><i>Southern Connecticut State University-American Association of University Professors (SCSU-AAUP)</i></b>	
President	Michael Shea
First Vice President	Robert Vaden-Goad
Second Vice President	Gladys Labas
Secretary	Doris Marino
Treasurer	Robert Workman
Past President	Uchenna Nwachuku
Academic Freedom	Tony Rosso
Collective Bargaining	TBA
Contract Administrator	Steve Larocco
Grievance	Virginia Metaxas
Legislative Support	TBA
Committee W (Status of Women)	Sheila Garvey & Michele Vancour

AAUP Staff	Linda Cunningham, Gary Winfield
<b>Graduate Council</b>	
Graduate Council	Jane McGinn, James Thorson
<b>Student Governance Bodies</b>	
Student Government	Denise Bentley-Drobish
Inter-residence Council	Angela Todaro, Marvin G. Wilson

<b>University Standing Committees</b>	
<b>KEY: M = Member; A = Alternate; TBA = unfilled</b>	
Academic Affairs Council	Selase Williams, Provost and Vice President for Academic Affairs DonnaJean Fredeen, Dean, School of Arts and Sciences Ellen Durnin, Dean, School of Business Michael Sampson, Dean, School of Education Holley Crawford, Dean, School of Graduate Studies Gregory Paveza, Dean, School of Health & Human Services Geraldine Natkin, Assistant to the Provost Kathy Yalof, Academic Affairs Robert Drobish, Registrar Marianne Kennedy, Assessment & Planning Bonnie Farley-Lucas, Faculty Development Christina Baum, Library Services Rick Riccardi, Institutional Data Research & Analysis Patricia Zibluk, SPAR
Academic Standing	M '11 Jon Bloch, Sociology M '11 Valerie Dripchak, Social Work M '11 Shirley Jackson, Sociology M '12 Scott Ellis, English M '12 Lisa Vitale, World Lang. & Lit. M '12 Leon Brin, Mathematics M '13 Heidi Lockwood, Philosophy M '13 Barbara Aronson, Nursing M '13 Victor Catano, Theater
Administrative Council	TBA
Budget & Planning	M '11 Greg Cochenet, Art M '12 Ross Gingrich, Mathematics M '12 Patricia Kahlbaugh, Psychology

	M '12 Anthony Vigna, Accounting
Campus Parking	Joseph Dooley
CSU Professorship Advisory	M '11 John Nwangwu, Public Health M '11 Troy Paddock, History M '12 Glenda DeJarnette, Comm Disorders M '12 Patricia Olney, Political Science M '12 Christine Petto, History M '12 Cindy Schofield, Library Services M '13 TBA, Business M '13 TBA, Education M '13 Hing Wu, Library Services
Enrollment Management	M '11 Paticia Kahlbaugh, Psychology M '12 Adiel Coca, Chemistry M '12 Jooyoun Hong, Mathematics M '12 Tammy Testut, Nursing
Environmental Health & Safety Council	Robert Sheeley
Facilities Usage	Arlene Lucibello
Faculty Development Advisory	Bonnie Farley-Lucas, Faculty Development Amal Abdel Raouf, Computer Science Cynthia Gubitose, Mathematics Kathleen Rondinone, Mathematics Christine Villani, Elementary Education Gayle Bogel, Information & Library Science Richard Cain, Public Health Denise Zack, Counseling Services
Faculty Retraining	M '11 Jo Ann Abe, Psychology M '11 Hak Joon Kim, Info. & Library Sci. M '12 Elizabeth Keenan, Social Work M '12 Karen Remedios, English A '12 Elsie Okobi, Info. & Library Sci. M '13 John Jacobs, Psychology M '13 Mary Purdy, Comm Disorders M '13 Peter Intarapanich, Mathematics
Faculty Scholar Award	M '11 Hing Wu, Library Services M '11 Elsie Okobi, Info. & Library Sci. M '11 Nancy Marano, Elementary Education M '12 Nikos Chrissidis, History M '12 TBA, HHS M '12 TBA, Business M '12 TBA, Business

