

Regular Meeting of the State of CT
Faculty Advisory Committee to the Board of Regents for Higher Education
Minutes
May 15, 2020
61 Woodland St., Hartford, CT

Present:

Aime, Lois, Admin Fac, At-Large Rep, NCC
Blitz, David, Fac, Chair, CCSU
Coan, Francis, Fac non-voting, TXCC
Creech, Paul, Fac non-voting, CCC
Emanuel, Michael, non-voting, NWCCC
Farquharson, Patrice, Fac, COSC
Garcia-Bowen, Myrna, Admin Fac SUOAF CSU
Gustafson, Robin, Fac, Alternate, non-voting, WCSU
Kaufman, O. Brian, non-voting, QVCC
Long, Jennifer, Fac, Alternate, TRCC

Lugo, William, Fac, ECSU
Picard, Ron, Fac, Alternate, NVCC
Rajczewski, MaryBeth, Fac, ACC
Richards, Barbara, Fac, HCC
Ruggiero, Christine, Fac, Alternate, MXCC
Sesanker, Colena, Fac, GWCC
Shea, Michael, Fac, SCSU
Stoloff, David, Fac, Alternate, ECSU
Wilder, Linda, Admin Fac, COSC
Wilson, Marvin, Admin Fac, Alternate, SUOAF, CSU

Absent:

Breault, Benjamin, Admin Fac, Alternate, At-Large Rep, MCC
Brewer, Adam, Fac, non-voting, WCSU

Guests:

O'Neill, Patricia, AAUP President

Salay, Larry, AFSCME President

Meeting called to order by Chair, David Blitz, at 1:06 pm. Meeting is being recorded as required.

- Adoption of minutes from April 17, 2020 meeting, including resolutions – Fran Coan moved to approve; seconded; Approved unanimously
- Adoption of the agenda – Approved unanimously
- Reopening of campuses –
 - Universities, Patty O'Neill – report almost finalized without input from local communities; alternate scheduling being looked at; many unknowns, including funding issues, actual reopening date; Elsa Nunez heading the committee: Academic/Student Enrollment; Final process for reopening still unknown.
 - Community Colleges, Larry Salay – Technology/Operations & Logistics committee – asked to put together list of items that need to be addressed whether going online or in class reopening. There are 2 other committees also being asked for input on this process. All information put together and sent to SO. They will then decide what we will do for fall 2020.
 - Financial implications as well as implications for those faculty and staff who are considered high risk
 - Many concerns were brought up on how courses will be taught in the fall; student concerns about online courses, process in general is messy and confusing to all

- FAC Public Comment to NECHE (see attached) for June 23-24 meeting that will also address CSU Students First Update – Many concerns were voiced about the fact that this had to be written. Robin Gustafson, motion to approve, seconded, Vote: 5 yes, 0 no, 5 abstain
- AR time issues at community colleges – still up in the air; should be asking for AR for online learning, etc.
- Financial impact of pandemic on colleges and universities – BOR meeting on May 14 inexplicably did not address this issue at all although it was on the agenda. The CARES ACT will make up some of the negative impact but will not cover everything. Universities impacted more than colleges because of on-campus dormitory refunds, etc.
- General Education resolution by BOR at May 14 meeting –
 - Nine colleges voted not to vote on Gen Ed; two colleges voted for it; one college, NCC, stated that if they were voting they would vote against it.
 - Six members of Gen Ed Workgroup have left or been recalled so they voted for it as is (they felt they did not want to alter what had been agreed upon by the larger group) and it was sent to SFASACC.
 - SFASACC has only fourteen members who are full-time faculty out of 40+ members, rest are admins, etc. They voted to remove diversity clause but voted for it and it was sent to CCIC
 - CCIC voted for it but also voted to re-include diversity component. It was then sent to BOR
 - BOR approved it unanimously with little to no discussion
- College system organization chart –
 - It is a nicely colored document
 - It goes on forever but very few people at the college “campus” level
 - There are so many administrative levels before you get to college/campus faculty/staff no administrators will know personally anyone at any of the locations and students will have great difficulty in finding someone who can give them an answer on anything
 - Fortunately, they remembered to add a square for “Cashier” at each college/campus
 - Many boxes for people who will be located at some undisclosed system bunker called the “blue” people
- Procedure and policy for reviewing system documents –
 - Motion by Robin Gustafson, seconded and approved unanimously:
 - The Faculty Advisory Committee (FAC), or any of its members, may review drafts of documents from other groups to give informal advice. However, the name of the FAC should not be used due to such a review unless the final draft of the document has been endorsed or approved by a vote of the full FAC.
- Working group on online programs – David Blitz was asked to sit on this committee. Four members from Blackboard are on this committee and not all universities and colleges are represented. They are being asked to consider the creation of courses that would be taught at the universities and the colleges. Should be separation between colleges and universities and no outside representation. There is no shared governance component as part of this process. A resolution was presented to CCSU senate which passed 54-0-2 to stop this committee and create one for colleges and one for universities:
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- “1/ The coordination of university level programs, in particular graduate level programs for which no community college student could directly apply, should be handled by a representative committee of the four CSU institutions, including from each at least one teaching faculty, one instructional technology staff, and one administrator. No consultants from outside firms, especially those in the process of bidding for a CSU contract should be included.
- 2/ Marketing for any CSU-wide programs should be based on an analysis of data for existing programs, in particular to determine the mix of in-state and out-of-state students, CSU and non-CSU bachelor-level graduates

who apply, and a market survey of expected demand that could be entrusted to existing university staff or faculty rather than being outsourced at a time of growing financial shortfalls.

- 3/ Such a committee could be established by joint action of the University and Senate Presidents. Participation of all four universities should be a condition for setting up the committee. The committee should report back to the university Presidents and Senates, and keep the System Office Provost informed of its recommendations. Standard university and BOR procedures should be followed (concept paper proposal to the Board Academic and Student Affairs committee, followed by the specific proposal to the University curriculum committee, to be approved there and by the Senate and university President).

“

- Motion made by Mike Shea to vote on the CCSU resolution. Motion was seconded and approved unanimously
- Link to attend FAC meetings is posted on the BOR website
- Motion to adjourn at 4:05 pm, approved unanimously

CSCU PUBLIC COMMENT TO NECHE

SUBMITTED BY THE FACULTY ADVISORY COMMITTEE TO THE CSCU BOARD OF REGENTS

APPROVED 15 MAY 2020

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May 15, 2020
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803

To the New England Commission of Higher Education,

We, the Faculty Advisory Committee to the CSCU Board of Regents (FAC), respectfully submit this letter of public comment regarding the proposed consolidation of Connecticut's twelve community colleges. A copy of this letter has been sent to President Ojakian and to the Board of Regents for Higher Education in Connecticut.

In June, the CSCU system will present you with an update of their progress toward the formation of the singly accredited college, recently named Connecticut State Community College, described in the CSCU Students First Consolidation plan. In the fall of 2020, the CSCU system office plans to submit a second substantive change request. This public comment addresses the concerns of the Faculty Advisory Committee to the Board of Regents regarding that plan and focuses particularly on the lack of substance in the plan. We also note that the plan represents an entity that is not accredited; therefore, our comments are directed toward a document that is merely conjecture and aspiration, holding no official status with your commission. That we *must* do so constitutes a large portion of the grievances we wish to air.

We regret, also, that these comments are not a response to the update you will receive but rather anticipate its content. To date, neither the update nor a draft of it has been shared with any of the Students First planning committees. It has not been presented to the CSCU Board of Regents¹.

STANDARDS 3.6, 3.12, 4.7

Our comments are directed toward the Students First plan and its management by the CSCU System Office because it represents a common threat to the accreditation of twelve of our institutions. It is the guise under which our college leadership has been replaced², our college budgets have been starved or co-opted³, and the governance processes of our colleges have been rendered toothless⁴. Our colleges have been effectively acquired by the CSCU system office, and we believe our chief executive officers may lack the independence to address the issues we raise. We must address our comments to the entity that does hold that power and the project for which our institutions are being sacrificed.

On its face, that the consolidation plan presented to you dismantles our colleges is not a flaw, but a necessity. The plan proposes to dissolve all twelve colleges and replace them with a single consolidated college in 2023. As the Commission noted, in your letter to President Ojakian of July 12

¹ In fact, it seems that the 2019 update has never been presented to the Board. The Board's reaffirmation of its commitment to Students First in Dec 2019 was done in the absence of any official update on the plan's progress and adherence to projected costs and timelines.

² see discussion of the replacement of college presidents with interim appointments in CSCU's September 3, 2019 comments to your commission, (Appendix A) section titled "Presidential Authority" for full detail.

³ Appendix A, p.5-6

⁴ examples abound in appendix A and further on in this document

2019, we must “ensure that the separately accredited institutions continue to meet the Commission’s Standards for Accreditation.” Our ability to meet those standards has been severely compromised by the continual erosion of our resources and of our independence. We are concerned that some of our colleges may falter before the planned switch. We also have no confidence that the transition to a singly accredited college will take place at all and, if it does, that it will do so on the intended schedule. In addition, the resulting institution will not meet your standards. This dismantling of colleges accredited by your commission is justified only by the prospect of a new consolidated institution to replace them. Based on the superficiality of the current plan, no viable path toward such an accredited institution exists.

STANDARDS 2.1, 3.15, 4.6, 4.7, 7.5

In December 2017, as the system was preparing its March 2018 Substantive Change Request, FAC comments to the Board of Regents included the following warning: “We believe that there is a risk, which is greater than zero, that the effort to work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again.”

Your commission’s response to that SCR on April 25 2018 contained cautions that echoed what the FAC foresaw: it referred twice to the proposal as ‘unrealistic’ and warned that “Because of the magnitude of the proposed changes, the proposed timeline, and the limited investment in supporting the changes, the Commission is concerned that the potential for a disorderly environment for students is too high for it to approve the proposed Community College of Connecticut as a candidate for accreditation based on the Students First proposal.” (p.5). The Students First Plan was revised to accommodate some of your concerns.

In response to the Students First update one year later, your commission cited 24 standards that had yet to be addressed. In addition, our committee is heartened to see the seriousness with which your commission has responded to public comments prepared by two of our members- Lois Aime and Stephen Adair- in Sep 2019. Given your careful attention to the matters they have raised, we focus our comments on subsequent developments.

We are currently seeing the predictions of that Dec 2017 FAC report come to pass. In 2018, many members of our faculty and staff across the system, aware of the urgency of rehabilitating the plan, insisted on their inclusion in the planning process. Representatives were elected to the SFASACC (Students First Academic and Student Affairs Consolidation Committee) and its workgroups⁵ with the practical hope of making it resemble more closely something that they could believe in, and with the principled conviction that the faculty and staff who would implement the plan should be involved in its development. By 2019, those representatives had largely lost faith not only in the plan as presented a year earlier, but in the processes available to contribute to its viability. As you have been made aware, by the end of that spring semester, a petition⁶ with over 1400 signatures⁷ opposing consolidation was

⁵ group membership and charge can be found here: <https://www.ct.edu/consolidation/groups>, with some cautions expressed later in this document.

⁶ Petition text here: <https://sites.google.com/view/reluctantwarriors/the-petition?>

⁷ signature list is here: <https://sites.google.com/view/reluctantwarriors/signatures?>

presented to Governor Lamont. Ten of the twelve colleges issued resolutions of no confidence in Students First, the Board of Regents, and Mr. Ojakian⁸.

Despite the protest, very little changed. In fall 2019, members of consolidation groups continued to complain that their participation in workgroup decision-making was futile. Official recommendations⁹ from the groups went unheeded, deemed outside of the group's charge. More than one consolidation committee petitioned to have the scope of its charge expanded to make possible substantive work and was denied. In November 2019, members of one workgroup were invited by the Provost to resign, if they were dissatisfied with the charge (See Appendix B).

In November 2019, all five CSCU unions endorsed a Statement of Unity, opposing Students First (Appendix C). In January of 2020, as the Spring semester began, the *CT Mirror* published the open letter titled *Good Faith and Community Colleges* (See Appendix D)¹⁰. The letter, signed by 36 members of our faculty and staff, detailed much of the information provided to you here and elsewhere and ended with the following call to our members:

We began our work in good faith, expecting to collaborate with our colleagues to make consolidation work. Two years in, we have no confidence that this deeply flawed plan can be salvaged. If we continue to move in this direction, we think we would be responsible for helping to enable a disaster.

For these reasons, we stand together to demonstrate our commitment to our existing colleges, our students, and the citizens of Connecticut.

We will, therefore, cease voluntary work on the college consolidation plan.

We will not participate in the pretense of a governance process by voting on the products of this plan.

We reject the false choice between closing colleges and the "Students First" Consolidation Plan. We acknowledge that the only sense in which colleges are saved by this plan is one in which their street addresses are retained. The colleges themselves--curriculum, governance, culture and programs--will have been replaced by something we do not endorse.

We will therefore demonstrate commitment to our current and future students by redirecting energy back toward meeting the needs of our colleges and our students.

We turn our attention away from system office directives that concern an institution that may never exist, has not yet met minimum standards for accreditation, and which continues to exceed projected costs and deadlines.

We are grateful that President Ojakian has made it clear that our service on these committees is entirely voluntary, assuring Sen. Flexer that "faculty members [choose to participate](#) based on their ability" and that Provost Gates has made it clear to at least one workgroup that, should they choose not to fulfill their charge, they may resign.

This makes it possible for us to act in good faith and to recommit ourselves to the work at our own, fully accredited local colleges that our NECHE accreditations requires.

Unions followed up, expressing their support for those who chose not to participate in Students First initiatives and outlining faculty and staff contractual obligations and protections.

⁸ a full list of consolidation-related resolutions, including the resolutions of no confidence can be found here <https://sites.google.com/view/reliantwarriors/resolutions-and-memos?>

⁹ Recommendations are here: https://drive.google.com/file/d/1przHcoP9pRa5_u0FEUL0Z6N_cMX7CWQO/view

¹⁰ Link to online article here <https://ctmirror.org/category/ct-viewpoints/good-faith-and-community-college-consolidation-patrick-sullivan/>

Ten out of twelve colleges passed resolutions of non-participation in Students First- recalling elected representatives and stating their refusal to participate in a curricular voting process they have repeatedly criticized as insufficient to the task of establishing the curriculum of a college (the so-called TAP model)¹¹. Statewide discipline bodies also declared their non-participation commitments. Some college departments did the same¹².

Until we abruptly closed our campuses to work remotely, faculty and staff names steadily accumulated on a pledge to not participate in voluntary work toward Students First¹³. By the beginning of March, the pledge had almost 300 names of individuals¹⁴.

However, not all of the consolidation committee members who were recalled or chose to resign were actually released from their responsibility. A memo, originating from the system office in late 2019 instructed college deans to reject changes to faculty Additional Responsibilities agreements if they requested release from consolidation work (see appendix F). As a result, the number of members lost from those groups does not equal the number of representatives lost. Though ten colleges have recalled their elected members, indicating that those individuals no longer represent their college, some of those recalled are unable to withdraw from their committees until they are released from their Additional Responsibilities agreements and have effectively been coerced to remain through the end of the academic year. A few simply disagree with their college's official (anti-consolidation) stance and defy it by continuing to serve, representing only themselves.

Some committee members who have withdrawn have come to see their participation as legitimizing a façade of faculty inclusion in Students First. In fact, as professionals, some see it as undermining their professional integrity to be seen as part of the Students First effort. A list of faculty who had been 'invited' to participate in students first was presented to the legislature as evidence of faculty inclusion¹⁵. The list of over 400 names suggested that quite a bit of work was underway. However, some included on that list were not aware that they had been invited, some were not working on any SF curriculum, some had openly declared their commitment to non-participation, some were retired, many names were listed multiple times, and at least one was deceased for some time. In short, the list of over 400 names, intended to counter the petitions and resolutions and suggest broad faculty support was an inaccurate representation of faculty inclusion¹⁶.

Review of the list of 400+ invited faculty was interrupted by our switch to remote work, but results at the few colleges that were reviewed was striking:

¹¹ Appendix E contains a list of these resolutions and links to their full text. They can also be found here:

<https://sites.google.com/view/reluctantwarriors/resolutions-and-memos?>

¹² department and discipline withdrawals are here: <https://sites.google.com/view/reluctantwarriors/withdrawals-by-dept?>

¹³ the pledge can be found here <https://drive.google.com/file/d/10JDRfe5hRMXsJpoOeb2iVs-GxYXs3eVH/view>

¹⁴ signers of the pledge are here:

<https://docs.google.com/spreadsheets/d/1OztzlkduVADL5mygxYHbyJnqVSnTczM9GaJON991CWA/edit?usp=sharing>

¹⁵ the list of 400 can be found on the CT legislature website:

https://www.cga.ct.gov/hed/taskforce.asp?TF=20190401_The%20Higher%20Education%20Consolidation%20Committee It is
[CSCU Curriculum 1 Attachment](https://www.cga.ct.gov/hed/taskforce.asp?TF=20190401_The%20Higher%20Education%20Consolidation%20Committee).

¹⁶ this claim has been made explicitly (and falsely). See the answer to the question asked at 3 minutes at 11 sec here:

<https://www.fox61.com/article/news/local/the-real-story-cscu-president-mark-ojakian-on-consolidating-community-colleges/520-e76cdd96-e03f-4f23-90cb-e82bc5edffa2>

- At Naugatuck Valley CC, of the 52 people listed as ‘invited’ to work on SF, 26 were clearly not participating in that work, or had no intention of doing so.
- At Norwalk CC, 32 of the 41 individuals listed expressed that they were not involved; some expressed that they also did not intend to get involved.
- 24 of the 42 people listed at Tunxis CC had no involvement in SF work. Again, some had signed the pledge or otherwise expressed that they did not intend to be involved.
- At Gateway CC, 34 of the 50 individuals listed had no involvement. Many of the group asked to have their names removed from any document that associated them with the SF plan and had openly expressed their intention not to work on the SF initiatives.

In April 2020, the online membership list of the Shared Governance Workgroup noted 12 members elected from colleges, 6 members from SFASACC and one student member until that membership was challenged in a public forum. It has recently been updated: Thirteen members have resigned or been recalled since January. Of those who remain, only 2 members serve as representatives of their colleges. Other members have expressed their desire to resign once the modification to their additional responsibilities agreements is approved. The majority of the remaining members are housed full-time at the system office (See Appendix G). The membership list for SFASACC also appears to have been recently updated to reflect the loss of 16 members since January 2020. The General Education Workgroup, as of May 12 2020, inaccurately continues to list resigned and recalled members as currently serving.

The upshot of all this is simply that the illusion that the volume of work necessary to build the curriculum for this college is well underway, and adequately staffed, should be dispelled. Very little is happening, and faculty are now so disillusioned with the plan, the majority have declared their intention to avoid that work completely, so it is possible that very little curricular development for the aspirational institution will happen. If there are sufficient bodies to get the work done, it is unlikely that there are diverse enough perspectives to produce curriculum and policies that comply with commission standards.

Exactly one curricular product has resulted from all of this: The General Education Core (see Appendix H). It stands as an example of all we feared regarding both process and a compromised product as a result of haste. The Gen Ed was put forward to colleges for feedback in December 2019 when the committee included 12 elected college representatives. Between approving the proposal for feedback and the return of feedback and endorsement votes, 6 members were recalled and subsequently resigned. Another three were recalled but stayed on, some noting that they were required to complete their Additional Responsibility agreements but would no longer participate once those agreements were fulfilled¹⁷. This dramatically reduced committee met to consider the results of college endorsement votes and found the following:

- only two colleges voted. They both endorsed it.
- one college said they would not vote but also did not endorse its content and
- the other nine colleges did not vote and did not indicate whether they would have endorsed it if they did.

¹⁷ these changes to the composition of the group are detailed in the Gen Ed staff report (Appendix H) in the section titled ‘post endorsement process’

The ten colleges that did not vote produced resolutions explaining their refusal to participate in what they saw as an illegitimate product and process: a product without student learning outcomes and a process that gave lip service to faculty oversight of curriculum. The reduced General Education workgroup felt that they lacked the representative membership to modify the curricular proposal on the endorsement results and moved the product forward to the SFASACC¹⁸.

The SFASACC voted to remove a diversity requirement because we currently do not have any courses vetted for that designation so the requirement would slow down curricular alignment. Ironically, to date, no courses have been vetted for the General Education proposal. In fact, the 12 colleges continue to have large variations in the General Education courses that they offer. The proposal does not meet accreditation standards regarding learning outcomes so courses cannot be vetted with assessment in mind. The SFASACC, which is largely made up of system office employees¹⁹, sent it forward to CCIC with the recommendation that the diversity requirement be added in again in the future. The deadline of Dec 2020 for program alignment was cited as the reason for removing a requirement that was universally accepted as desirable, even if it did present a practical challenge.

The CCIC²⁰ voted to add the diversity requirement back in and urged that a group should be formed right away to identify courses that would satisfy the requirement.

On May 14th, the BOR adopted the general education requirements, but it currently contains only disciplinary designations. There are no learning outcomes or particular courses vetted for what is essentially an empty shell. The general education core is described as outcomes-based, but the outcomes on which it is based are currently under revision. A December 2020 deadline motivated the SFASACC's recommendation to exclude the diversity requirement and to offer faculty honoraria through December 2020 to get the program alignment work completed. Yet, the outcomes by which those programs will be defined do not exist and faculty, through their union representation, have vowed to focus on the needs of their students rather than participate in alignment work that is seen as detrimental to academic rigor.

The concerns about the content of the proposal expressed in the Sept 3 comments remain- the core requires only 21 credits and up to four of those credits will vary by program and so it risks seriously disadvantaging students who change majors. This, despite the third 'whereas' in the resolution to adopt the core: "... a common general education curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer." As noted above, it was developed with no attention to assessment or learning outcomes and currently has only disciplinary categories assigned to it rather than courses.

The approval date for the General Education core is one and a half years later than originally projected. It is six months later than the June 2018 revision of the Students First plan projected. It is

¹⁸ if it is helpful, the organizational chart for for the relevant working groups is here: <https://www.ct.edu/files/pdfs/sf-chart.pdf> The SFASACC and its subgroups are on the far right. Once approved by the CCIC, a policy/consolidated product moves to the Board of Regents.

¹⁹ the membership list notes 41 members as of the date of approval of this correspondence. 13 of those members work at least part time at the system office. <https://www.ct.edu/consolidation/groups>

²⁰ membership and charge listed here: <https://www.ct.edu/sf/ccic>

not expected to be complete, though, for another year²¹: two and a half years after originally planned and months after the steering committee is pushing to have aligned programs on paper. As a result, those programs are also scheduled to be approved before they are complete.

Previous comments to your commission included a call for a curriculum committee and senate. The Shared Governance Workgroup, also, called for a curriculum committee and senate- it was those recommendations that resulted in the Gates memo (Appendix B), inviting workgroup members to resign if they did not like the charge of the group: The shared governance workgroup's work, in the estimation of Students First and system office leadership, applies only after the consolidated college is operational in 2023. Nevertheless, the SFASACC attempted to honor the SGW recommendations by creating what they have come to call the APRC. In the Fall of 2019, when college participation was more robust, members of the SFASACC voted to add features to that body that would allow it to ensure that standard 3.15 is satisfied. A reading of available minutes for that group since college recalls and resignations indicates that those features have since been removed.

Though the 12-college curricular body - the APRC - is being formed, it is far from what Aime and Adair's comments and the SGW's recommendations called for. As designed, it will serve only to make the curricular process more closely mimic TAP's functioning (absent all of the governance processes that established TAP's analogous group). The 'TAP-Process' is the standard of governance to which the SF plan commits. It is not very clearly specified in SF documents, but the voting process for the General Education core has made some things clear about this process: No threshold for college participation is necessary for curriculum to move forward. No threshold of college endorsement is necessary for products to move forward. A precedent has been set for adjusting the content of curriculum for the sake of deadlines. The final content of curricular proposals need not be the product of the faculty group to which it is attributed.

FINANCIAL CONCERNS

If programs are aligned by Dec 2020, they will require significant revision and review after the outcomes have been modified, and after faculty have been paid for their work. One must wonder- will the same faculty be responsible for the final form of the programs they are paid to align? Will they be paid more to revise them later? It is important to note that the cost of this transition, including curricular alignment, was projected to be zero²². This is a significant shift and threatens to undermine the initial justification of the SF plan- to save money and avoid impending college closures. Could the plan still be justified with these costs and other, accumulating labor costs added in?

The plan to throw money at the participation problem, however, may not be successful. The unions, consistent with their stance against Students First, have declined to negotiate this new compensation scheme and have warned against negotiating directly with faculty in violation of existing collective bargaining agreements (Appendix I). Furthermore, in the midst of the COVID emergency,

²¹ minutes for the April BOR ASA committee meeting are not yet available, but this information can be found in the recording of the meeting available here: the Gen Ed conversation starts here <https://youtu.be/2iuNDA74X1c?t=10200> the information referenced above is here <https://youtu.be/2iuNDA74X1c?t=10200>

²² See March 2018 Substantive Change Request to your commission, Appendix LL.

there are any number of initiatives to which faculty may prefer to direct their attention to address the challenges we will face as we move into the fall 2020 semester.

Another development since the September comments concerns Guided Pathways: it has been the most advertised aspect of this plan but was previously unfunded. Money has been found to fund a portion of the initiative: Over the next three years, professional advisors will be hired with the aim of bringing the student to advisor ratio to 250:1. The goal is that students will be assigned an advisor upon enrollment and stay with that advisor through graduation. The system plans to spend \$3.3 million in the next year toward this plan (See Appendix J). It is not clear what the total cost of this advising initiative will be, but the total cost of Guided Pathways is expected to be \$25 million annually, once fully implemented²³. It is important to remember that this is a cost that has not been factored into the students first balance sheet and exceeds anticipated savings from Students First. It is a challenge to SF's initial justification as a necessary cost-saving intervention.

According to the same document, though, the cost of this initiative should not be cause for concern because "A full-scale implementation at the 12 colleges could produce an additional \$20 million or more and increase full-time equivalent enrollment by 20%. Conservative assumptions predict that Guided Pathways will pay for itself over time". (p.2 of the packet) This comes as a surprise, though. In *Redesigning America's Community Colleges*, Bailey, Jenkins and Jaggard describe Guided Pathways as an investment in a colleges system- one that necessarily increases operating costs and one for which costs will not necessarily be recouped, even when there is an increase in retention. The CCRC paper²⁴ referenced in the October 9 GP Financial Analysis concludes that a 10 percentage point increase in completion would require a fourfold increase in early momentum metrics in some cases. It does not seem at all conservative to assume success on that scale, especially since none of the other elements of GP are currently in place. If the system has developed an innovative application of GP that pays for itself, those calculations have not been shared. If it is modeling itself after another system that has succeeded in doing so, it has not directed us to that evidence. We remain skeptical that it will pay for itself.

Guided Pathways is on its way to being funded but, should its cost be factored into the SF proposal, it is not clear that the Students First project could be justified. In addition, the principles of Guided Pathways may be more effectively implemented at the college level, rather than as a system-level initiative that may not be as sensitive to the needs of individual institutions. Single accreditation is not necessary to achieve the benefits of Guided Pathways. As attractive as those benefits might be, it is not clear that we can afford such an investment while simultaneously bearing all the costs of transition.

Among those transitional costs are the costs of funding administrative staff for a college that does not yet exist. President Ojakian has, more than once, urged that your commission's guidance suggested that we must look like a single college before a substantive change request would be appropriate. The emphasis has been on *looking like* a single college- hiring for positions that do not yet serve a function. The system office continues to hire for this future college, even while college hiring is restricted.

²³ Guided Pathways Implementation Financial Analysis starts on p.24 of the Oct 9th 2019 BOR Finance and Infrastructure Committee Agenda Packet https://www.ct.edu/images/uploads/Finance_-_Agenda_Packet_10-09-2019.pdf?25501

²⁴ <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf>

At a legislative public forum in October 2019, system office staff were challenged to substantiate their claims of cost savings achieved by the plan thus far- savings that cannot be attributed to attrition and other non-SF influences. An extended exchange²⁵ between the system CFO, Mr. Ojakian and a chair of the Higher Education Committee resulted in establishing only that the answer could not be provided at that time. The Higher Education committee was promised an updated document with the requested breakdown in January 2020. We are unaware of any document that provides the requested information. As a result, there is little to be said about finances that has not already been addressed in the Sept 3 comments. We continue to be concerned about the hoarding of resources at the system office while our college budgets remain relatively flat or are reduced. Adjusted for inflation, all 12 colleges slip in the negative direction while the system office increases almost by half²⁶.

An Organizational chart for the consolidated college has, today, been shared with the CSCU community. It is top heavy and expensive. The 15-page document is attached here, without further comment, since it was first made available during the meeting at which these comments were approved (Appendix K).

CONCERNS ABOUT THE INDEPENDENCE OF THE 12 COLLEGES

Lately, ‘looking like one college’ has taken the form of violating the governance processes of our individually accredited colleges rather than adding substance to the façade of the future college or attempting to engage with the concerns of faculty who will be relied upon for curricular work.

At the end of March, students were provided with a pass-fail ‘policy’ and a form with which they might opt for it. At many colleges, students were given this option before faculty and staff were even aware that it was under consideration. A few colleges pushed back against both the process by which the policy came to be and its content. It had originated at the system office and the form provided to students in March made commitments that were not enforceable: it promised more than could be delivered. Having bypassed the input of faculty, advisors, registrars, financial aid staff, and other locally based experts it ignored practical limitations and had the potential to tempt students toward a short-term remedy that could harm them in the long run. The FAC and a few colleges made written appeals and recommendations (Appendix L). The system office allowed a period of feedback- though not enough time for the policy to be considered by the usual college bodies- and a modified policy was communicated by the system office to college faculty, staff and students at all twelve colleges.

Similarly, the system office has imposed a policy of using self-reported GPAs as a solution for English and math course placement if students are unable to provide transcripts due to COVID-related restrictions. The decision to shift all summer courses online also originated at the system office and, once again, was communicated to students before faculty were informed at at least one college. The process and relationship between system office and colleges is obscure, at best.

²⁵ <http://ct-n.com/ctnplayer.asp?odID=16789&jump=0:27:45> the conversation spans from 27 minutes into the recording to the 42 minute mark when Mr. Ojakian promises to provide the requested numbers now that they understand what Rep. Haddad is asking.

²⁶ Exact numbers have been provided to you in the Sept 3 comments, p.5-6

Our committee- the Faculty Advisory Committee to the Board of Regents, representing all seventeen institutions in our system- has yet to be consulted on the content or motivation of any Students First document. No college governance body has been given an opportunity for feedback on its justification, timeline or content.

In the last few months, Human Resources, Information Technology, Institutional Research, purchasing and accounting have all been shifted to the System Office. In addition to Regional Presidents, an interim statewide Community College President has been appointed without a search as have a community college provost and three new Vice Presidents of various areas of Academic and Student affairs- all of these are new positions. A significant shift in structure has occurred. Though at five colleges, permanent CEOs will replace the interim appointments in the coming academic year, it is not clear that processes appropriate to the maintenance of twelve independent colleges – or any documentable processes at all- exist to govern our functioning for the years ahead. (standard 3.19)

CONCLUDING REMARKS

We hope that we have demonstrated that

- Despite valiant efforts of faculty and staff participation through 2018 and 2019, less has been done to create the content of the planned institution than it may appear. Going forward, there are new obstacles- in the form of faculty and union pushback- to getting that work done.
- More has been spent on transitional costs than was anticipated, and the costs continue to rise. Savings unique to Students First have been claimed, but have not been demonstrated- in fact, the opposite is true.
- System Office impositions on college policymaking violate current standards of accreditation as independent institutions and put in jeopardy the status of specialized accredited programs.
- Effects of System Office hoarding of funds and organizational restructuring also threaten accreditation and viability of the colleges.
- Students First represents a threat to the existence of our colleges without providing a viable institution to take their place.

It should be evident that the unprecedented attempt of a merger of this scale has resulted in a commensurably unique mess. Even our appeals to your commission on behalf of our community colleges must be made by way of addressing System Office initiatives.

The relationship between colleges and System Office has broken down to the point that appeals are directed to governmental entities, accrediting bodies and unions in the hopes of, among other things, retaining our control over our own curriculum. Faculty and staff who spent two years working beyond any contractual requirement to make this Students First plan work have deemed that non-participation is the best way to assure our future.

That such a dysfunctional structure aims to serve as the core of what would be one of the largest community colleges in the country is cause for alarm. Students First was naïve in its conception

and has been badly managed. It is our conviction that this plan is beyond salvaging but that there is still time to save our colleges.

We support Aime and Adair's request that a small representative group be allowed to address your commission on this matter.

Sincerely,

The Faculty Advisory Committee to the CSU Board of Regents

August 30, 2019

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803

To the New England Commission of Higher Education,

On behalf of the twelve independently accredited public, community colleges in Connecticut, we, the undersigned staff and faculty of Connecticut's State Colleges and Universities (CSCU), respectfully submit this letter of public comment regarding the proposed consolidation of the community colleges in Connecticut. A copy of this letter has been sent to President Ojakian and to the Board of Regents (BOR) for Higher Education in Connecticut.

We read with interest your letter of July 12, 2019 responding to the April update by President Ojakian and the CSCU system office. We appreciate your special attention to standards 2, 3, 4, and 7, as these are also at the core of our concerns. As of this date, the system office has not provided a plan or specified a process to ensure that these standards are met through the transition and after the proposed consolidation.

Although this letter is sent as a public comment, our concerns meet all seven criteria required for the submission of a public complaint. We will include evidence of violations of standards of accreditation, efforts to address these violations, and propose remedies. This letter is not sent as a public complaint because of the inability of the college presidents or interim campus CEO's to rectify the problems. That is, the violations are a result of actions by the system office that is asserting significant administrative control over the colleges, but is not itself accredited. This condition violates Standard 3, as the institutions do not have "sufficient independence from any other entity to be held accountable for meeting the Commission's *Standards of Accreditation*."

We observe that your letter to President Ojakian of July 12, 2019, specified that the System "ensur[e] that the separately accredited institutions continue to meet the Commission's *Standards for Accreditation*" and that "**until the Commission approves** any merger of the Connecticut community colleges, each separately accredited institution will continue to be monitored by the Commission" to guarantee that each continues to meet the standards for accreditation. We believe that the standards of accreditation for the twelve colleges are already compromised, and that the colleges will not, and indeed, cannot, meet accreditation standards if the system office implements the proposed changes in structure and governance through 2023.

This letter will review and provide evidence on the following matters:

- The hiring of regional presidents and the erosion of Presidential authority at the community colleges violates several standards on governance and planning (Standards 3.6, 3.10, 3.12-3.19, 2, 2.1 and 2.2).

- The process for the consolidation of curricula does not advance or protect the integrity and quality of academic programs and minimizes the role of faculty in defining the curriculum (Standards 3.15, 4, 4.5, 4.6, 4.7).
- The colleges are denied sufficient financial resources to meet their institutional missions, while staff and resources are accumulated at the system level. In effect, the financial resources that ought to be supporting the well being of current students are being reserved for a future merger that may never come (Standards 7, 7.1, 7.2, 7.4, 7.5 7.6, 7.21, 7.26).

The Commission should also be aware of the pervasive understanding among faculty and staff at Connecticut's Community Colleges that the consolidation is unlikely to lead to improved outcomes for students. Last spring, a petition objecting to the consolidation was presented to the BOR with more than 1400 signatures from students, faculty, staff, and citizens. The signatories include 10 former college or university presidents, several former trustees, a former regent, a former system Provost and a former Chancellor (See Appendix A).

Also, ten of the 12 community colleges, and two of the four state universities voted "no confidence" in President Mark Ojakian, the Board of Regents, and "Students First." These votes were also reported to the BOR with an accompanying letter (See Appendix B).

Presidential Authority (Standards 3.6, 3.10, 3.12-3.19, 2, 2.1 and 2.2)

When the "Students First" plan was initially announced in April 2017, an institutional President was serving on each of the 12 community college campuses. These presidents had been selected through rigorous, national search processes that met affirmative action guidelines. Only four of the Presidents remain. On the other eight campuses, interim CEOs have been named by President Ojakian (there are some minor variations in titles). Table 1 includes salary figures for the 12 Presidents based on 2019 or their last year of service (Payroll data are available at <https://openpayroll.ct.gov/>). The replacement of campus Presidents with interim CEOs and the hiring of regional Presidents costs more than it saves.

Replacing institutional presidents with interim CEO's weakens the independent authority and autonomy of campus leadership. As interim CEOs, the people in these positions are neither appointed nor evaluated by the Board (Standard 3.10).