Graduate Student Affairs	Arlene Lucibello
Institutional Animal Care and Use	Nicholas Edgington
Institutional Review Board Human Research	Jerry Hauselt
Intercollegiate Athletic Board	Patricia Nicol
Library	Christina Baum
Mediation	M '11 Leon Brin, Mathematics A '11 Peter Intarapanich, Mathematics A '11 John Jacobs, Psychology M '11 Sean Grace, Biology M '11 Julian Madison, History A '11 Vacant
Promotion and Tenure	M '11 Mary Ann Glendon, Nursing M '11 Shirley Jackson, Sociology M '11 Pina Palma, Foreign Languages M '11 Vacant M '11 Lorrie Verplaetse, Foreign Languages A '11 Mary Brown, Info. & Lib. Services A '11 Elsie Okobi, Info. & Lib. Services M '12 C. Michele Thompson, History M '12 Patricia Olney, Political Science M '12 Joe Fields, Mathematics M '12 Doris Marino, EXS/Sc. Health M '12 Glenda DeJarnette, Comm. Dis. A '12 Yilma Gebremarian, Economics A '12 Taranah Seyed, Computer Sci. M '13 Sue Clerc, Library Services M '13 Vacant M '13 Gladys Labas, Ed. Leadership M '13 David Pettigrew, Philosophy M '13 Vacant A '13 Vacant A '13 Vacant
Public Safety	M '11 Jo Ann Abe, Psychology M '12 Deborah Flynn, Public Health M '13 Raymond Mungo, Mathematics
Research Integrity	Jerry Hauselt

Research Scholarship Advisory	<p>Thomas Fleming, Exercise Science  Shelley Bochain, Nursing  Christine Broadbridge, Physics  Mia Brownell, Art  Sue Clerc, Library  Sarah Crawford, Biology  Nick Haynes, Counseling &amp; School Psych.  Joseph Iguanti, Art  John Jean, Educational Leadership  James Muzur, Psychology  Ray Mugno, Mathematics  Byron Nakamura, History  Christine Petto, History  Caleb Rosado, Sociology  Linda Sampson, Communication  Christine Unson, Public Health</p>
SCSU Foundation Board of Directors	M '11 Jonathan Irving, Music
Sabbatical Leave	<p>M '11 Beena Achhpal, Education  M '11 Troy Paddock, History  M '11 Val Pinciu, Mathematics  M '11 Mary Purdy, Communication Disorders  A '11 Robert Workman, Computer Science  M '12 Michael Rogers, Anthropology  M '12 Terri Bennett, Mathematics  A '12 Patricia Kahlbaugh, Psychology  A '12 Doris Marino, EXS/Sc. Health  M '13 Paul Petrie, English  M '13 Nikos Chrissidis, History  M '13 Kristine Anthis, Psychology</p>
Safety/Campus Police	Joseph Dooley
Sexual Harassment	Marcia Smith-Glasper
Sick Leave Bank (AAUP)	To Be Announced
Sick Leave Bank (SUOAF-AFSCME)	To Be Announced Craig Patenaude
Space	<p>M '11 Greg Cochenet, Art  M '11 James Dolan, Physics  M '12 Deborah Flynn, Public Health</p>
Strategic Planning Advisory	Selase Williams
Student Affairs	Ronald Herron

Student Health Services Committee	Brigitte Stiles
Student Life	M '11 Valerie Dripchak, Social Work M '11 Xiaomai Yang, Philosophy M '12 June Cheng, Library Services A '13 Craig Hlavac, Music A '13 Karen Burke, Media Studies
Student Media Board	Rosemarie Conforti
Termination Hearing	M '11 Elizabeth Keenan, Social Work M '11 Rafael Hernandez, World Language A '11 Leon Brin, Mathematics M '12 Robert Workman, Computer Science M '12 TBA M '12 TBA A '12 TBA A '12 TBA
Undergraduate Curriculum Forum- Faculty Members-at-Large	M '11 Karen Barnett, Nursing M '11 Greg Cochenet, Art M '12 Mike Shea, English M '12 Scott Graves, Science Education A '13 Barbara Glynn, Nursing
University Assessment	Marianne Kennedy

Key: M = Member; A = Alternate; TBA = Unfilled

Section 19

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

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# Introduction

This Section was originally prepared by a committee of part-time faculty to aid their part-time colleagues in learning about Southern. In addition to this section, particularly note Sections 1-6 containing information of interest to everyone who teaches at Southern.

You should also consult the current Graduate and Undergraduate Schedule of Classes published prior to each semester containing information about the semester calendar, courses offered, the final exam schedule, registration hours, adds/drops, refunds, absences, bookstore and library hours, parking, ID Hoot Loot cards, financial aid, pass/fail options, transfer credits, withdrawals, graduation requirements and transcripts. The Schedule of Classes is available at many campus locations including the Records/Registration Office, Wintergreen Building.