Nor will these interim CEOs have the authority and autonomy to manage their respective institutions (Standard 3.11). Instead, regional presidents have been hired to, according to the system office, play roles in marketing, enrollment management, and curriculum consolidation, yet these are functions that are typically led by institution presidents. To the extent the regional presidents exert influence in these areas they will necessarily be assuming presidential functions (Standard 3.12). They have also been tasked with establishing resource-sharing processes that would serve to undermine the ability of the campus CEO/President and other campus administrators, faculty, staff and students from working in concert to effectively manage their independently accredited institution (Standards 3.12-3.19).

Table 1: Institution Presidents

President	Inst.	Year	Most recent salary	CEOs for 2020	Salaries for FY 2020	Proposed future state
Cathryn Addy*	TXCC	2017	\$238,232	Interim CEO	\$150,000	\$150,000
Paul Broadie	HCC	2019	\$191,500	Paul Broadie	\$191,500	\$150,000
Daisy De Filippis	NVCC	2019	\$215,498	Daisy De Filippis	\$215,498	\$150,000
Carlee Drummer**	QVCC	2019	\$160,200	Interim CEO	\$150,000	\$150,000
Gena Glickman**	MCC	2018	\$196,560	Interim CEO	\$150,000	\$150,000
Mary Ellen Jukoski	TRCC	2019	\$191,400	Mary Ellen Jukoski	\$191,400	\$150,000
Dorsey Kendrick*	GCC	2017	\$234,828	Interim CEO****	\$16,082	\$150,000
David Levinson*	NCC	2019	\$214,140	Interim CEO	\$150,000	\$150,000
James Lombella***	ACC	2019	\$160,200	Interim CEO	\$150,000	\$150,000
Wilfredo Nieves	CCC	2018	\$222,148	Interim CEO	\$150,000	\$150,000
Michael Rooke	NWCC	2019	\$160,200	Michael Rooke	\$160,200	\$150,000
Anna Wasescha**	MXCC	2017	\$170,050	Interim CEO	\$150,000	\$150,000
				Regional President	\$220,000	\$220,000
				Regional President	\$220,000	\$220,000
				Regional President	\$220,000	\$220,000
				CCC President Estimate. Salary TBD		\$300,000
Totals			\$2,354,956		\$2,484,680	\$2,760,000

*Retired **Found Presidential position elsewhere***Hired as regional president

****HCC President, Paul Broadie, is currently filling position at GCC for additional stipend

In the absence of an approved consolidation plan, faculty did request that the system delay the hiring of the regional presidents. These requests came in the form of a statement from the Faculty Advisory Committee (FAC) to the BOR, and in a letter that was sent to the Board in regard to the petition (See Appendix C).

Now that the regional presidents are in place, open searches for the campus CEO positions may be forthcoming, with the regional presidents playing a primary role in the search process. To the extent the regional presidents are seen as the hiring authority or the evaluator for the position, then the institution chief executive officer will be so in name only (Standards 3.6, 3.10. 3.12)

The erosion of authority and autonomy of campus Presidents and interim CEOs is illustrated in the system office's mandate to enroll and participate in *Achieving the Dream* (AtD). Four of Connecticut's community colleges had previously elected to participate in *Achieving the Dream* when members were awarded grant money to implement initiatives. Once the grant money stopped, there was a minimal charge to continue membership. In 2018, AtD, however, required new institutional members to pay an annual fee of \$78,000 per year with a three-year commitment, or \$234,000 each. Last year, the system office enrolled at least eight of the colleges in AtD (We doubt any rational, campus leader would incur such an expense in the midst of a fiscal crisis) as new members and, rumor has it that the original four were also enrolled as new members. We have been unable to determine 1) the exact cost of membership that was paid to AtD; 2) whether the system office or the individual colleges will pay the membership fee over the next two years ; and 3) how many colleges were enrolled as new members.

Nevertheless, the June 2019 report to the BOR's finance committee showed a line item for AtD that totaled over \$2.3 million for FY 2019, 2020, and 2021. In addition, the system office required each community college, at the colleges' expense, to send at least five faculty and staff to the five-day conferences in Long Beach, California in February 2019, and in Phoenix in June 2019, as well as to other AtD meetings to occur in the coming academic year.

As a second example, the system office has employed a soft hiring freeze, which is used to control the positions that institutions can fill. In effect, the institution presidents and CEOs do not have the ability to control the size and functionality of institutional staff (Standard 3.12). To help enforce this freeze, a directive was introduced in the fall of 2017 that required a college to submit a "request-to-fill" form with supporting evidence to the Board of Regents Chief of Staff for approval or denial before any full or part-time position can be posted or any special appointment can be renewed.

This context characterized by the erosion of presidential authority, the planned centralization of institutional research staff, the volume of organizational energy consumed by consolidation planning, the continuing planned budget reductions for the community colleges, and the uncertainties that surround the medium-term and long-term future of the community colleges, effectively undermines any and all efforts to engage in institutional planning and evaluation (Standards 2, 2.1, 2.2).

The Quality and Integrity of Academic Programs (standards 3.15, 4, 4.5, 4.6, 4.7)

In your (CIHE) April 25, 2018 letter responding to the system office's substantive change request, you wrote (p.5), "It is not clear how faculty can act in concert across up to twelve campuses to oversee the quality of the academic program." On page 2 of your July 12, 2019 letter you likewise raise a question regarding the complexities for the academic administration to "ensure comparability and consistency in learning outcomes" across "multiple locations." We agree with the Commission that the system office has not yet provided sufficient guidance on how faculty and staff can be integrated across campuses to monitor, assess, change and improve academic programs. Yet, we also invite the Commission to look closely at the processes being adopted currently to consolidate academic programs.

For faculty, the process adopted by the system office for the consolidation of curricula, which was sketched out in the system office's substantive change request, has been an object of constant consternation and conflict. Faculty's objections to the process were outlined in the public comment letter sent to you by a group of faculty and staff in March 2018. They were further described in an FAC letter sent to the administration last winter that included a set of recommendations for reform. Earlier this year, community college faculty sent a letter of complaint to the American Association of University Professors (AAUP) indicating that the process violated principles of shared governance (These documents, along with the AAUP letter to the system office and the system office response, are included in Appendix D).

The curriculum changes necessary to create one college will be massive. Hundreds of programs will need to be aligned, new courses will need to be created for some campuses to keep a program, prerequisites for identical courses will need to be identical, common learning objectives will need to be

defined, similar courses will either need to become identical or be given different titles, etc. These changes will not always be resolved through congenial, consensual conversation. Many of these changes will be fraught with conflict.

To manage this change, the system office has assembled (or will assemble) discipline work groups, with one faculty representative per campus to work out the consolidated programs. These work groups report to the Students First Academic and Student Affairs Consolidation Committee, SFASACC, which is dominated by administrative appointees. We contend that this process is a violation of Standard 3.15.

More importantly, we believe this process risks the quality and integrity of academic programs (Standards 4, 4.5, 4.6, 4.7).

We are concerned that within the discipline workgroups there will be considerable pressure to make decisions through compromise toward the "lowest common denominator," rather than a careful review of defined learning objectives and evidence of student learning. That is, in consolidating programs, the campus with the most rigor, or which includes unique requirements will be pressured to lower its standards to ensure that other campuses can continue to keep their programs.

This tendency is illustrated in the common General Education program that is currently pending campus reviews for "endorsement." While some of the community colleges have General Education programs with 30 credits, the SFASACC chose to define a 21-credit program, at least in part to ensure that all 12 campuses had the offerings and the resources to offer the program and despite the fact that the state legislature has required a common 30-credit General Education for all arts and sciences and all transfer degree programs (See Appendix E). By spring 2020, we anticipate that we will be able to provide additional examples of proposed programs in which rigor and quality have been compromised.

The establishment of a representative, faculty-led, system-wide curriculum committee and senate to review and approve the consolidated programs would not necessarily end the pressures to compromise, but it would provide an opportunity to defend unique requirements and to adjudicate differences.

Institutional Resources (standards 7, 7.1, 7.4, 7.5 7.6, 7.21)

The proposed merger of 12 community colleges into a single college transforms a type of federated system into a centrally controlled one. This change requires a total restructuring of the distribution mechanisms for institutional resources. Even the complexity of consolidating the academic programs is merely an ancillary task toward this end. Our concerns relative to standard 7 are the deepest and most multi-faceted. Specifically, we will address:

1. the imposed austerity for the current colleges while the system office continues to accumulate senior administrative staff and resources for a merger that may or may not come;
2. the lack of transparency regarding the future organizational structure of the campuses after the consolidation and the continuing erosion of institutional capacity through the transition;
3. the failure to include the costs of Guided Pathways and other proposed initiatives in budgeting forecasts.

(1) Since the announcement of the "Students First" plan in April 2017, all of Connecticut's community colleges have had to cope with tight budgets. Over this time, the state has faced extraordinary fiscal challenges due to many factors, but none weightier than the sizeable unfunded liability in the state's employee pension system. Nevertheless, the state legislature has sought to provide much needed revenue to the ailing community college system, adding \$8 million in FY 2018, \$16 million in FY 2019, and \$24 million for FY 2020. These funds are designated to offset the fringe benefit costs for higher education employees paid out of the operating fund, but it is real money that limits the use of dollars collected from student tuition and fees from funding the state's pension liability. Although no one would describe these increases as sufficient to eliminate the budget woes for the community colleges, they might have been sufficient to mitigate the immediate crisis.

Little of the additional revenue, however, has found its way to the colleges. It has merely added to the system office's budget. This is illustrated in Table 2. Overall, the total expenditures for the community colleges increased by 6.0 percent from 2017 to 2020, but the community college portion of the system office budget (CCC SO) increased by 45.8 percent. When the fringe benefit costs are removed from the total expenditures, we see that since 2017 the non-fringe portion of the community college budget increased only \$650,000 with most of the colleges experiencing a decline, while the system office experienced a \$7,949,000 increase.

Table 2. Changes in total budget expenditures from 2017 to 2020 (all numbers are in 1000s of dollars)

Institution	Total Expenditures FY 2020*	Reductions from FY 2020 budget **	Expenditures budgeted for 2020	Total Expenditures FY 2017***	Difference 2020-2017	Percentage change since 2017	Fringe cost FY 2020*	Fringe cost FY 2017***	Total exp. Less fringe FY 2020	Total exp. Less fringe FY 2017	Diff in exp. 2020-2017 less fringe	Percent change since 2017
ACC	22,725	517	22,208	19,326	2,882	14.9	8,155	6,362	14,053	12,964	1,089	8.4
CCC	38,286	875	37,411	32,686	4,725	14.5	13,932	10,181	23,479	22,505	974	4.3
GCC	62,270	1,915	60,355	60,517	-162	-0.3	20,843	18,383	39,512	42,134	-2,622	-6.2
HCC	45,827	1,274	44,553	41,524	3,029	7.3	14,930	11,800	29,623	29,724	-101	-0.3
MCC	55,821	1,334	54,487	55,028	-541	-1.0	21,094	18,315	33,393	36,713	-3,320	-9.0
MXCC	24,748	568	24,180	24,472	-292	-1.2	7,527	7,249	16,653	17,223	-570	-3.3
NVCC	62,214	1,388	60,826	58,656	2,170	3.7	22,981	19,910	37,845	38,746	-901	-2.3
NWCC	16,414	363	16,051	16,240	-189	-1.2	6,372	5,541	9,679	10,699	-1,020	-9.5
NCC	51,430	1,301	50,129	49,151	978	2.0	16,201	14,310	33,928	34,841	-913	-2.6
QVCC	16,913	396	16,517	16,695	-178	-1.1	5,807	5,151	10,710	11,544	-834	-7.2
TRCC	38,082	907	37,175	33,478	3,697	11.0	13,297	10,554	23,878	22,924	954	4.2
TXCC	38,041	819	37,222	34,719	2,503	7.2	14,079	11,541	23,143	23,178	-35	-0.2
CCC SO	36,958	870	36,088	24,749	11,339	45.8	9,182	5,792	26,906	18,957	7,949	41.9
Totals	509,729	12,527	497,202	467,241	29,961	6.0	174,400	145,089	322,802	322,152	650	0.2

*Source: Attachment A of June 13, 2019, BOR finance committee agenda, available at http://www.ct.edu/images/uploads/Finance_-_AgendaPacket_-_6-13-2019.pdf?95522.

**Source: Figures are reductions in FY 2020 based on Ben Barnes email of June 19, 2019 to all Community College Presidents, CEOs and Academic Deans.

***Source: Attachment A of Sept. 6, 2017 BOR finance committee agenda, available at http://www.ct.edu/images/uploads/Finance_-_Agenda_-_09-06-2017.pdf?95522.

Since 2017, the total system office budget has increased from \$30,330,990 to \$46,690,000 (Expenses and personnel are paid through three separate budget lines in the system office. The CCC portion has been growing the fastest).

Since 2017, the system office has added a number of new administrators: the three regional presidents at \$220,000 each, a Vice President for enrollment at \$170,000, a Vice President of purchasing at \$147,000, an Executive Director of the Library at \$111,000, an Executive Director of Student Success at \$115,000, an Associate Director of Student Success at \$83,000, an Associate Vice President of Academic and Student Affairs at \$130,000, a retired former president to assist in the transition at \$130,000, a Director of Digital Learning at \$143,000, and created a President fellowship position for a recently retired President at \$100,000 to \$200,000. A search to add an Associate Provost at the system office is currently underway.

The discretionary decision to enroll eight, possibly twelve, colleges in Achieving the Dream, as already described, appears in this context as another example of profligate spending by the system office, even while austerity is imposed on the colleges.

Whether or not the dramatic spending increase by the system office is consistent with standard 7.4 and justifiable under the presumed benefits to come with the consolidated college may be simply a matter of interpretation, but it certainly was not anticipated in ["The Initial Quantification of the Students First Consolidation"](#) in December of 2017, which did not forecast a single dollar in transition costs.

(2) In your April 25, 2018 letter (p.5) you wrote, "we are concerned that the proposed institution does not appear to have sufficient support for academic administration to plan, oversee, and evaluate the hundreds of degree and certificate programs." Similarly, in your July 12, 2019 letter (p.2), "the Commission has not seen plans to establish a centralized academic administration office of sufficient capacity to support the twelve campuses." We are also concerned about this matter, and more generally, are troubled by the prospect that the forecasted reductions in staff are determined solely by a quantitative calculation to meet an arbitrary savings targets, rather than by a reasoned determination of the number of staff required to ensure functionality.

The April 2019 update that was sent to the Commission anticipates a total net reduction of 233 positions, with additional cumulative net savings estimates of \$2M in FY 21, \$2M in FY 22, \$3M in FY 23, and \$9M in FY 24. The organizational diagrams that accompanied the update in the appendices provide no guidance for how these savings will be realized or the underlying organizational models that will permit the continuing functioning of the institutions through the budget and personnel reductions. In addition, we are unable to conceive how the 12 colleges will continue to function as accredited institutions through 2023 when these reductions are added to what are already austerity budgets (Standards 7, 7.1, 7.4, 7.5 7.6, 7.21).

Further, the rapid expansion of new senior-level administrators coupled with a complete lack of transparency regarding the organizational functionality of the merged campuses invites concerns that, in the end, the consolidation will cost more than it will save.

(3) The April 2019 update opened with several pages that described enhanced student services and highlighted the implementation of Guided Pathways as a means to put "students first." We agree that strengthening student services, diminishing bureaucratic complexity for students, providing more academic advising and career planning support, improving the ease of transfer, and streamlining financial aid are all important, worthwhile goals. A full implementation of Guided Pathways, however, will have a significant budgetary impact as it will require more advisors and other "student-facing" personnel.

We find it disingenuous to tout the "students first" benefits of Guided Pathways, but then not include the costs of implementation in the budget forecasts (Standards 7.4, 7.6).

Concluding Recommendations

We conclude with two recommendations:

1. The April 25, 2018 letter from the Commission indicated that the "Community College of Connecticut be considered as a new institution, not as a substantive change." The letter further outlined the process for applying for candidacy and requested a written response by July 30, 2018. We are concerned and surprised that the system's April 2019 update and the Commission's July letter did not refer to a process for accrediting the new college. President Ojakian has stated on numerous occasions that he is still deciding whether to apply for candidacy or to apply for another substantive change in 2023 (Also see the letter from CSCU to Anita Levy of AAUP in Appendix D).

We request that the Commission state clearly that the system will need to apply for candidacy through a self-study process. Waiting until 2023 to submit a substantive change request will amplify the perceived risks and uncertainties over the next four years of planning. Further, as current efforts to consolidate are already resulting in violations of the standards of accreditation for the current colleges, we recommend that NECHE discourage the system office from making additional consolidation efforts at least until an application for candidacy has been favorably reviewed and granted by the Commission.

Further, we believe preparing for a successful application for candidacy would require some modest actions to address the standard violations outlined in this letter. These include:

- Modifying the process for curricula reform to ensure compliance with standard 3.15 and standard 4.
- Including the implementation costs (not just the planning costs) of Guided Pathways and other proposed reforms in budgeting projections.
- Providing greater transparency in planning to justify the budgetary savings and personnel reductions. Complete organizational diagrams need to be publicly available to demonstrate how the campuses and the consolidated administrative office will be able to function effectively with a diminished staff.
- Reversing the accumulation of resources and personnel by and for the system office.

2. The undersigned faculty consider the proposed merger to be a colossal boondoggle, which has already steered millions of dollars away from current students and shown little promise that it will result in improved student outcomes or create a more efficient structure. At this stage, the consolidation plan would be more appropriately titled, "System Office First."

If the system's update in April 2020 fails to address adequately the concerns raised in the Commission's letters of April 2018, July 2019, and this public comment letter, the Commission should recommend that the BOR abandon the proposed consolidation at this time. Further, we respectfully request that in your decision-making you weigh the real ongoing costs of the proposed merger in relation to the perceived likelihood that the merger will be successful and lead to improved student outcomes. That is, simply allowing the system office to continue to submit incomplete periodic updates is itself a decision that comes with real costs and threatens the ongoing accreditation standards of the existing colleges.

The instability caused by the ongoing mandates coming out of "Students First" grows daily more concerning as the community colleges lose faculty and staff that they are unable to replace. Whoever believes that our current students are not being harmed by all of this is indeed not focused on our immediate reality.

Even without a negative decision on the consolidation by the Commission, we believe there is a significant probability that the merger will not be successfully completed. Consider:

- The complexity of this merger is unprecedented in the history of NEASC and NECHE, yet now has the additional burden of completing the task against the committed opposition of faculty and staff as evidenced by the petition and the no confidence votes. Faculty unions, the 4Cs and CSU-AAUP, have also voted in opposition to Students First.
- Connecticut's new Governor, Ned Lamont, was voted into office last November, but has yet to weigh in publicly either for or against the proposed merger.
- A Senate bill, SB 749, which would have allowed the legislature to stop mergers and closures within the system, had more than a dozen sponsors and passed the legislature's Higher Education Committee unanimously. Ultimately the bill never made it to the Senate floor this session, but there is sufficient support in the legislature to move another, similar bill in the next session.
- In retrospect, the initial proposal of "Students First" in April 2017 seems naive. It imagined that the merger would be ostensibly complete by 2019, that the system office would exercise direct authority over all the staff in IR, HR, IT, financial aid, finance, and facilities for the community colleges and the state universities, that transition costs would be minimal (nothing was budgeted), and that it would save more than \$40 million annually. It also failed to appreciate the distinction between consolidating functions inside the system office and creating a new, accredited college.
- More than two years later, it remains unclear if the system office grasps the complexity of what they are proposing and the challenges that will need to be successfully overcome to do it well.

We anticipate that we will provide an update on this public comment letter prior to the April 2020 meeting of the Commission.

We also respectfully request that a small, representative group of the undersigned faculty and staff be invited to the April 2020 Commission meeting.

Sincerely,

Stephen Adair, Central CSU
 Dr. Catherine Addy, Tunxis CC, President Emerita
 Lois Aime, Norwalk CC
 John Alvord, Norwalk CC
 Waynette Arnum, Capital CC
 Michele Barber, Norwalk CC
 Marilyn Bergen, Gateway CC, Retired administrator
 Steve Berizzi, Norwalk CC
 Andre Blaszczyński, Tunxis CC
 David Blitz, Central CSU
 Lisa Boyko, Naugatuck Valley CC
 Jennifer Bresnick, Norwalk CC
 Jane Bronfman, Capital CC
 John S. Christie, Capital CC
 William Cibes, Chancellor CT State Univ., Former
 Edward Clancy, Naugatuck Valley CC
 Dr. Francis Coan, Tunxis CC
 Mary Anne Cox, Assistant Chancellor CCCs, Retired
 Margaret Dana-Conway, Norwalk CC
 Dr. Jonathan Daube, Manchester CC, President Emeritus
 Justin Davis, Norwalk CC
 Steve Dashefsky, Norwalk CC
 Anne Dawson, Eastern CSU
 Dr. Booker DeVaughn, Northwestern CT/Three Rivers CCs, President Emeritus
 Lauren Doninger, Gateway CC
 Franz Douskey, Gateway CC
 Jean Egan, Ph.D., CFLE, Asnuntuck CC
 Thomas Fahy, Gateway CC
 Seth Freeman, Capital CC
 Stephen Fries, Gateway CC
 Elizabeth Glatt, Norwalk CC
 Gina Glickman, Manchester CC, President Emeritus
 Current President, Massasoit CC, MA.
 Edward Grippe, Norwalk CC
 Robert Hall, Norwalk CC
 Forrest Helvie, Norwalk CC
 Kathy Herron, Capital CC
 Carrie Horvath, Naugatuck Valley CC
 Lucy Anne Hurston, Manchester CC
 Sandra Johnson-Shakalov, Norwalk CC
 Richard Judd, Central CSU, President Emeritus
 O. Brian Kaufman, Quinebaug Valley CC
 William Key, Norwalk CC
 Diba Khan-Bureau, Three Rivers CC

Steve Krevisky, Middlesex CC
 Riaz Lalani, Norwalk CC
 Kevin Lamkins, Capital CC
 Charlene LaVoie, Community Lawyer
 Linda Lerman, Norwalk CC
 Estela Lopez, CSCU Provost, Retired
 Brian Lynch, Quinebaug Valley CC
 Lillian Maisfehl, Gateway CC
 Samantha Mannion, Housatonic CC
 Joy Mark, Quinebaug Valley CC
 William McGurk, Board of Trustees/Regents Former
 Andrew C. McKirdy, Chancellor, Emeritus
 Hannah Moeckel-Rieke, Norwalk CC
 Wilfredo Nieves, Capital CC, President Emeritus
 William O'Connell, Norwalk CC
 Patty O'Neill, Western CSU, President-CSU AAUP
 Ron Picard, Naugatuck Valley CC
 Mobin Rastgar Agah, Norwalk CC
 Richard Rees, Gateway CC
 Minati Roychoudhuri, Capital CC
 Dr. Ira Rubenzahl, Capital CC, Former President
 Teresa Russo, Gateway CC
 Beth-Ann Scott, Naugatuck Valley CC
 Colena Sesanker, Gateway CC
 John Shafer, Middlesex CC
 Narendra Sharma, Naugatuck Valley CC
 John Shields, Norwalk CC
 Barbara Smith, Norwalk CC
 Susan Steiz, Norwalk CC
 Gail Stevens, Housatonic CC
 Patrick Sullivan, Manchester CC
 Mark Szantyr, Quinebaug Valley CC
 Wade Tarzia, Naugatuck Valley CC
 Kathy Taylor, Naugatuck Valley CC
 Stephen Monroe Tomczak, Southern CSU
 Steven Torres, Manchester CC
 Robert Tremblay, Gateway CC
 Elle Van Dermark, Asnuntuck CC
 Matthew Warshauer, Central CSU
 Dr. Anna Wasescha, Middlesex CC, Former President
 Louise Williams, Central CSU
 Dianne Williams, Quinebaug Valley CC, President Emerita
 Carmen Yiamouyiannis, Capital CC



Jane McBride Gates
Provost and Senior Vice President

MEMORANDUM

DATE: November 7, 2019

TO: Mike Stefanowicz, Co-Chair, SF ASA CC
Dr. Pat Bouffard, Co-Chair, SF ASA CC

FROM: Jane M. Gates, Ph.D., Provost and Senior Vice President for Academic and Student Affairs

SUBJECT: Charge to the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)

Background

The Connecticut Board of Regents of Higher Education (BOR) via Resolution BR #18-089 endorsed the Students First revised plan on June 21, 2018 to prepare for a singly accredited community college by: *...aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum;*

President Mark Ojakian announced the formation of the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) and its charge on December 8, 2017. The committee was charged “with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.”

Under the auspices of the SF ASA CC, the Shared Governance Workgroup was formed on December 16, 2018 and charged by the Provost. The charge provided specific responsibilities and parameters. “The Shared Governance Workgroup is charged with crafting a proposal on how to operationalize the concepts noted above and, ultimately, to provide to the **One College** its governance structure. This includes: defining shared governance, determining eligibility for governance members, describing membership [terms, voting rights, organizational placement, etc.], recommending policies for governance, etc. Understanding the complexity of governance and the many domains or layers affected [BOR, presidential/CEO, One College, regional, and local campus based decision-making], the workgroup will develop and recommend the governance structure that relates to academic and student affairs for the **One College**. Using accepted higher education practices, existing expertise in the CSCU community colleges, and best practices, this workgroup will make its recommendations to the ASA CC.” [emphasis added]

Response to Recommendations outside the Scope of the Workgroup

The responsibilities of the Shared Governance Workgroup set forth in the charge explicitly relates to the One College, the future state. The request to create an interim curriculum committee to develop curriculum during the transition exceeds the charge of the workgroup.

Group Membership

Members include elected faculty and staff representatives from the twelve community colleges, six members from the ASA CC and two community college student representatives. It is expected that other individuals may be invited to attend as their expertise is needed.

Workgroup Term

The Shared Governance Workgroup is temporary. It is formed for a specific task and dissolved after the completion of the task or achievement of the responsibilities.

Resignation of Members

Members who choose not to fulfill the responsibilities set forth in the December 16, 2018 charge may resign from the workgroup.

Dissolution of Workgroup

The workgroup may be dissolved due to failure to complete the responsibilities set forth in the charge.

Deadlines

Deadlines matter. Everyone has work to do, and failing to do our own work in a timely, professional manner unnecessarily delays the work of others. Deadlines provide evidence of deliverables.

1/31/2020 – 4/30/2020: Shared Governance proposal to college governance bodies

5/1/2020 – 5/29/2020: Shared Governance model is forwarded to BOR for Policy approval

Students First Gantt Chart



CSCU Faculty and Staff Unions Issue a Statement of Unity Opposing Consolidation Efforts

December 11, 2019 (HARTFORD, Conn.) – The faculty and professional unions that comprise the Connecticut State Colleges and Universities (CSCU) released a joint statement today in opposition to the Board of Regents’ proposal to consolidate the 12 independently accredited community colleges.

The statement issued by The Congress of Connecticut Community Colleges (the 4Cs), the Federation of Technical College Teachers (FTCT 1942 (AFT)), the Connecticut State University chapter of the American Association of University Professors (CSU-AAUP), the American Federation of State, County and Municipal Employees (AFSCME) Local 2480 Administrators, and the State University Organization of Administrative Faculty AFSCME (SUOAF-AFSCME) states that the consolidation plan “will not realize the projected savings, will be disruptive for students, will have negative consequences on critical student outcomes, and will erode the value of the community colleges for students and for the state of Connecticut for years to come.”

As currently proposed, the consolidation plan, which is titled “Students First,” will not be completed until 2023, but it has already “steered tens of millions of dollars into a central office that does not educate anyone, while starving the campuses of needed resources,” said Maureen Chalmers, the President of the 4Cs. “The system office budget has increased from \$30.3 million in 2017 to \$46.7 million for fiscal year 2020 – a 54 percent increase.”

Dennis Bogusky, the President of the local chapter of AFT, said “the only things we have seen so far in the implementation of ‘Students First’ is a sharp reduction in the number of faculty and staff working at the colleges and the hiring of more high-priced administrators. Replacing professional educators with more bureaucrats and administrators is not a recipe for success.”

Chalmers added that “the concentration of all authority and control in a system office will result in the teaching faculty losing control over the academic programs they have developed to meet the workforce needs of businesses in their local communities.”

Patty O’Neill, President of CSU-AAUP, stated, “While the community college consolidation does not affect the universities directly, our members also are opposed to this plan. Many of our students who graduate from our universities have earned at least some of their credits at a community college. We have a responsibility to speak up for those students and for the institutions that serve some of the most economically challenged young people and adults in the state.”

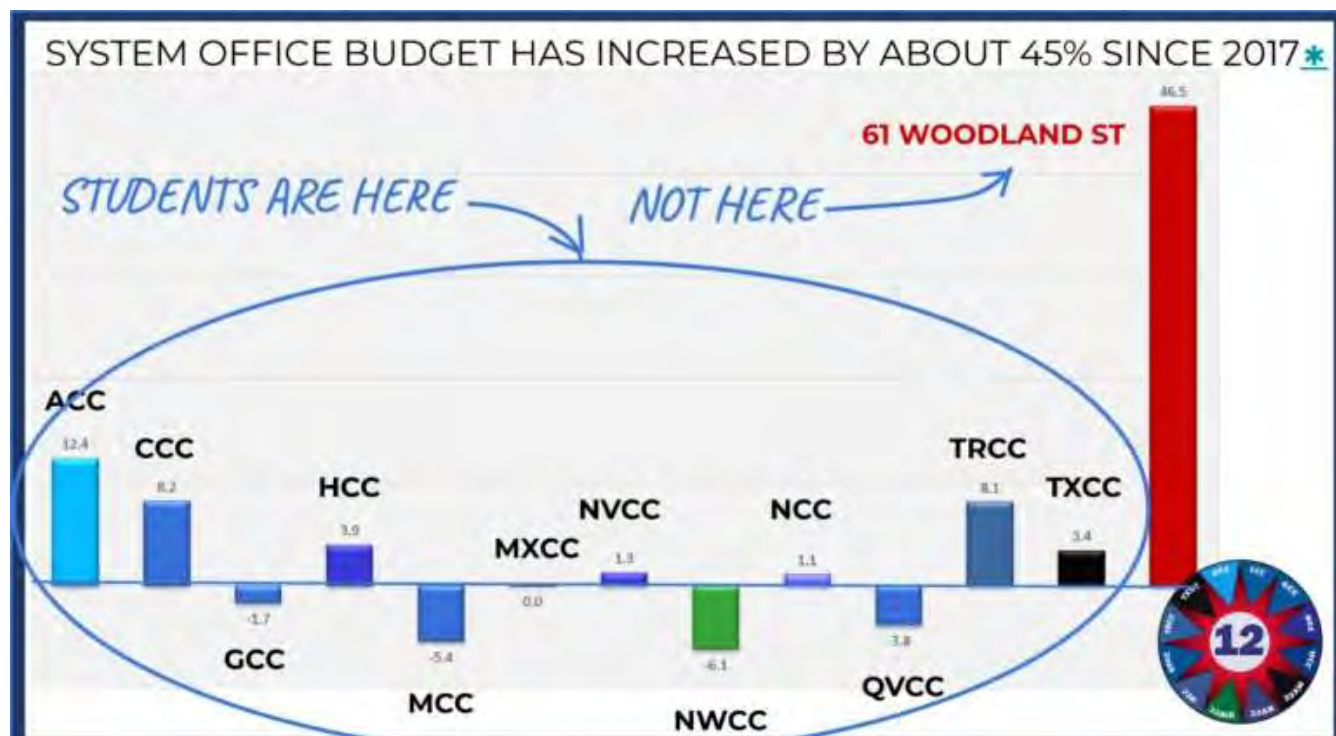
The joint statement closes with a pledge that the unions will “support mutual efforts to end the ‘Students First’ consolidation.”

Media Contact: Ellen Benson, 4Cs Communication Director

860.748.7911; ellen@the4cs.org

'Good faith' and community college consolidation

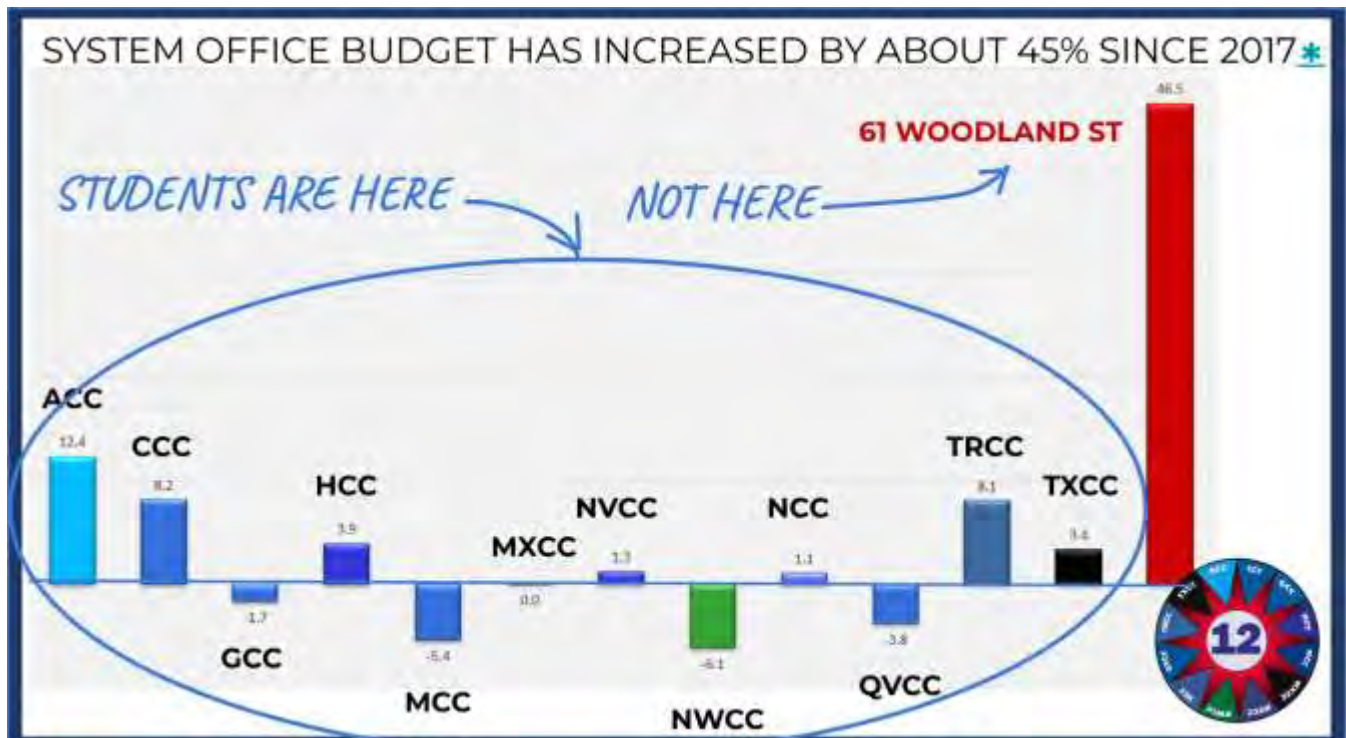
CT VIEWPOINTS :: by 36 COMMUNITY COLLEGE SUPPORTERS | JANUARY 31, 2020
VIEW AS "CLEAN READ"



In December 2017, as the Connecticut State College and University system office was preparing its “Students First” consolidation plan, the system’s Faculty Advisory Committee presented an extended critique of the proposal. It was not supportive, recommended other paths, and contained the following warning:

“We believe that there is a risk, which is greater than zero, that the effort to work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again.” –FAC comments to the BOR Dec 2017, p.5

Two years later, we are now watching this excruciating and expensive possibility play out. What’s worse, we have been tasked with facilitating it.



System Office Expenditures have grown by 45% in the last three years.

Our accrediting body (NECHE) described the plan as “unrealistic” twice in its response to CSCU’s March 2018 application and failed to approve the request:

“Because of the magnitude of the proposed changes, the proposed timeline, and the limited investment in supporting the changes, the Commission is concerned that **the potential for a disorderly environment for students is too high** for it to approve the proposed Community College of Connecticut as a candidate for accreditation based on the Students First proposal.” — April 25 2018 response from NEASC (NECHE), p.3

And yet, the system office has insisted on moving forward with this plan, modified slightly in June 2018, in hopes of getting it approved. Annual check-ins have been scheduled to monitor the system office’s progress toward this goal, but NECHE’s response to the April 2019 update cited 24 standards that had yet to be addressed.

Many of us have served for the past two years on consolidation committees. We have done so in good faith. Many of us now think that our participation has been futile: our advice has fallen on deaf ears and our efforts have been met with resistance. More than one committee has requested a modification of the scope of its charge after finding it too restrictive to do meaningful work.

We have labored for two years toward this plan that is now moving forward despite common sense and the evidentiary record.

The consolidation effort has now cost taxpayers millions of dollars.

Consolidation also promises no benefits to students that cannot be achieved without consolidation.

Guided Pathways is, perhaps, the most touted benefit of the plan. While seven members of faculty from our colleges have been on loan to the system office for the past two years to *plan* our implementation of Guided Pathways, the cost of implementation is not included anywhere in the plan's cost projections.