Several other University publications contain important information for faculty and students, and part-time faculty are encouraged to review them. The *Student Handbook* published biannually, the *Undergraduate Catalogue*, and the *Graduate Catalogue* which are published annually are available in the School of Graduate Studies Office and Admissions House and on the Southern website at [www.southernct.edu/registrar](http://www.southernct.edu/registrar). Two additional publications providing valuable information about administrative services, counseling services, and special support services for faculty and students are the SCSU Reference Guide and the Southern Directory, a telephone directory for students and staff. Part-time faculty can request copies of these from their department or view at the Southern website.

## Part-time Faculty and the Southern Connecticut State University Community

### ***The University***

Part-time faculty are an important and contributing group of teaching, library, counseling, coaching and non-instructional athletic training faculty at Southern. Part-time faculty may teach two courses (not to exceed eight credit hours) per semester. Part-time faculty complement the instructional and program resources of the University. Like the full-time faculty, part-time faculty is represented for purposes of collective bargaining by the Connecticut State University – American Association of University Professors (CSU-AAUP).

### ***The Department***

For part-time faculty, the academic departments in which they work are the strongest link to

the larger University community. Because each department establishes its own instructional policies and administrative procedures in accordance with the Collective Bargaining Agreement and other university documents, part-time faculty should look to their departments as the primary source of information, support, and contact. To understand the structure and procedures of the department, part-time faculty should become familiar with department by-laws.

Departments provide the resources a part-time faculty member may need to function efficiently as an instructor, including meeting and working spaces, such as conference rooms and offices; means of communication, such as mailboxes, telephones, and computer access; access to instructional support, such as duplicating services and audio-visual and high-tech classroom aids, and supplies. In addition, the part-time faculty member should be provided paper supplies, and ready access to departmental duplicating machines. Part-time faculty should also be provided information about obtaining desk copies of textbooks required for courses taught.

## **Procedures Governing Appointments, Salary, and Fringe Benefits**

### ***Collective Bargaining Agreement for Part-Time Employees***

Since all interaction between the faculty and the University is governed by the Collective Bargaining Agreement (CBA), it is very important for part-time faculty to become familiar with this document. There are special references to part-time faculty throughout. It provides information on such topics as work load, compensation and classification, fringe benefits, grievance procedures, management rights, and dues.

### ***Appointments***

Part-time faculty are defined as "...those who are employed for at least six days in a semester and who earn six or fewer load credits or who teach no more than two courses for a total of eight or fewer load credits whose function consists primarily of...teaching, research or other scholarly activity (CBA 1.6.2)." Part-time faculty may not exceed these limits on one or more of the campuses of the Connecticut State University.

Prior to obtaining a teaching appointment for a particular semester the following forms, available from the department secretary, must be completed and returned to the department chairperson:

1. an application form;
2. official transcripts from all the institutions which granted your degrees;
3. a federal and state W-4 Form (completed in the Office of Human Resources);

4. an I-9 Form (completed in the Office of Human Resources);
5. a background check application and consent and disclosure form; and
6. for those part-time faculty who work at other state positions, a dual employment form.

When the required paperwork has been completed, the part-time faculty member will receive a Letter of Appointment from the Office of Human Resources which will officially confirm the employment status (CBA 4.7.1).

In the event that a Letter of Appointment is not received within two weeks of the beginning of the teaching assignment, the adjunct should immediately contact the dean of the school to confirm employment and pay status.

### ***Salary and Paycheck Distribution***

Salary will be calculated by the number of credit hours assigned and the employment group that describes the part-time faculty member's status in accordance with Article 12.8 of the current CBA.

In the event that a question arises regarding the rate of pay indicated in the Letter of Appointment--after checking the current Collective Bargaining Agreement in the Handbook--clarification should be sought at the earliest possible time from the dean of the school.

Paychecks are normally distributed no later than the sixth week of the semester. The final paycheck may be withheld until all obligations are completed (CBA 12.8.3). The Payroll Office (Wintergreen Building, 392-5430) establishes a schedule for payments that is in accordance with the University calendar and the Collective Bargaining Agreement. There are seven or eight pay periods in each semester.

If you choose to have your paycheck deposited electronically to a bank account, the arrangement may be completed by filing a form with the Payroll Office (Wintergreen Building).

### ***Pensions***

According to Article 14.2.1 of the Collective Bargaining Agreement, "Part-time members shall have the right to join or refuse to join the State Employees Retirement System or the Alternate Retirement Plan for Higher Education. Part-time members who are currently enrolled in the Teachers Retirement System (TRS) may apply university service to TRS."