There have been many assurances given to news organizations and to legislators about future savings, but there is no basis for believing these claims. The numbers speak for themselves.

We have yet to discover a college consolidation anywhere in America that has achieved cost savings at the level this consolidation plan promises.

While college budgets have remained relatively stable (an average increase of about 1% overall), the system office —*at which there are no students*— has increased its budget by over 45% since 2017. The dollar amount by which its annual budget has increased is enough to fund an expanded version of debt-free college.

And yet, the dollar amount is not the most crucial drain on our resources. Our efforts devoted to consolidation have siphoned human and financial resources away from our colleges and dramatically reduced the time, energy, attention, and resources necessary to maintain quality educational programs at our institutions.

Consolidation stands in the way of faculty and staff fulfilling their professional responsibilities to their students, their programs, and their local institutions, which are all independently accredited.

While we struggle to make the accreditation for this imagined consolidated college *possible*, our *existing* colleges are starved for resources and personnel.

While the system office encourages us to dream of the benefits to future students, current college initiatives stagnate as we drive across the state attending increasingly contentious and demoralizing meetings.

We are professionals employed in the public service. We have a professional responsibility to exercise wisdom and good judgment as we seek to serve the needs of our students and our communities.

In 2019, we submitted to the governor a petition signed by over 1,400 concerned citizens opposing consolidation.

Later that spring, the majority of public college governing bodies in the state voted “no condence” in consolidation, Students First, Ojakian, and the BOR.

The collective wisdom of those with the most expertise, demonstrated commitment to students and local communities, and long-term commitment to the system and the state strongly indicates that we cannot continue to travel down this path.

We began our work in good faith, expecting to collaborate with our colleagues to make consolidation work. Two years in, we have no condence that this deeply awed plan can be salvaged. If we continue to move in this direction, we think we would be responsible for helping to enable a disaster.

For these reasons, we stand together to demonstrate our commitment to our existing colleges, our students, and the citizens of Connecticut.

We will, therefore, cease voluntary work on the college consolidation plan.

We will not participate in the pretense of a governance process by voting on the products of this plan.

We reject the false choice between closing colleges and the “Students First” Consolidation Plan. We acknowledge that the only sense in which colleges are saved by this plan is one in which their street addresses are retained. The colleges themselves— curriculum, governance, culture and programs—will have been replaced by something we do not endorse.

We will therefore demonstrate commitment to our current and future students by redirecting energy back toward meeting the needs of our colleges and our students.

We turn our attention away from system o ce directives that concern an institution that may never exist, has not yet met minimum standards for accreditation, and which continues to exceed projected costs and deadlines.

We are grateful that President Ojakian has made it clear that our service on these committees is entirely voluntary, assuring Sen. Flexer that “faculty members choose to participate based on their ability” and that Provost Gates has made it clear to at least one workgroup that, should they choose not to fulfill their charge, they may resign.

This makes it possible for us to act in good faith and to recommit ourselves to the work at our own, fully accredited local colleges that our NECHE accreditations requires.

We have taken this stand as a demonstration of our commitment to our 12 community colleges. The full statement of our position is below. We urge colleagues, legislators, students, fellow educators, and residents of Connecticut to stand with us. (See link to pledge here.)

Let’s get to work putting our colleges back together.

The full text of the Joint Demonstration of Commitment to the State’s Community Colleges is available, with full footnotes and documentation.

For an archive of correspondence, resolutions, reports, and editorials please visit the Reluctant Warriors website.

Stephen Adair, Central Connecticut State University
Lois Aime, Norwalk Community College
Dennis Bogusky, AFT President
Megan Boyd, Naugatuck Valley Community College
Maureen Chalmers, Northwestern Community College, 4Cs President
Francis Coan, Tunxis Community College
Je Crouch, Three Rivers Community College
Terry Delaney, Three Rivers Community College
Lauren Doninger, Gateway Community College
Brian Donohue-Lynch, Quinebaug Community College
Franz Douskey, Gateway Community College
Seth Freeman, Capital Community College
Elizabeth Keefe, Gateway Community College
Karen Kessler, Gateway Community College
Diba Khan-Bureau, Three Rivers Community College
Steve Krevisky, Middlesex Community College
Riaz Lalani, Norwalk Community College
Kevin Lamkins, Capital Community College
Thomas Leszczynski, Naugatuck Valley Community College
Lillian Maisfehl, Gateway Community College
Phil Mayer, Three Rivers Community College
Kathleen Murphy, Gateway Community College
Kim O’Donnell, Naugatuck Valley Community College

Patricia O'Neill, Western Connecticut State University Kate Pelletier, Naugatuck Valley Community College
Conor Perreault, Gateway Community College
Saverio Perugini, Gateway Community College
Ron Picard, Naugatuck Valley Community College
Minati Roychoudhuri, Capital Community College
Eileen Russo, Gateway Community College
Teresa Russo, Gateway Community College
Colena Sesanker, Gateway Community College
Beth-Ann Scott, Naugatuck Valley Community College
Patrick Sullivan, Manchester Community College
Trenton Wright, Middlesex Community College
Carmen Yiamouyiannis, Capital Community College

** College Resolutions consistent with the [Joint Demonstration of Commitment to our 12 Colleges](#) and the [PLEDGE](#) to support those who participate in the demonstration as of April 2020 BOR meeting:

College Governance Bodies:

Asnuntuck CC

- [Resolution recalling elected representatives of Students First Committees and pledging to not vote on products of the SF plan](#)

Capital Community College

- [CCC Senate Resolution On Non-Participation in SFASACC and its Shared Governance and Gen Ed workgroups](#)

Gateway CC

- [Resolution to stand with our unions](#)
- [Resolution recalling elected representatives to students First Committees](#)

Housatonic CC

- [Resolution opposing 'Students First' and encouraging faculty and staff to not participate in SF work](#)

Manchester CC

- [Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committee and the General Education Workgroup , effective immediately](#)

Naugatuck Valley CC

- [CEAC Resolution on SF General Education and Program Curricula Endorsement](#)
- [GEAC Resolution on SF General Education and Program Curricula Endorsement](#)
- [Faulty Senate Resolution Recalling Faculty from Students First Committees and Workgroups](#)
- Faculty Senate Resolution: [the senate does not support for the endorsement voting process for the proposed General Education or any other "Students First" curricula](#)

Northwestern CC

- [Resolution to Stand with Our Unions](#)

Norwalk CC

- [Resolution to stand with our unions and to withdraw elected members of consolidation workgroups](#)
- [Resolution on SF Gen. Ed and SF Programs](#)

Three Rivers CC

- [Faculty Senate Resolution to recall elected members of consolidation workgroups](#)
- [Staff Senate Resolution to recall elected members of consolidation workgroups](#)

Tunxis CC

- [Professional Staff Organization resolution to Stand with our Unions](#)
- [Professional Staff Organization resolution recalling elected reps to SF committees](#)
- [Professional Staff Organization resolution to not support voting on Gen Ed proposal or other SF curricula](#)

Statewide Curricular Committees:

ESL Council (all 12 colleges represented) [Withdraws from SF Curricular work](#)

Connecticut Coalition of English Teachers (CCET) [Resolution of Support of our Member Colleges Non-Participation in SF](#)

College Departments:

Several departments have [withdrawn from participation in ACME](#)

Norwalk:	English, AEFYE (Academic Enrichment and First Year Experience), Math, ESL
Naugatuck Valley:	English
Three Rivers:	Math, Science, English

(EMAIL) Union message and directions for campus leadership

Good morning,

We have received a copy of the attached notice and want to make you aware.

We need your support as we prepare for managing this sensitive labor relations issue respectfully and in accordance with Connecticut State law. Please reach out to Chris Henderson or Andy Kripp if you have any questions or concerns.

Please excuse in advance the rather prescriptive directions below but they are required to ensure the compliant engagement under Connecticut's State Labor law.

Please review the attached document the unions are circulating and work with your respective Deans as instructed below if, and when, these requests are received from faculty/employees:

- When a Dean receives a verbal request they must request it in writing. If the faculty member/employee refuses-- note that in the email language prescribed below including critical date and time to be sent to the faculty member/employee.
- If they receive a written request then include the request as an attached email/document or reply with the email response below. **DO NOT** alter the wording.
- Copy to Chris Henderson and the campus union lead, include any document/email from the faculty member/employee:

Dear XXXX – I write to confirm your request received verbally/via email on MM/DD/YYYY at TIME. You have requested to have your Additional Responsibilities, assigned and agreed for the academic year 19/20, removed for the Spring Semester and to have substitute Additional Responsibilities or an additional class assigned.

We will review your request. Until further notice, consider that your Additional Responsibilities remain unchanged and that you are expected to continue that work until further notice.

We have engaged outside legal counsel to manage this matter and we will advise you and your Deans on next steps.

Please confirm by close of business Wednesday:

- You have advised your Deans and ensured they understand the obligation to respond to any request as noted above.
- They understand the requirement to use the wording above.
- They know they must include Chris Henderson in the response.
- They must include any email or written request or reference to any verbal notice (date and time) in the email response to the faculty /employee.
- We expect their response to the faculty/employee within 48 hours of the receipt of the request.
- No further engagement or discussion with the faculty/employee on this issue should take place, other than the email, until further notice.
- Business as usual discussion and engagement can continue normally.

Alice

Alice Pritchard, Ph.D.
Chief of Staff
CT State Colleges and Universities (CSCU)
61 Woodland Street

WORKGROUP MEMBERSHIP PROVIDED BY GROUP CHAIR ON APRIL 17 2020- WITH NOTES

SHARED GOVERNANCE WORKGROUP

	Barrett, Gayle
[Recalled/on AR]	Bloom, Eleanor
	Bozzuto, Victoria
	Bray, Nancy
	DeSantis, Gregory
Inactive: pending SFASA?	Lalani, Riaz
	Maldonado, Monica
[Recalled but on AR]	Mosher, Eric
Active (2/21/2020)	Parden, Christopher
[Recalled but on AR]	Ricker, Nicola
	Stefanowicz, Michael
[Recalled but on AR]	Taylor, Kathy

GP DIRECTOR OF ENROLLMENT MANAGEMENT, SYSTEM OFFICE

GP DIRECTOR OF CAREER AND TRANSFER READINESS, SYSTEM OFFICE

GP EXECUTIVE DIRECTOR OF STUDENT SUCCESS AND ACADEMIC INITIATIVES, SO

STUDENT MEMBER

INTERIM ASSOCIATE VICE PRESIDENT OF HIGHER EDUCATION
TRANSITION, SYSTEM OFFICE



STUDENT



SYSTEM OFFICE EMPLOYEE



NO LONGER REPRESENTING COLLEGE (RECALLED)



ELECTED COLLEGE REPRESENTATIVE

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

The General Education Core

for the CSCU Community College

May 14, 2020

- WHEREAS the CT Board of Regents for Higher Education approved the Revised Students First Plan, BR 18-089, on June 21, 2018, and reaffirmed the plan on December 19, 2019, to consolidate CSCU's 12 community colleges into a singly accredited institution;
- WHEREAS the Students First plan requires the consolidation of the community colleges and calls for the alignment of the curriculum into a single catalog of programs and courses and includes a single general education core;
- WHEREAS a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world;
- WHEREAS a common general education curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer;
- WHEREAS the Provost and Senior Vice President for Academic and Student Affairs for the CSCU charged the Students First Academic and Student Affairs Consolidation Committee to develop a general education core for the consolidated college;
- WHEREAS the Students First Academic and Student Affairs Consolidation Committee created and the Provost charged a general education work group comprising 12 elected members, one from each community college, and 6 members elected by the Students First Academic and Student Affairs Consolidation Committee;
- WHEREAS the general education work group developed a proposal, sought feedback in a two and a half month period of public comment, and modified the original proposal based on all the feedback received;

WHEREAS all of the colleges were given the opportunity within a three and a half month period to vote on endorsing the revised core and to offer additional comments;

WHEREAS the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee voted in favor of moving the revised proposal to the Board of Regents; therefore be it

RESOLVED that the Board of Regents for Higher Education approve the adoption of the proposed 21-25 credit general education core for the singly accredited community college.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of the 21-25 credit general education core for the singly accredited Connecticut community college.

BACKGROUND

At its meeting of December 14, 2017, the Board of Regents voted to approve the merger of the 12 CSCU community colleges into a singly accredited community college. A revised plan for the merger was approved by the Board on June 21, 2018 and reaffirmed on December 19, 2019. The plan calls for the aligning of college curricula statewide, including adoption of a statewide General Education curriculum.

In May 2018, Dr. Jane Gates, the Provost and Senior Vice President for Academic and Student Affairs for the CSCU, charged the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) to develop a General Education curriculum for the consolidated college. The SF ASA CC created a General Education Work Group that Provost Gates then charged with the specific task of developing the proposal consistent with NECHE standards, BOR/BOT policy, and state law.

The workgroup comprises one elected representative from each of the 12 community colleges, 6 volunteer members from the SF ASA CC, and two chairs: Mike Stefanowicz (non-voting) and Michael Stutz (an elected representative from TRCC).

Member	College	Membership Type
--------	---------	-----------------

Berenguel, J.	Asnuntuck CC	College Representative
Bouffard, P.	System Office	SF ASA CC; Non-Voting
Buccilli, M.	Gateway CC / Guided Pathways	SF ASA CC Representative
Canto, E.	Middlesex CC	College Representative
Christie, J.	Capital CC	College Representative
Doninger, L.	Gateway CC	College Representative
Eddy, S.	Naugatuck Valley CC	College Representative
Gentry, S.	Tunxis CC	College Representative
Klucznik, K.	TAP / System Office	SF ASA CC Representative
Lopez, M.	Gateway CC	SF ASA CC Representative
Milton, C.	Norwalk CC	College Representative
O'Grady, J.	Northwestern CC	College Representative
Ortiz, J.	Housatonic CC	College Representative
Pagano, E.	Quinebaug Valley CC	College Representative
Paulin, C.	Manchester CC	College Representative
Picard, R.	Naugatuck Valley CC	SF ASA CC Representative
Rosselli-Navarra, F.	Manchester CC / Guided Pathways	SF ASA CC Representative
Stefanowicz, M.	System Office	Co-Chair, SF ASA CC; Non-Voting
Stutz, M.	Three Rivers CC	Co-Chair, College Representative
Zenie, H.	Three Rivers CC/ Guided Pathways	SF ASA CC Representative

Work Group Timeline

- The work group met 8 times between May and September, 2018 and developed a proposed 21-25 credit general education core for the consolidated community college curriculum.
- A draft proposal of the core was approved by the SF ASA CC to be forwarded to all the colleges for a campus comment period between September 14 and December 1, 2018.
- The General Education Work Group met during the Spring and Fall 2019 semesters after campus comments were submitted to the Co-chairs of SF ASA CC to review the feedback and revise the core based on campus feedback. The following specific changes were made to the proposal based upon feedback from the public comment period:
 - 2 proposed separate options were combined into one required category: Arts and Humanities. Fine Arts had been with an option with Oral or Written Communication; Humanities had been an option with History.
 - History was moved from an option with Humanities to an option with Social /Behavioral Science.
 - Oral and Written Communication became the sole options within one category.
 - Student Success – College and Career Planning category was removed. This was replaced with 7 options that program coordinators can designate. CSS (FYE) may be designated here if it is vetted in the Cont. Learning / Info. Literacy category and program coordinators wish to do so.
 - Certain discipline codes that were overlooked were added to each category.
- The General Education Work Group worked with Transfer and Articulation Policy (TAP) Framework and Implementation Review Committee (FIRC) during the Spring 2019 semester to ensure alignment between the proposed 21 credit core and the FRAMEWORK30, the general education component of all TAP transfer degrees.
- The General Education Work Group finalized a proposal on 11/1/19, which included the addition of a diversity requirement within the 21-credit core.
- The revised proposal was approved by SF ASA CC on 11/15/19 and the College Consolidation Implementation Committee (CCIC) on 12/9/19.
- The proposal was forwarded to colleges for endorsement votes in December of 2019, with a deadline to submit votes and feedback by 4/3/20. Colleges were asked to provide specific feedback in the event that they did not endorse the proposal; feedback was optional if the proposal was endorsed.
- During the Spring of 2020, the work group co-chair (M. Stefanowicz) and a member of the work group (F. Rosselli) visited seven of the twelve colleges to discuss the proposal, address questions and concerns, and solicit informal feedback.
- The General Education Work Group convened on 4/3/20 to review all endorsement votes and feedback. The group approved moving the proposal forward to the SF ASA CC.
- The SF ASA CC reviewed the proposal on 4/24/20 and approved the General Education 21-credit core without the diversity requirement, but with the recommendation that a future one-college governance general education and/or curriculum consider a diversity course graduation requirement.
- The CCIC reviewed the proposal from the SF ASA CC on 4/27/20, returned the diversity requirement to the general education proposal, and then approved the amended proposal to move forward to the Academic and Student Affairs subcommittee of the Board of Regents.

The Proposal

Philosophy of the General Education Core Curriculum. The general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses. It cultivates student success by helping students acquire skills and knowledge to further their education and thrive in a complex, diverse, and changing world.

Guiding Principles for the Curriculum.

The General Education Curriculum will:

- Follow NECHE standards, Board of Regents policy, and state law.
- Consist of categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined, namely: English/Communication, Arts and Humanities, Historical Knowledge, Mathematics, Science (Scientific Knowledge, Scientific Reasoning, Social/Behavioral Science).
- Balance and reflect the needs and requirements for both transfer (to C SCU and non-C SCU schools) and career programs of study.
- Align with Transfer and Articulation Policy (TAP) competency areas. This requires working with Framework and Implementation Review Committee (FIRC) on modifying TAP to lead to bilateral alignment.
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need.

In addition,

- The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty (from NECHE standard 3.15).
- Courses or course areas not included in the Gen Ed may petition for inclusion in the Gen Ed through the curriculum revision process to be established by the one college.

A General Education course will:

1. Ask students to demonstrate knowledge of the fundamental concepts, theories, primary works, skills, or ideas within the specific category discipline area.
2. Ask students to interpret and apply introductory methods of inquiry and analysis in the discipline category.
3. Have as its main objective, and 2/3 of its focus, the category content and/or skills.
4. Be vetted in only one General Education category.
5. Be vetted and approved by an appropriate discipline group.

General Education Program Outcomes. Upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines. These discipline competencies include at a minimum: arts and humanities, understanding of the social world, scientific reasoning/understanding, quantitative literacy, and oral/written communication.