The Alternate Retirement Plan is ING, which allows part-time faculty to contribute 5% of their salaries to a pension plan, while the state contributes 8% to the plan. Additional information about the retirement program may be requested from the Office of Human Resources (Wintergreen Building, 392-5567), which arranges enrollment in particular plans.

### ***Health Insurance***

Part-time faculty may purchase health insurance at reduced group rates through the University. The Office of Human Resources provides information about health insurance options at the beginning of each term.

## **Parking Permits, and Public Safety**

### ***Parking Permits***

To park in lots on campus, faculty must have parking permits visibly displayed in their cars. Most departments submit a list of current part-time faculty to the University Police and everyone on the list may apply for a parking permit by filing a form with the University Police (Granoff Hall, West Campus, 392-5376) and showing a valid driver's license.

### ***Accidents and Public Safety***

Accidents or personal injury to employees on state property or off campus on work related duties must be reported to University Police.

See Section 6 of the *Faculty Handbook* for information on the following:

- Emergency Medical Care
- Bomb Threats
- Fires
- Lost and Found

## **Academic Policies and Procedures**

### ***Policies and Procedures***

Part-time faculty are encouraged to carefully review Section 3 of the *Faculty Handbook* which specifies Academic Policies and Procedures. Academic Policies and Procedures unique to part-time faculty are reviewed in the following paragraphs.

## **Campus Resources to Support Instruction and Scholarship**

### ***Library Privileges***

Full library privileges are available to all part-time faculty. A valid University ID card serves as the library card and allows you to check out books for an entire semester. Faculty can also use Interlibrary Loan Services for books and journal articles not available at Southern.

### ***Computer Access***

In addition to USPS and intra-campus mail, the University communicates by electronic mail (e-mail). Part-time faculty are encouraged to get an account. To obtain an address, complete a request form available in Jennings Hall 126 (392-6284). Within a few days, the account will be available for use. Computers are available in department offices and in the computer centers in Engleman and Jennings Halls, as well as Buley Library. In addition to communication within the University and the Connecticut State University system, resources of the Worldwide Web Internet system are available.

### ***Sponsored Programs and Research***

Part-time faculty members can apply for a grant by collaborating with a full-time faculty member. Southern requires that principal investigators for sponsored research be full-time faculty members. The Office of Sponsored Research (Engleman Hall A 220, 392-6801) can assist part-time faculty in finding a collaborator as well as suggesting possible funding sources.

### ***Professional Workshops***

Part-time faculty are invited to attend all professional development events available to the academic community. The Office of Faculty Development sponsors a wide variety of programs on issues in teaching, scholarship, and higher education. Many departments provide programs in the discipline which are supported by the Faculty Development Fund. Additionally, the Computer Center provides several workshops each semester on computer use, electronic communication, and application software. Information about these professional development opportunities may be obtained by contacting the Office of Faculty Development (Engleman Hall B106, 392-5358). Professional development activities are published in the Weekly Events Calendar. See Section 5 of the Faculty Handbook for information on the following:

Academic Computer Center  
Adaptive Technology Laboratory  
Audio Visual Center  
Counseling Services  
Duplicating Services  
Learning Resources Center  
Buley Library  
Television/Multi-media Center

# Governance

## ***Membership in AAUP***

All faculty of the Connecticut State University are members of the collective bargaining agent (AAUP) and are protected by the Collective Bargaining Agreement as soon as they begin employment. Fees are automatically deducted from paychecks, but full-voting membership does not begin until the faculty member joins—at no additional expense—the American Association of University Professors.

You may become a member of AAUP by signing up in the AAUP Office (ENC 111, 392-5975). In addition to gaining voting privileges for local and national elections, members receive *Academe*, the journal of the AAUP, as well as information about AAUP programs and discounts for merchandise and travel.

## ***Faculty Senate***

Part-time faculty have voting membership in the Faculty Senate. Part-time faculty are represented by four elected members from their ranks.

# Support for Part-time Faculty

## ***Faculty Development Grants***

Part-time faculty are eligible for apply for a faculty development grant. Grants are awarded in the spring and fall for the following semester. Please go to the Southern Web site, Faculty Development page, for application forms and due dates.

## ***Travel Reimbursement***

Part-time faculty are eligible to apply for travel reimbursement.