General Education Core Curriculum Outcome Categories. The proposed General Education core is an outcomes-based model embedded in a discipline framework. The [TAP FRAMEWORK30 outcomes](#) will serve for the categories of the proposed 21 credit core. TAP outcomes are in place for all categories except the two for which the general education work group recommends modification: Arts and Humanities to replace and augment Aesthetic Dimensions, and Social / Behavioral Science to replace Social Phenomena. The Framework Implementation and Review Committee (FIRC) is charged with making any revisions to the current outcomes (Outcomes currently exist for Aesthetic Dimensions and Social Phenomena). The proposed 21 credit general education core allows each program to decide whether the College Career and Success course will be required in the general education core, if it is vetted as a Continued Learning/Information Literacy Course.

Additional Notes:

- The General Education Curriculum applies to Associate degrees, not certificates.
- The General Education Curriculum will be integrated in the degrees during the common program consolidation process.
- The proposed General Education Curriculum is limited to 21-25 credits to allow maximum flexibility for program coordinators to determine the other 35-39 credits of a degree.
- Program coordinators can designate a course or a directed elective if there is an accreditation directive or programmatic need demonstrated.
- Pursuant to PA 1231: Section 1. (NEW) (*Effective July 1, 2012*) (a) Not later than July 1, 2013, the regional community-technical college system and the Connecticut State University System shall develop and implement a general education core of courses for which not fewer than thirty academic credits shall be offered by each such constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program. A student who graduates from any such liberal arts and sciences program or transfer program or transfers from such program to another of such constituent units or to another institution within the same constituent unit shall transfer any credits earned while enrolled in such program toward the general education core curriculum requirements of the constituent unit to which such student transfers.

The Proposed General Education Core.

1	Eng. 101 Composition	3 credits
2	Math 100 or higher (college level)	3- 4 credits
3	Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4 credits
4	Choose one from: <ul style="list-style-type: none"> Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes 	3-4 credits (lab optional)
5	Choose one from: <ul style="list-style-type: none"> Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes 	3 credits
6	Choose one from: <ul style="list-style-type: none"> Oral Communication – COM courses vetted for TAP Oral Communication Written Communication II– ENG course vetted for TAP Written Communication II outcomes 	3 credits
7	Choose one from: (Program directed) <ul style="list-style-type: none"> A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements: <ul style="list-style-type: none"> Continued Learning/Info Literacy Scientific Knowledge Scientific Reasoning Social / Behavioral Science Historical Knowledge Written Communication II Oral Communication <p>Program alignment groups will determine how this will be designated</p>	3-4 credit
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.*	Total: 21-25 credits

* Students must take at least one course in the Gen Ed core which meets a diversity requirement, defined as:

“Diversity courses have substantial content that addresses racial, ethnic, gender, socioeconomic, sexual orientation, religious or other types of diversity.... Diversity courses are intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead.” --UCLA Definition from Registrar’s page

* Diversity courses will be vetted by a faculty led curriculum diversity committee.

Results of Endorsement Votes

Two colleges (QVCC and MxCC) approved the proposal; Nine colleges (ACC, CCC, GCC, HCC, MCC, NCCC, NVCC, TRCC, TxCC) passed resolutions declining to vote on the proposal; One college (NCC) rejected the proposal and the voting process. The full text of all resolutions is attached as an appendix at the end of this report.

College	Endorsement Vote	Date
Asnuntuck	Resolution not to act on any SF proposals	20-Feb
Capital	Resolution not to vote	21-Feb
Gateway	Resolution not to vote	28-Jan
Housatonic	Resolution not to vote	4-Feb
Manchester	Resolution not to vote	3-Mar
Middlesex	Approved	24-Mar
Naugatuck	Resolution not to vote	18-Feb
Norwalk	Voted not to support voting process or proposed core	26-Mar
Northwestern	Resolution not to vote	9-Mar
Quinebaug Valley	Approved	31-Mar
Three Rivers	Resolution not to vote	11-Mar
Tunxis	Resolution not to vote	20-Feb

Endorsement Feedback on the Proposal

CCC declined to vote on the proposal, but emailed the following concerns raised by faculty at C-DAC meeting 2/25: A new requirement for at least one course in the Gen Ed Core which meets a diversity requirement is in the proposal. Diversity will be an embedded requirement. It may be difficult for students to complete the Diversity requirement within the 7 courses in the Gen Ed core. Concern was expressed that requiring diversity in introductory level courses might achieve a superficial or “diversity light” level of engagement with diversity issues, while allowing students to take a diversity course beyond their Gen Ed 21-25 credit core (such as in a 200-level course) might allow for a richer experience. Concern was also expressed that designating certain courses as meeting a mandatory diversity requirement might adversely skew enrollment (e.g., huge numbers of students enroll in SOC 101, while enrollment in PSY 111 drops precipitously). Discussion was had about shared governance and how some believe the process of creating a new General Education Core did not use shared governance.

HCC declined to vote on the proposal, but emailed the following feedback:

- The Humanities department will not consider voting on the endorsement of the proposal until outcome revisions are finalized. The department supports the inclusion of the diversity requirement. The department suggests that a similar writing requirement be added to the core. Faculty members voiced concern regarding the Written Communication II being optional.
- The First Year Studies department discussed putting diversity courses into the General Education Proposal, but after discussion believed it was too much given what was already in Gen Ed. The department felt diversity should be added to the other courses and be embedded in

the core. They suggested making “diversity” part of the measurable outcomes so it could be checked off as being done; it would be part of the course description and written outcomes. Some courses already have diversity in them, so this idea would just put diversity in all or many of the courses taught.

- The Behavioral and Social Sciences department will not endorse the proposal until outcome revisions are finalized. The BSS department expressed concerns about the inclusion of an added diversity requirement in the Gen Ed core, which they felt would add an additional, unnecessary requirement to the core. The department believed that diversity is already intrinsically embedded in numerous courses.

MCC declined to vote on the proposal, but the Gen Ed work group representative submitted the following suggestion: “...slightly alter the Framework 30 (removing CL and IL which can be done programmatically) which would allow FIRC to separate Arts and Humanities in the Framework 30 and allow Gen Ed to include Arts and Humanities in category 7.”

NCC declined to vote, but also explicitly indicated they would not support the proposed General Education core for reasons described in the appendix to this report.

In campus visits, the following feedback and concerns were shared:

- **Diversity Requirement:** All colleges expressed support for the idea of students having to meet a diversity requirement, but there was strong opposition expressed at some colleges that such a requirement should not be limited to a 21-credit general education core. Arguments against including this as part of the core: (1) general education courses are introductory level courses and many of the course that address diversity at a deep level are offered at the 200-level, thus making the courses that would best fulfill a diversity requirement unable to fulfill that requirement; (2) limiting the diversity requirement to 21 credit core will exclude program courses that might otherwise meet the definition of a diversity course; (3) limiting students to fulfill a diversity requirement within only 21 credits will unduly restrict their choices; (4) the social and behavioral science outcomes already include a diversity outcome; (5) the process by which courses will be designated as diversity courses needs to be spelled out; and (6) lessons learned from developing the framework 30 for TAP programs suggests that it is best to avoid embedded outcomes like this diversity requirement.
- **Number of Credits:** At some colleges that currently have a 27- or 30-credit general education requirement, concern was expressed that the proposed 21-credit core was not sufficiently rigorous. At the same time, appreciation was expressed by program coordinators at most of the colleges for keeping the core to 21 credits to allow for greater flexibility on the program side, especially for programs with external accreditation.
- **Arts & Humanities:** In response to feedback from earlier versions of the proposal, the Arts and Humanities were combined into a single category with a single set of outcomes. Concern was expressed programs would opt to have students take Humanities rather than Arts courses and all college students should take a course in the Arts. A proposed solution was to keep the category combined but create one set of outcomes for Arts (a revised version of the current TAP Aesthetic Dimensions category) and another for Humanities (currently missing from the TAP framework 30) such that this category would mimic other combined categories and whichever set of outcomes was not met initially could be met in the seventh open category.

- Shared governance concerns: As can be seen in the language of the resolutions, many colleges expressed concerns about a lack of shared governance in the development and approval of the proposal. The General Education Work Group comprised an elected representative from each college (11 faculty members and 1 staff member) along with 6 members elected (de-facto) from the SF ASA CC (1 staff member from GCC, 1 staff member from GCC on-loan full time to the system office, 1 faculty/administrator from NVCC, 2 faculty members working part-time at MCC and TRCC, respectively, and part time at the system office, one system office administrator with 25+ years as a faculty member). Thus, the work group feels that the concerns of a diverse group of faculty and staff voices was represented in its work. In addition, the work of the committee was shared with all governance bodies at the colleges on two separate occasions and the committee chair offered to host discussions at each college in both 2018 and 2020. The chair, along with other committee representatives, visited 11 of the 12 colleges for informal discussions in 2018 and 7 of the colleges in 2020. Feedback from college governance committees in response to the first general education proposal was incorporated into subsequent proposals. College autonomy is assured by following the TAP model for endorsement in which each college vets the proposal through their individual governance processes. Through these various means, all members of the college community had the opportunity to provide feedback on the proposed general education core.
- Vetting guidelines and vetting process: Some concern was expressed about the guideline that general education courses be vetted in a single category as a number of colleges currently allow courses to be vetted in multiple categories. Concern was also expressed that the vetting process is still not fully developed. The work group felt strongly that the vetting process should involve discipline experts but that the exact procedures were beyond the scope of the group's charge and needed to be informed by the work shared governance group.

Post Endorsement Process

The General Education Work Group discussed the results of the endorsement votes and the feedback received as well as whether it was appropriate to try to address the concerns above by either reaffirming or editing the proposal. Because of opposition to Students First, five members of the work group were recalled by their colleges and resigned from the committee. Three members were recalled by their colleges, but were willing to continue to serve if needed. An additional member resigned from the SF ASA CC and work group. The remaining work group members felt strongly that the proposal was created by a fully representative committee, with elected faculty and staff from each college, through a long, thoughtful, and iterative process informed by campus feedback. However, because committee members instrumental in developing this proposal were recalled by their colleges, any attempt to alter the proposal at this juncture would no longer meet that standard.

The group respectfully submitted the proposal along with the endorsement votes and feedback to the SF ASA CC for their consideration. The SF ASA CC modified the proposal by removing the requirement for a diversity course and voted to forward the revised proposal to the College Consolidation Implementation Committee, which voted to forward the proposal to the Board of Regents for action.

RECOMMENDATION

Having ensured that the governance process set out by the Students First Plan for the development and approval of curriculum for the singly accredited Connecticut community college was followed, the

College Consolidation Implementation Committee recommends that the Board of Regents approve the proposed 21-25 credit General Education Core for the single accredited Connecticut community college.

05/01/2020 – BOR Academic & Student Affairs Committee

05/14/2020 – Board of Regents

APPENDIX

Community College Resolutions regarding Students First**Asnuntuck Community College****Faculty Council Resolution Recalling Elected Representatives to Students First Plan Committees****February 7, 2020***Whereas*, Asnuntuck Community College faculty have participated in good-faith with the consolidation process;*Whereas*, the elected representatives and the Faculty Council have repeatedly called for prioritizing the development of a governance process for the proposed one college;*Whereas*, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;*Whereas*, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it*Resolved* that Faculty Council, the representative shared governance body of Asnuntuck Community College's faculty, is recalling its' elected representatives to the Students First workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it*Further Resolved* that the Faculty Council of Asnuntuck Community College will not act on any proposals generated by Students First Plan committees until there is a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

Vote: 14-2, 7 Feb 2020

5/3/2019 ACC's Faculty Council passed the following vote of no confidence:*"Resolved, that the Asnuntuck Community College Faculty Council, as the representative body for faculty at Asnuntuck Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."**The vote was by secret ballot without a public announcement of the tally***Capital Community College****Capital Community College Senate Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committee, the Shared Governance Workgroup, and the General Education Workgroup Effective Immediately - February 2020***Whereas*, Capital Community College (CCC) has a representative, meaningful, and participatory shared governance process in place that provides faculty and staff genuine opportunities to participate in decision-making and develop and manage the curricula for CCC as an independently accredited college;*Whereas*, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;*Whereas*, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas the _____ e _____ c _____ l _____ e _____

_____, _____ system office has _____ repeated _____ y _____ b _____ ock _____ d efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly **claimed** to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality objections to the process have been systematically ignored and opposition has been met with **threats of replacement**;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system **stand united in opposition** to the proposed consolidation of the community colleges and the strategies referred to by "Students First,";

Whereas, the **significant concerns identified by the CCC College Senate** at the introduction of the community college consolidation plan related to curriculum, shared governance and cost savings have only intensified, while being consistently misrepresented and met with derision by the system office; now therefore, be it

Resolved that the CCC College Senate, the representative shared governance body of Capital Community College, cannot currently support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the CCC College Senate is recalling all elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a legitimate and representative shared governance structure whereby faculty and staff can participate in decision-making and develop and manage the curricula for the proposed one college.

12-yes, 1-no, 0-abstentions, Feb 27 2020

Capital Community College Senate No Confidence Vote

5/9/2019 Senate vote: 11 in favor, one abstention. College survey: 91% in favor

As an institution, Capital Community College's most important asset is its individual and independent accreditation. It allows our faculty and staff to make local decisions that respond to the specific needs of our students and our community. The Students First Proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would take away our accreditation. This loss would remove our ability to act on behalf of our local constituents. The fact that decisions would be made at a distance by bureaucrats who neither understand nor have direct knowledge of the needs of our community and of our students is counter to who we are as a community college and why we exist.

Whereas in April 2017 the Board of Regents (BOR) for the Connecticut State Colleges and Universities (CSCU) System and its President, Mark Ojakian, launched the "Students First" Initiative, which attempts to consolidate the administrative infrastructure and academic programs of the 12 community colleges and consolidate "back office" functions for the 17 CSCU institutions with no understanding of how this might affect the colleges and universities ability to function and retain accreditation;

Whereas the hiring of three regional presidents was undertaken before consolidation has been officially approved, and the process was rushed without meaningful input from faculty and staff, and in a way that did not yield a diversity of candidates;

Whereas the number of women in leadership roles within the community colleges has decreased in recent years, which has led to low representation by women for a student population that is mostly women;

Whereas the planning process for "Students First" violates established principles of shared governance, despite repeated calls to create a more representative and deliberative process for managing the transition; _____ r _____

Whereas _____ e _____ the committees created as part of this plan do not provide adequate faculty representation and participation in academic decision-making;

Whereas the processes adopted for curriculum reform are rushed and unlikely to build academic excellence into programs,

but will instead result in programs that meet the "lowest common denominator", and which cannot respond effectively to ever changing regional needs;

Whereas we share all of the concerns raised in the initial NEASC (now NECHE) response dated April 25, 2018 when they did not endorse the initial Substantive Change application, and there is no guarantee that an updated application for accreditation will be approved;

Whereas over the last two years "Students First" has already failed to meet both budgetary expectations and planned timelines, and will continue to drain resources from the colleges to build a statewide bureaucratic structure not directly related to educating students;

Whereas the plan to build a single community college for Connecticut with 12 campuses endangers the ability of the twelve independent Colleges to fulfill their respective missions, while only putting the system office first; now, therefore, be it

Resolved, that the Capital Community College Senate, as the representative body for faculty and staff of Capital Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.

Gateway Community College

Gateway Community College Faculty Staff Council Resolution to Stand With Our Unions January 28, 2020

Whereas, Gateway Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Staff Council have repeatedly **called** for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly **blocked efforts** to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly **claimed** to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with **threats of replacement**;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years (a timeline that many workgroups have determined is not feasible), represents a significant drain on college resources, a strain on college committee priorities (eg., curriculum, governance, etc.), and a reduction in availability to current students; now therefore, be it

Resolved that Faculty Staff Council, the representative shared governance body of Gateway Community College commits to stand with our unions and to **Our Stand: Commitment to Our Students and To Our Twelve Community Colleges**. We support withdrawal from all Students First Plan committees and consolidation work, **participation in which has been noted as a choice by Mr. Ojakian and Dr. Gates** and to turn our time, energy, and attention to fulfilling the mission of Gateway Community College.

Gateway Community College Faculty Staff Council Resolution Recalling Elected Representatives to Students First Plan Committees January 28, 2020

Whereas, Gateway Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Staff Council have repeatedly **called** for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly **blocked efforts** to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas the system repeatedly claims to NECHE, the Legislature, and the media that over 400 faculty and

staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with **threats of replacement**; now therefore, be it

Resolved that Faculty Staff Council, the representative shared governance body of Gateway Community College, is recalling elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it

Further Resolved that the Gateway Community College Faculty Staff Council will not act on any proposals generated by Students First Plan committees until there is representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

GCC Faculty Staff Council Meeting on 9 May 2019: 48 yes, 1 no, 2 abstain

No Confidence Vote As an institution, Gateway Community College's most important asset is its individual and independent accreditation. It allows our faculty and staff to make local decisions that respond to the specific needs of our students and our community. The Students First Proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would eliminate our accreditation. This loss would remove our ability to act on behalf of our local constituents. The fact that decisions would be made at a distance by bureaucrats who neither understand nor have direct knowledge of the needs of our community and of our students is counter to who we are as a community college and why we exist.

Whereas in April 2017 the Board of Regents (BOR) for the Connecticut State Colleges and Universities (CSCU) System and its President, Mark Ojakian, launched the "Students First" Initiative, which attempts to consolidate the administrative infrastructure and academic programs of the 12 community colleges and consolidate "back office" functions for the 17 CSCU institutions with no understanding of how this might affect the colleges and universities ability to function and retain accreditation;

Whereas the hiring of three regional presidents was undertaken before consolidation has been officially approved, and the process was rushed without meaningful input from faculty and staff, and in a way that did not yield a diversity of candidates;

Whereas the number of women holding the office of president/CEO at the colleges has decreased drastically in recent years, which has led to very low representation by women for a student population that is mostly women;

Whereas the planning process for "Students First" violates established principles of shared governance, despite repeated calls to create a more representative and deliberative process for managing the transition;

Whereas the committees created as part of this plan do not provide adequate faculty representation and participation in academic decision-making;

Whereas the processes adopted for curriculum reform are rushed and unlikely to build academic excellence into programs, but will instead result in programs that meet the "lowest common denominator";

Whereas we share all of the concerns raised in the initial NEASC (now NECHE) response dated April 25, 2018 when they did not endorse the initial Substantive Change application, and there is no guarantee that an updated application for accreditation will be approved;

Whereas over the last two years "Students First" has already failed to meet both budgetary expectations and planned timelines, and will continue to drain resources from the colleges to build a statewide bureaucratic structure at the expense of student-facing services;

Whereas faculty, staff, management, and related expenses currently paid out of the community college operating accounts are being utilized by the BOR, not reflecting transparency in actual BOR expenditures and reporting;

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a plan to build a single community college for Connecticut with 12 campuses removes the community from the community colleges;

Whereas "Students First" risks plunging the community college system into years of uncertainty and chaos that will have negative impacts on students;

Whereas "Students First" endangers the ability of the twelve Community Colleges in Connecticut to fulfill their respective missions, while only putting the system office first; now, therefore, be it

Resolved, that Faculty/Staff Council, as the representative body for faculty and staff of Gateway Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.