## ***Course Privileges***

Part-time faculty who have been employed for eighteen or more load credits may take courses on a space available basis without tuition of State University fee at any university in the system. This privilege applies to designated family members as well. For details see Article 13.13 of the Collective Bargaining Agreement.

## ***Campus Mail***

Campus mail service handles all U.S. Postal Service mail, inter-office and courier mail. Each department and administrative office has a box where mail is picked up at least once a day. Inter-office mail should be placed in special reusable envelopes available from each department. Courier service to other state agencies is handled in the same manner as inter-office mail; however, users are urged to add the statement “Via Courier” to the address.

**Telephone Service**

Most part-time faculty have access to voice mail through the departmental offices. The voice mail system enables students to leave messages for the part-time faculty. Southern's voice mail system may be accessed from any touch tone telephone. Part-time faculty requiring full telephone service should make a request through the department chairperson who will forward the request to Administrative Affairs. The department chairperson can provide additional details.

**Athletic Facilities**

Part-time faculty are invited to use the athletic and recreational facilities at Moore Fieldhouse and Peltz Gymnasium. These include the arena, pool, outdoor tennis, outdoor track, gymnasium weight room, and Nautilus equipment (for which a fee is required). A schedule of activities and available times is posted throughout the university or can be requested from the Athletic Department (392-6000). Athletic facilities are available during regular academic semesters when students are on campus. The use of facilities is pre-empted by scheduled athletic events and competitions.

Part-time faculty also have access to the Fitness Center located on the second floor of the Michael J. Adanti Student Center. For information on the facility fees and schedules of classes, call 392-8973 or visit <http://www.southernct.edu/fitnesscenter/>.

**Cultural Events**

Cultural events held at the University are open to part-time faculty. Performances at Lyman Center for the Performing Arts, art exhibits, lectures by visiting scholars, and symposia and discussions on timely topics are listed in the weekly Events Calendar which is sent to every faculty member and posted throughout the university. The weekly student newspaper, The Southern News (392-6927), is a useful source of current information and is available free of charge at many locations throughout the University.

**Bookstore Discounts**

Upon request, part-time faculty can show their Southern ID to receive a 10% discount on books and selected items available in Barnes and Noble Bookstore (on the street level of the Michael J. Adanti Student Center, 392-5270).

Section 20

# Southern Connecticut State University

*A Unit of the Connecticut State University*

## Faculty Handbook

### Miscellaneous University Policies

<b>Email as an Official Correspondence</b>	
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## **Email as an Official Correspondence**

There is an expanding reliance on electronic communication among students, faculty members, and other employees throughout the CSUS motivated by the convenience, speed, cost-effectiveness, and environmental advantages of using email rather than printed communication. Because of this increasing reliance and acceptance of electronic communication, email will, from this point forward, be considered an official means for communication within the CSUS. Therefore, official notifications may be communicated via email.

No section of this policy is intended to supersede language or agreements reached pursuant to existing collective bargaining agreements.

This email policy is not inclusive of all aspects of email, rather it provides guidelines regarding email as an official means of communication including: University and CSUS office use of email; Assignment of email addresses; Use of and responsibilities associated with assigned email addresses; and Expectations regarding use of email.

### ***University and CSUS office use of email***

E-mail is an official means for communication within the CSUS. Therefore, the universities and the System Office will send communications to students, faculty, and other employees via email and will expect that those communications will be received and read in a timely fashion.

### ***Assignment of email addresses***

The information technology department at each CSUS university and at the System Office will assign each system employee and student an official email address. It is to this official address that the universities and the System Office will send email communications. This official address will be the address listed in the University's Global Address List found in the Exchange/Outlook Address Directory and will be the official email address included with personal information within the administrative computing system.

### ***Redirecting of email***

Faculty and staff members will not be allowed to enable automatic email redirection to another email address. Those persons who use manual email redirection from their official address to another email address (e.g., @aol.com, @hotmail.com) do so at their own risk. It is the responsibility of the individual faculty or staff member to take whatever steps may be necessary with his or her personal email account to allow for the receiving of email forwarded from the official CSUS email account. These steps may include, but are not necessarily limited to, adding the official email address to a 'safe-senders' list and/or adjustment of any spam filters. Redirecting email does not absolve anyone of any responsibilities associated with communications sent to his or her official email address. The University will not be responsible for the handling of email by outside email providers.

### ***Expectations regarding use of email***

It is recommended that faculty members check their email at least as often as their most frequent class meets, in recognition that certain communications may be time-critical. Other employees should check their email regularly consistent with their work patterns.