Housatonic Community College

2/4/2020 RESOLUTION:

The HCC College Senate opposes the Students First Initiative because it does not support the needs of our unique, diverse student populations; therefore,

The HCC College Senate recommends that HCC faculty or staff members do not participate in any Students First committees or workgroups or any other initiatives, which our unions do not support.

HCC faculty or staff who do participate in Students First committees or workgroups or any other initiatives do so voluntarily and without the support of the HCC College Senate

"...be it Resolved, that the Housatonic Community College faculty and staff, vote No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system"

107 voted, 76% in favor of the no-confidence resolution by electronic vote over a period of one week, ending May 15th 2018. Votes reported May 16th

Manchester Community College

Manchester Community College Academic Senate Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committees, and the General Education Workgroup Effective Immediately Final Version: March 3, 2020

Note: This is a second revision of our resolution. The main difference in this updated version is that if we cannot support Students First until there is a governance structure, we can't pull personnel from the Shared Governance Workgroup which would create that structure. That structure could work in parallel to the current individual colleges or it could replace the individual structures.

Whereas, Manchester Community College (MCC) has a representative, meaningful, and participatory shared governance process in place that provides faculty and staff genuine opportunities to participate in decision-making and develop and manage the curricula for MCC as an independently accredited college;

Whereas, faculty, the Academic Senate, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media

Whereas the community college consolidation plan is a process that

that over 400 faculty and staff are working in a transparent and collaborative process while in reality objections to the process have been systematically ignored;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First";

Whereas, the system office has drawn away vital financial resources from campuses to hire regional presidents and other expensive administrative staff;

Whereas, the system office has increased its own budget by over 45% since 2017; justified its work by claiming to address a "fiscal crisis" but has added over \$16 million dollars to its own budget during the last four years, resources that should have gone to support students, advising, tutoring, and other teaching and learning activities on campus [System Office expenditure totals for the last four years:

2017: 30,330,990

2018: 34,312,167

2019: 39,500,000

2020: 46,690,000];

Whereas, the way this plan has been implemented has created divisiveness rather than a system of real shared governance, collegiality, and common purpose, which is one of the reasons why eleven college governing bodies voted "no confidence" in the "Students First" plan, President Mark Ojakian, and the Board of Regents for the CSCU system last spring;

Whereas, the state legislature itself has introduced bills to address these issues, including H.B.

No. 5114: *An Act Requiring Training for the Members of the Governing Boards of the Institutions of Higher Education in the State*; H.B. No. 5113: *An Act Requiring Legislative Approval for the Merger or Closing of Institutions Within the Connecticut State Colleges and Universities*; H.B. No. 5112: *An Act Concerning the Budget of the Connecticut State Colleges and Universities*; and *An Act Requiring Financial Transparency of the "Students First"/Consolidation Plan*;

Whereas, the significant concerns identified by faculty, staff, and governing bodies across the state at the introduction of the community college consolidation plan related to curriculum, shared governance and cost savings have only intensified, while being consistently misrepresented and largely disregarded by the system office; now therefore, be it

Resolved that the MCC Academic Senate, the representative shared governance body of Manchester Community College, cannot currently support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the MCC Academic Senate is recalling all elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) except those representatives on the Shared Governance Workgroup and will not elect new representatives until there is a legitimate and representative shared governance structure whereby faculty and staff can participate in decision-making and develop and manage the curricula for the proposed one college; now, therefore, be it

Further Resolved that we will continue work related to consolidation when 1. financial and human resources are redistributed back to colleges from the system office; 2. a shared governance structure is developed, proposed, reviewed, officially approved by each of the twelve community colleges, and implemented in parallel to (or replacing as a single college) the current 12 individual college shared governance structures.

5.2.19 MCC's Academic Senate passed the following vote of no confidence:

"Resolved, that the Manchester Community College Academic Senate, as the representative body for faculty and staff of Manchester Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."

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The vote total was: 58 “yes”; 11 “n ”; 7 abstentions.

Naugatuck Valley Community College

Curriculum and Educational Affairs Committee Resolution on SF General Education and Program Curricula Endorsement - February 6, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by “Students First,” and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that the Curriculum and Educational Affairs Committee (CEAC), a representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other “Students First” curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College’s Curriculum and Educational Affairs Committee (CEAC) urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

9 yea, 1 nay, 2 abstentions

Naugatuck Valley Community College General Education Assessment and Curriculum Committee Resolution on SF General Education and Program Curricula Endorsement - February 13, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that NVCC's General Education Assessment and Curriculum Committee (GEACC), a representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other "Students First" curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College's General Education Assessment and Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

Naugatuck Valley Community College Faculty Senate Resolution Recalling Faculty from Consolidation related Committees February 18, 2020

Whereas, Naugatuck Valley Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the systemwide Faculty Advisory Committee and many faculty on Students First related committees have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has [blocked](#) faculty led efforts to develop a curricular governance structure as required by NECHE standard 3.15 for the creation, modification, and assessment of the curricula for the proposed one college; now therefore, be it

Resolved that Faculty Senate, the representative shared governance body of Naugatuck Valley Community College, recalls NVCC faculty from Students First committees and Workgroups; now, therefore, be it

Further Resolved that NVCC Faculty Senate will elect new representatives for Students First committees and work groups when there is a charge creating a faculty led representative governance structure that, as mandated by NECHE 3.15, will create policies and procedures for developing, modifying, and assessing the curricula for the academic program of the proposed one college; now, therefore, be it

Further Resolved that Naugatuck Valley Community College Faculty Senate will consider and vote on proposals generated by Students First related committees when such a faculty led and duly elected representative governance structure for the one college is charged.

Naugatuck Valley Community College Faculty Senate Resolution on SF General Education and Program Curricula Endorsement - February 18, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

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Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that Faculty Senate, the representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other "Students First" curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College Faculty Senate urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

Naugatuck Valley Community College's Faculty Senate Vote of No Confidence May 14, 2019

Whereas, Naugatuck Valley Community College's most important asset is its individual and independent accreditation, allowing our faculty and staff to make local decisions and respond to the specific needs of our students and our community; and

Whereas, the Students First proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would jeopardize our accreditation and hinder our ability to act on behalf of our local constituents; and

Whereas, the proposal's centralized structure requires governance decisions to be made at a distance with a minimized role for local faculty voices, thereby undercutting our identity as a community college; and

Whereas, these concerns and objections have been made repeatedly to President Ojakian and the CSCU Board of Regents, most recently and emphatically through NVCC Faculty Senate's signature on a petition bearing more than 1,400 names from across the system and state; and

Whereas, these concerns and objections have been ignored by system leadership; therefore

Be it resolved, that the Faculty Senate of Naugatuck Valley Community College votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system; and the Board of Regents for the CSCU system.

Vote count: 1 yes, 1 no

Northwestern Connecticut Community College**Northwestern Connecticut Community College Professional Senate Resolution to Stand With Our Unions - 3/9/2020**

Whereas, Northwestern Connecticut Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives, faculty, and staff of Northwestern Connecticut Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years—a timeline that many workgroups have determined is not feasible—represents a drain on college financial resources, a burden on faculty and staff, and a reduction in the ability of said faculty and staff to assist current students and to carry out the mission of Northwestern Connecticut Community College.

Resolve that we, the Professional Senate, the representative shared governance body of Northwestern Connecticut Community College, have no confidence in the Consolidation process thus far and commit to stand with our union. We support the rights of Northwestern Connecticut Community College faculty and staff to participate in, oppose, or withdraw from Students First Plan committees and work groups, as they see fit in alignment with their service to our students and community which is our first priority. Participation has been noted as a choice by Mr. Ojakian, and we urge faculty and staff to devote their time, attention, and efforts to fulfilling the mission of Northwestern Connecticut Community College. Resolution passed with 38 in favor, 6 against and 6 abstentions Recorded on 3/9/2020

Norwalk Community College**NCC Resolution in Support of our Unions and Non-Participation in the Students First Academic & Student Affairs Consolidation Committee, the Shared Governance Workgroup, and the General Education Workgroup Effective Immediately**

Whereas the unions representing university and community college faculty and staff have endorsed collective action in response to the Board of Regents' ("BOR") "Students First" and "Consolidation" initiatives;

Whereas the call to collective action is being taken only after concerns expressed by faculty and staff, particularly regarding the creation of a shared governance structure to oversee curricular and other matters, have been repeatedly and uniformly ignored over the last two years;

Whereas Norwalk Community College believes our continued inclusion on the above-named committees would serve only to inaccurately confirm our tacit agreement with the "Student's First" agenda;

Whereas there is ample and irrefutable evidence that the "Student's First Consolidation" initiatives are not only failing to improve, but are harming, the quality of public higher education as well as harming the state's fiscal posture;

Whereas we believe that we can more productively utilize our time and effort in supporting initiatives at our college that will improve the learning experience for our students while at the same time supporting the needs of our unique student population and the community we serve; and

a the BOR has repeatedly misrepresented to NECHE, to the legislature, and to the media the large number of faculty and staff voluntarily and collaboratively working on “Student’s First” Consolidation committees and task forces, while the work has been anything but collaborative as concerns and questions voiced by faculty and staff have been ignored or met with threats of replacement now, therefore, be it

Resolved, that the Norwalk Community College Senate, as the shared governance body of Norwalk Community College that elected representatives to the Students First Academic & Student Affairs Consolidation Committee (SFASACC), the Shared Governance Workgroup, and the General Education Workgroup, *stands with our unions to renew our commitment to our current students and our twelve community colleges*. As such we withdraw our representation in, and will cease our participation in, all of these and related committees.

Approved by the Norwalk Community College senate at its January 29, 2020 meeting with a unanimous vote of 22-0. NCC Senate Resolution on SF General Education, February 26, 2020

Whereas Norwalk Community College has a governance process in place to develop and manage the curricula for NCC as an independently accredited college;

Whereas the proposed one college curricula are not curricula for Norwalk Community College but for a new institution that does not yet exist and has yet to be named or defined;

Whereas the proposed one college does not have a governance structure in place to develop and/or manage its own curricula as affirmed in NECHE standards: 3.13, 3.14, and 3.15;

Whereas the proposed General Education core does not provide our students with the knowledge to become successful employees or informed global citizens as affirmed in the NCC Mission statement as well as in NECHE standards 4.13, 4.14, 4.15, 4.16, and 4.17 and would therefore not be confirmed even if the structure was in place to vote;

Whereas the proposed General Education Core complicates the ability of students to change majors since only 6-7 credits of the core will be the same across majors if programs can tailor General Education core courses to their own perceived needs. This opens up the possibility that if a student changes her/his major s/he may have to take different courses to fulfill the General Education core requirements in the new major as well as courses within the major itself. Students may not only lose credits for courses they took in their current major, but they could also lose credits in the General Education core when changing majors;

Whereas the documentation defining what an “endorsement” vote means, who the arbiters of interpreting votes and accompanying rationales would be, and defined parameters on how the votes and accompanying rationales would be interpreted is either non-existent or arcane;

Whereas the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas the proposed General Education core is only one example of the unwillingness of the system office and the Board of Regents to work collaboratively, in a meaningful and constructive manner, with faculty and staff, to carefully weigh *both sides* of all aspects, all ramifications, and all intended and unintended consequences of the consolidation of the twelve community colleges into one college for the students and the communities these colleges serve; and

Whereas the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF-AFSCME and AFSCME Local 2480) that represent the Connecticut State Colleges and Universities (CSCU) system faculty and professional staff stand united in opposition to the proposed consolidation of the community colleges and the proposal referred to as “Students First,” and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

***Resolved*, that the Norwalk Community College Senate, the shared governance body of Norwalk Community College, will not support the voting process for the proposed General Education core, and will not, for the above reasons, support the proposed General Education core as it has been presented.**

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In accordance with the NCC governance process, this resolution has already been passed by the NCC Curriculum Committee and the NCC General Education Committee. Approved by the Norwalk Community College senate at its February 26, 2020 meeting with a unanimous vote of 25-0.

Resolved, that the Norwalk Community College Senate, as the representative body for faculty and staff of Norwalk Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSU system, and the Board of Regents for the CSU system.
Vote on 20 May 2019. 28 in favor and 2 against.

Quinebaug Valley Community College

Reported on 15 May 2019: with a full quorum, the Academic Senate voted 22 in favor of the No Confidence resolution, with 10 opposed

Resolved, that the QVCC Academic Senate, as the representative body for faculty and staff of the academic division of Quinebaug Valley Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSU system, and the Board of Regents for the CSU system

Three Rivers Community College

Three Rivers Community College Faculty Senate Resolution Recalling Elected Representatives to Students First Plan Committees - January 31, 2020

Whereas, Three Rivers Community College faculty have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Senate have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Faculty Senate, a segment of the representative shared governance body of Three Rivers Community College, is recalling elected representatives to the Students First Workgroups and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

Approved by a vote of thirty-two to two

Three Rivers Community College Congress

**Three Rivers Community College Curriculum Committee Resolution on Students First Plan General Education
9 March 2020**

Whereas, Three Rivers Community College has a governance process in place to develop and manage the curriculum for Three Rivers as an independently accredited college;

Whereas, the proposed one college curriculum is not a curriculum for Three Rivers Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Three Rivers Community College do not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the process currently outlined for curriculum approval is vague and inadequate;

Whereas

a, the proposed one college should have a governance structure in place in order to develop and manage its own curriculum as an independently accredited college would;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curriculum currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council, and other bodies, have repeatedly been unable to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as, "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it Resolved that Three Rivers Curriculum Committee, the component of shared governance body of Three Rivers Community College that oversees general education, cannot support the endorsement voting process for the proposed General Education or any other Students First Plan curricula; now, therefore, be it

Further Resolved that the Three Rivers Community College Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college

**Resolution on Students First Plan General Education
11 March 2020**

Whereas, Three Rivers Community College has a governance process in place to develop and manage the curriculum for Three Rivers as an independently accredited college;

Whereas, the proposed one college curriculum is not a curriculum for Three Rivers Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Three Rivers Community College do not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the process currently outlined for curriculum approval is vague and inadequate;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curriculum as an independently accredited college would;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curriculum currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council, and other bodies, have repeatedly been unable to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as, "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore;

Whereas, the Three Rivers Curriculum Committee, the component of shared governance body of Three Rivers Community College that oversees general education, adopted a formal resolution that it cannot support the endorsement voting process for the proposed General Education or any other Students First Plan curricula; and, that the Three Rivers Community College Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college;

Whereas

Now therefore, be it RESOLVED, that the Three Rivers College Congress endorses and adopts the action of the Curriculum Committee for all of the reasons set forth above.

Tunxis Community College

Tunxis Community College Professional Staff Organization Resolution to Stand With Our Unions

Whereas, Tunxis Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives, faculty, and staff of Tunxis Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years—a timeline that many workgroups have determined is not feasible—represents a drain on college financial resources, a burden on faculty and staff, and a reduction in the ability of said faculty and staff to assist current students and to carry out the mission of Tunxis Community College; now therefore, be it

Resolved that the Professional Staff Organization, the representative shared governance body of Tunxis Community College, commits to stand with our unions and to support *Our Stand: Commitment to Our Students and to Our Twelve Community Colleges*. We support withdrawal from all Students First Plan committees and work groups, participation in which has been noted as a choice by Mr. Ojakian, and urge faculty and staff to devote their time, attention, and efforts to fulfilling the mission of Tunxis Community College.

Passed Feb 14th, 2020. 14-yes, 6-no, 1-abstain

Tunxis Community College Professional Staff Organization Resolution on Students First Plan General Education

Whereas, Tunxis Community College has a governance process in place to develop and manage the curricula for Tunxis as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Tunxis Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Tunxis Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

a , faculty, the Faculty Advisory Council, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as Students First and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that the Professional Staff Organization, the representative shared governance body of Tunxis Community College, cannot support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the Tunxis Community College Professional Staff Organization urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

20 02 2020 37-yea, 1-nay, 3 abstentions

Tunxis Community College Professional Staff Organization Resolution Recalling Elected Representatives to Students First Plan Committees and Work Groups

Whereas, Tunxis Community College faculty and staff have participated in the consolidation process in good faith;

Whereas, elected representatives, faculty, and staff from Tunxis Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Professional Staff Organization, the representative shared governance body of Tunxis Community College, is recalling elected representatives to all Students First plan committees and work groups and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it

Further resolved that the Tunxis Community College Professional Staff Organization, including all committees of that organization, will not act on any proposals generated by Students First committees and work groups until there is representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college. Passed Feb 14th, 2020. 14-yes, 6-no, 1-abstain

Resolved, that the TXCC Professional Staff Organization, as the representative body for the faculty and staff of Tunxis Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.

May 16, 2019, Yea 48, Nay 2, Abstentions 4

Faculty Advisory Council Community College

Faculty Advisory Committee (FAC), the statutorily representative system-wide body of the Connecticut State College and University Faculty, fully supports college governance bodies' resolutions recalling all faculty and staff from Students' First committees and work groups and encourages all college governance bodies to hold votes on such resolutions.

Passed 28 Feb 2020

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Faculty Advisory Committee (FAC), the statutorily representative system-wide body of the Connecticut State College and University Faculty, fully supports college governance bodies' resolutions to reject the Students' First curriculum endorsement process as an illegitimate substitute for shared governance and encourages all college governance bodies to hold votes on such resolutions.

Passed 28 Feb 2020



A Joint Statement from AFT & the 4Cs about Compensation for Work on Students First Committees

The 4Cs and AFT received a communication on April 28 from Human Resources that the System Office would like to provide honorarium to faculty to solicit their participation in Students First committees.

We told the System Office via our attorney that creating a new compensation scheme was a mandatory subject of bargaining and to do so unilaterally would be considered a prohibited practice pursuant to the State Employee Relations Act. The System Office requested to bargain, however, we informed the System Office that we are not interested in bargaining on additional compensation for Students First Consolidation work. We informed the System Office that any compensation must comport with our respective collective bargaining agreements. Any attempt by the System Office to negotiate contracts directly with faculty that violate our existing CBAs is a violation of our contract. If the System Office pursues this course of action, we will immediately file a complaint with the CT Department of Labor. We stress to all members – do not engage with the System Office in their blatant attempt to violate our contract.