### ***Educational uses of email***

Faculty members may determine how email will be used in their classes. It is strongly recommended that if faculty members have email requirements and expectations, they communicate such to their students by specifying these requirements in their course syllabi.

### ***Appropriate use of email***

In general, email is not appropriate for transmitting sensitive or confidential information unless an appropriate level of security matches its use for such purposes.

1. The confidentiality of student records and information is protected under several federal and state laws, including the Family Educational Rights and Privacy Act of 1974 (“FERPA”), the Gramm-Leach-Bliley Act (“GLBA”), and various statutory protections relating to health and counseling records. All use of email, including use for sensitive or confidential information, must be consistent with applicable law.

2. While members of the CSUS community are encouraged to utilize electronic mail, it is expected that email will be utilized in a responsible manner, and that users will exhibit common sense, common decency, and civility. While debate concerning controversial issues is to be expected and encouraged, email discourse should not become a vehicle for intimidation and harassment.

3. Users of electronic mail should be aware that CSUS is a public agency subject to the Connecticut Freedom of Information Act and draft their email communications accordingly.

4. Other forms of communication will be utilized if required by law or operationally preferred.

### ***Future reviews***

The Council on Information Technology will review and revise this policy as needed. Staff and faculty members having questions or comments about this policy should contact the Chief Information Officer at their respective university or the System Office. Effective Date: 08/01/2009

# Mass Email

## Procedures and Restrictions

Southern Connecticut State University has adopted electronic mail as an official means of communication to the campus community. The University provides and encourages the use of electronic mail services by faculty, staff, students and others affiliated with the University in support of its mission of teaching and learning, research and public services. Those who use the electronic mail services are expected to do so responsibly, that is, to comply with state and federal laws, with policies and procedures of the University, and with normal standards of professional and personal courtesy and conduct.

The following procedures apply to all electronic mails ("email") sent to the entire campus community or any substantial portion of the campus community, such as all faculty, all staff, or all students.

### **Mass distribution of an electronic mail is restricted to purposes related to the university's mission of education, creative activity, and public services.**

1. Mailings to the entire or a substantial portion of the campus community such as all faculty and staff must be approved by the President or his/her designee. Routine, periodic electronic mailings must be approved in the first instance by the President.
  - a) The President has identified the following managers (or their designees) to be the authorities for mass distribution of electronic mail for purposes related to their respective areas of responsibility:
    - The Provost and Vice President for Academic Affairs.
    - Executive Vice President for Finance and Administration.
    - The Vice President for Student and University Affairs.
    - The Vice President for Institutional Advancement.
    - The Chief Information Officer.
    - The Associate Vice President for Human Resources.
  - b) The President has granted the Director of Public Affairs or his/her designee the authority to approve and mass distribute event announcements via electronic mail.
2. Mailings to the entire student body must be approved by either the Vice President for Student and University Affairs, the Assistant Vice President/Dean of Student Affairs. Routine, periodic electronic mailings must be approved in the first instance by the Vice President for Student and University Affairs or Assistant Vice President/Dean of Student Affairs.

3. Mailings to the entire faculty body must be approved by the Provost and Vice President for Academic Affairs. Routine, periodic electronic mailings must be approved in the first instance by the Provost and Vice President for Academic Affairs.
4. Mailings to the entire staff body must be approved by the Associate Vice President for Human Resources. Routine, periodic electronic mailings must be approved in the first instance by the Associate Vice President for Human Resources.
5. Union leadership will continue to have access to state-supported email system to conduct union business as consistent with current practices.
6. In no case shall mass email be used for non-university sponsored events or personal endeavors.
7. In no case shall mass email be used for commercial, political or religious statements.
8. Faculty members or students who wish to conduct research surveys via mass emailing must first obtain approval from the Institution Review Board before seeking approval from the appropriate administrative officers.
9. Information Technology and Human Resources will jointly create and maintain formal mass email distribution lists ("listservs"). These lists will be moderated by the Office of Public Affairs in order to limit mailings that are relevant to the vast majority of the list membership and are consistent with the stated purpose of the list.

Requests for exceptions to the procedures shall be submitted to the Chief Information Officer. The CIO will forward the requests along with his/her recommendations to the appropriate administrative officers.

Violations will be reported to the appropriate University administrative officers and may result in disciplinary actions.

Illegal actions involving University's information technology resources by members of the university community will be reported to the appropriate local, state, or federal law enforcement agency for investigation and possible prosecution.