We are in the middle of a pandemic. Our hardworking professional staff colleagues were asked to perform a Herculean effort to be able to transition their work to telework. Faculty were given only their spring break week to pivot their courses and teach online. We made it work. In the likely event that online instruction remains a major component of courses, faculty need to focus on training and course modification to provide the best quality instruction to our students.

Our current students and their continued success must be our top priority. It is clear that our members and the System Office have very different ideas about what our priorities should be as we and our students face an uncertain future because of this pandemic. All of our resources should be directed at making sure those students attending our colleges right now are truly first. We encourage faculty to focus their additional responsibilities on distance learning, tutoring, and the myriad of activities that directly support our current students now. Meanwhile, the System is prioritizing a future college – at the expense of our current students.

As a reminder, our unions' positions on Additional Responsibilities have not changed. We strongly urge our members to use their Additional Responsibilities for the activities that directly support students and not support Students First Consolidation work. We advise all members to not succumb to additional compensation that does not comport with our CBA for activities that take us further from supporting our students.

Maureen M. Chalmers
Congress of CT Community Colleges

Dennis J. Bogusky
AFT, F.T.C.T. 1942

The 4Cs
907 Wethersfield Ave.
Hartford, CT 06114
United States



Board of Regents

Agenda & Notice of Special Meeting *

Finance & Infrastructure Committee

Board of Regents for Higher Education

Friday, May 1, 2020 @10:00 a.m.

CONDUCTED VIA WEBEX REMOTE PARTICIPATION

audio only (no video)

Call-in toll-free number 1-877-668-4493

Meeting number/access code: 195 375 727**

- 1. Declaration of Quorum**
- 2. Approval of Joint Minutes for Finance & Infrastructure Committee and Human Resources & Administration Committee from the March 11, 2020 Meeting**
- 3. Information Item**
 - a) Fiscal Impacts of Corona Virus Pandemic**
- 4. Adjourn**

* - Technical issues necessitated rescheduling the 4/29/20 Regular Meeting of the Finance & Infrastructure

Committee to 10 am, Friday, May 5, 2020.

****** - After entering the meeting number/access code above, you should **not** be prompted to enter another code or password. Should that occur, however, use 8h4GAK8DY85

**BOARD OF REGENTS FOR HIGHER EDUCATION
JOINT MEETING OF FINANCE & INFRASTRUCTURE
COMMITTEE
HUMAN RESOURCES & ADMINISTRATION COMMITTEE
Wednesday, March 11, 2020 @10:30 a.m.
Regents Boardroom System Office, 61 Woodland Street, Hartford, CT 06105**

COMMITTEE MEMBERS PARTICIPATING

Richard J. Balducci, Chair – Finance & Infrastructure
Naomi Cohen, Chair – Human Resources & Administration (via teleconference)
Felice Gray-Kemp (via teleconference)
David R. Jimenez (via teleconference)
JoAnn Ryan (via teleconference)

CSCU STAFF PARTICIPATING

Ben Barnes, Chief Financial Officer
Andrew Kripp, Vice President of Human Resources
Keith Epstein, Vice President of Facilities, Real Estate & Infrastructure Planning
Joe Tolisano, Chief Information Officer
Greg DeSantis, Executive Director of CSCU Student Success Center & Academic Initiatives

CALL TO ORDER

With a quorum present, Chairman Balducci called the meeting to order at 10:32 a.m.

APPROVAL OF JANUARY 29, 2020 MINUTES FROM THE FINANCE COMMITTEE MEETING AND JANUARY 23, 2020 MINUTES FROM THE HUMAN RESOURCES & ADMINISTRATION MEETING

Regent Jimenez moved, seconded by Regent Ryan, the minutes of the January 29, 2020 Finance Committee meeting were unanimously approved as submitted.

Regent Balducci moved, seconded by Regent Jimenez, the minutes of the January 23, 2020 Human Resources and Administration Committee meeting were unanimously approved as submitted.

Information Items

- **CSCU 2020 Semi-annual Report**

VP Epstein provided a status report and progress on numerous projects that are being performed under CSCU 2020 at the universities. The bulk of the \$4 million awarded to the State universities will be spent by end of summer 2020. Since the inception of the CSCU 2020 program, an estimated \$850 million has been spent on campus projects and renovations.

- **Guided Pathways Implementation**

CFO Barnes provided a fiscal summary and outline for the implementation of a Holistic Case Management Advising policy at the CSCU Community Colleges that will be rolled out over a three-year period. The program is designed to provide an advisor and support staff to all degree and certificate seeking students to ensure they stay on track to completion. The policy is one of the primary pillars of Guided Pathways to improve completion rates and close the achievement gap. The estimated cost is \$3 million in the first year of the program. Funding for implementation of this advisement program at three community colleges this fall, with additional colleges coming on-line over the two following years. A full-scale implementation at the 12 colleges could produce an additional \$20 million or more and increase full-time equivalent enrollment by 20%. Conservative assumptions predict that Guided Pathways will pay for itself over time.

- **Students First Update – Shared Services**

The Students First Plan supports institutional resources through cost effective ways that improves the quality of services. The plan consolidates administrative functions of the separate accredited institutions allowing for uniform procedures and creating significant and recurring savings and revenue enhancement. Greg DeSantis commented that based on feedback received, the plan language was modified.

Administrative functions are planned for the restructuring in three main areas: Human Resources, the Office of Information Technology and Finance and Administration shared services. Outlines of the plan were reviewed by Vice President Kripp, CIO Tolisano and CFO Barnes. Combined administrative functions includes creating a HR Centers of Excellence, a centralized IT office, reduction of facilities staffing to industry standards, centralized management of capital projects and expanding system support for day-to-day financial operations. The colleges' budgets that are not converting to shared services will remain at the college level.

Action Item

- **Property Conveyance Between Gateway CC, North Haven Campus and the Area Cooperative Educational Services (ACES)**

VP Epstein reported on the property conveyance between Gateway CC, North Haven campus and the Area Cooperative Educational Services (ACES). As a cost savings measure the CSCU and ACES is seeking to obtain legislation for a conveyance bill to transfer ownership of GCC's North Haven campus from the care of the Board of Regents for Higher Education to ACES. The

college relocated its academic programs except the Automotive Technology program from the North Haven campus to the new Church Street location in 2012. The change of ownership requires legislation. As part of the conveyance, a long-term leaseback for GCC's Automotive Technology program will be sought and subject to BOR's approval prior to finalizing conveyance approval.

It was unanimously voted to approve the Property Conveyance Between Gateway CC, North Haven Campus and the Area Cooperative Educational Services (ACES) on the motion of Regent Jimenez, seconded by Regent Gray-Kemp.

Adjournment

There being no further business, on motion of Regent Cohen, seconded by Regent Jimenez, the meeting adjourned at 11:35 a.m.

ITEM Fiscal Impacts of Corona Virus Pandemic

Overview

The ongoing pandemic has wide-ranging impacts on the operation of CSCU that will continue and change over the coming months. While there remains massive uncertainty regarding our longer-term outlook, some of the near-term impacts are becoming better understood. In particular, this item provided information on the following:

- CARES Act student and institutional funding
- Corona Virus-related expenditures as reported by campus
- State Budget outlook

In addition, several fee reductions related to operations under the pandemic have been made by the universities under the terms of the February 6 Tuition and Fee Resolution. This report provides notice to the committee of those changes, as required under that resolution.

CARES Act Funding

The federal CARES Act provides funding for higher education as part of the Higher Education Emergency Relief Fund (HEERF). In total, CSCU institutions will receive \$54.6 million, of which half must be dedicated to emergency student financial assistance. The formula amounts for each institution are shown in the table below.

For the student funding, which has already been made available for drawdown by institutions, the Colleges and Universities have developed similar methodologies for distributing assistance, based on guidance provided by the US Department of Education (USDOE).

In each case, the late disclosure last week that the USDOE will require that the student-based funding be limited to FAFSA-eligible students has forced CSCU to adapt our intended payment methodologies, which would have included non-FAFSA filers also. President Ojakian has written to Secretary DeVos to express CSCU's desire to provide assistance to the nearly 30,000 non-FAFSA filers, and to ask that the

USDOE revise its guidance in alignment with the flexibility provided by Congress with respect to these funds. In order to get funding quickly into the hands of as many needy students as possible, both the colleges and universities will fund the FAFSA-filers right away, and will hold back funding to cover the non-filers while we see if our advocacy efforts bear fruit.

For the colleges, funding will be made available to each student enrolled in for-credit classes this spring, including those who have withdrawn post-census. Only students who are on CSCU employee or dependent waivers will be excluded, along with high school partnership and second-chance Pell students. Each student will get the same grant of approximately \$350, depending on the college.

The Universities will make payments to students based on the number of credits enrolled for the spring, with a higher grant paid to students who receive Pell grants. Again, only the grants for FAFSA-filers will be paid now, and the remaining students will be paid in a few weeks if the USDOE changes its guidance.

The remaining “institutional” portion of the CARES Act grants will be used by the universities to partially reimburse the room and board refunds that were paid to students in when the campuses closed. This will cover slightly more than half the cost of those refunds. The use of the colleges’ institutional allotment is not yet determined, as we continue to track eligible expenses and develop the FY21 spending plan.

CARES Act Allocations

College Name	Total Allocation	Minimum Allocation to be Awarded for Emergency Financial Aid Grants to Students	Spring 2020 Headcount	FAFSA Eligible	NOT FAFSA Eligible	% Ineligible
Asnuntuck	\$ 1,215,438	\$ 607,719	1,610	909	701	44%
Capital	\$ 2,032,022	\$ 1,016,011	2,874	1,855	1,019	35%
Gateway	\$ 4,296,723	\$ 2,148,362	6,150	3,502	2,648	43%
Housatonic	\$ 3,450,869	\$ 1,725,435	4,183	2,587	1,596	38%
Manchester	\$ 3,235,201	\$ 1,617,601	4,973	2,334	2,639	53%
Middlesex	\$ 1,323,379	\$ 661,690	2,173	987	1,186	55%
Naugatuck	\$ 3,819,528	\$ 1,909,764	5,389	2,764	2,625	49%
Northwestern	\$ 602,265	\$ 301,133	1,334	548	786	59%
Norwalk	\$ 3,189,661	\$ 1,594,831	4,751	2,211	2,540	53%
Quinebaug	\$ 889,048	\$ 444,524	1,210	630	580	48%
Three Rivers	\$ 2,253,229	\$ 1,126,615	3,342	1,873	1,469	44%
Tunxis	\$ 2,185,505	\$ 1,092,753	3,419	1,899	1,520	44%
CC Total	\$ 28,492,868	\$ 14,246,438	41,408	22,099	19,309	47%
Central	\$ 9,009,014	\$ 4,504,507	9,902	5,267	4,635	47%
Eastern	\$ 4,433,725	\$ 2,216,863	4,267	3,241	1,026	24%
Southern	\$ 8,390,168	\$ 4,195,084	9,212	6,773	2,439	26%
Western	\$ 4,256,393	\$ 2,128,197	5,266	3,433	1,833	35%
CSU Total	\$ 26,089,300	\$ 13,044,651	28,647	18,714	9,933	35%
CSCU Total	\$ 54,582,168	\$ 27,291,089	70,055	40,813	29,242	42%

Corona Virus Expenditures

Campuses have been closely tracking expenses related to the pandemic. The accounting of expenses through 4/7 is shown below. These expenses have been reported to OPM and it is anticipated that certain categories will be reimbursed out of emergency response funding provided to the State. The significant expenses paid by the Universities to clear out facilities for use as surge hospitals and first responder accommodations is expected to be fully covered by the state at a minimum. We will continue to track these expenses and work to ensure maximum reimbursement.

CSCU Projected Expenses				
COVID 19 Est. cost of Student Refunds, Expenses and Donated Items (as of 4/7/2020)				
<u>Colleges:</u>	Expenditures	Spring 2020 Semester Student Refunds	Donated Items	Total
Asnuntuck	\$ 2,391	\$ 62,858	\$ 1,518	\$ 66,767
Capital	13,672	615,440	5,728	634,840
	20,993			
Gateway	37,107	36,968	4,320	62,281
Housatonic	468	41,473	1,495	80,075
	2,024			
Manchester	3,961	147,452	-	147,452
	29,217			
Middlesex	21,877	44,683	2,703	47,854
	81			
Naugatuck Valley	12,867	7,490	38,360	47,874
	240,931			
Northwestern		29,208	6,400	39,569
	<hr/>			
Total CCC	\$ 385,590	\$		
Norwalk		8,978	85,668	123,863
	57,488			
Quinebaug		22,919	1,216	46,012
Three Rivers	2,551,396	25,882	5,214	31,178
	374,887			
Tunxis	1,372,278	-	1,770	14,637
	720,092			
System Office		-	-	240,931
	<hr/>			
Total CCC	\$ 5,018,652	\$ 1,043,351	\$ 154,393	\$ 1,583,334
<u>Charter Oak State College</u>		\$ 447,858	\$ 290	\$ 505,636
<u>State Universities</u>				
CCSU		6,957,692	11,186	9,520,274
ECSU		6,648,974	-	7,023,861
SCSU		6,818,543	-	8,190,821
WCSU		3,704,562	2,925	4,427,579

Total CSU		\$ 24,129,771	\$ 14,111	\$ 29,162,534
Grand Total CCC	\$ 5,461,730	\$ 25,620,980	\$ 168,794	\$ 31,251,504

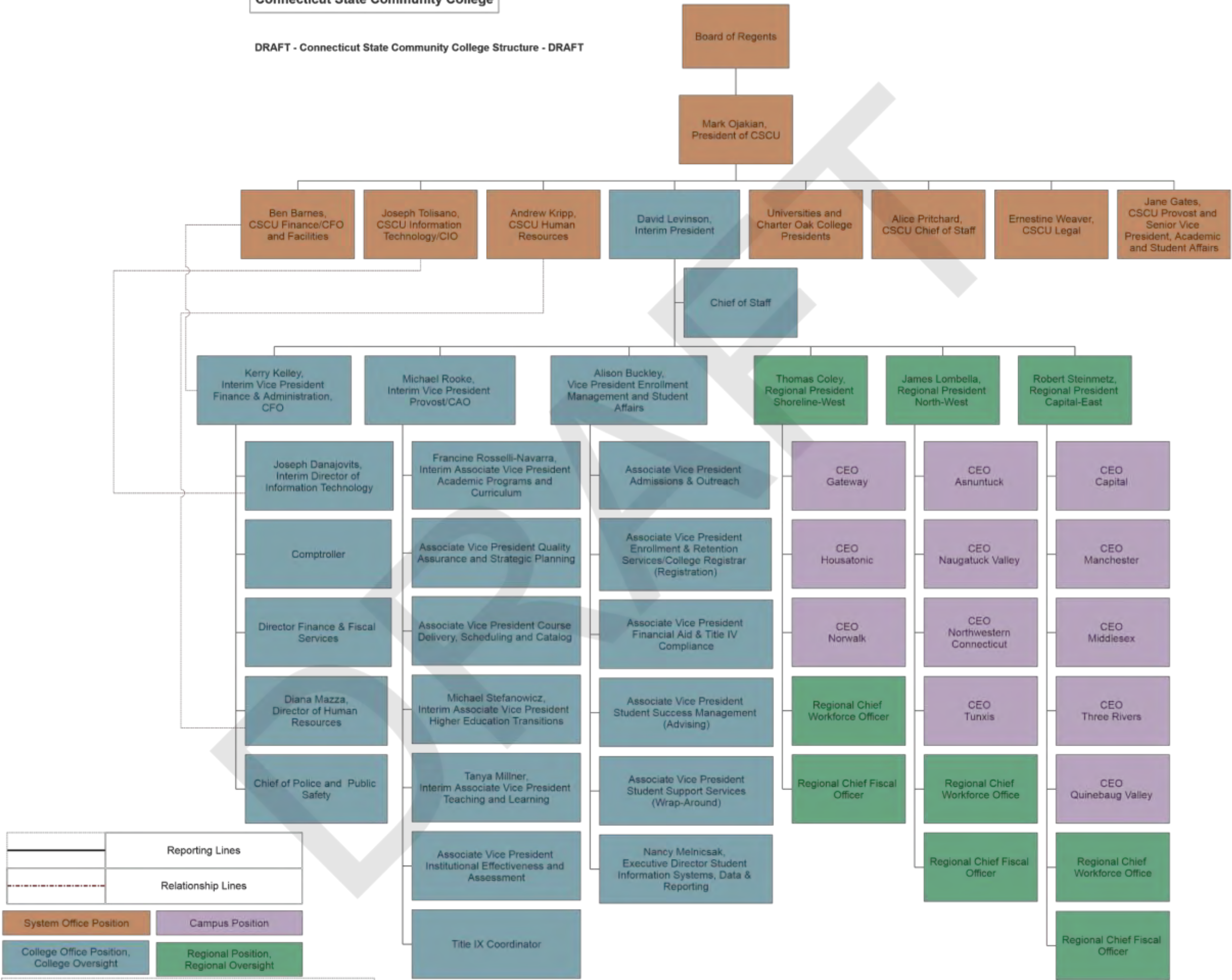
State Budget Outlook

The state legislature has indicated that they will not return to active session before the required adjournment date next week. As a result, it is highly likely that our funding levels next year will reflect the second year of the adopted biennial budget. These funding levels are shown below. As you can see, the only difference between the Governor's proposed and the pre-existing enacted budget are the inclusion of funding for PACT and for Guided Pathways. In both of these cases we will continue to see if we can identify funding, including during any special session called by the legislature to address outstanding issues.

	FY20	FY21	FY21
Allotment:	Actual Received	Governor's recommendation	Enacted
GF State Appropriation CSUs	145,330,562	153,315,495	153,315,495
GF Fringe Benefits paid by State CSUs	134,481,635	147,182,875	147,182,875
CSU Total	279,812,197	300,498,370	300,498,370
GF State Appropriation CCs	140,733,737	149,218,817	149,218,817
GF Fringe Benefits paid by State CCs	123,820,820	125,314,619	125,314,619
Developmental Services & Transitional Adult Education	7,327,566	8,912,702	8,912,702
Outcomes Based Funding Incentive	1,196,017	1,202,027	1,202,027
Operating Fund Fringe Benefits paid by State	24,400,000	36,550,000	36,550,000
Debt Free Community College		2,450,842	

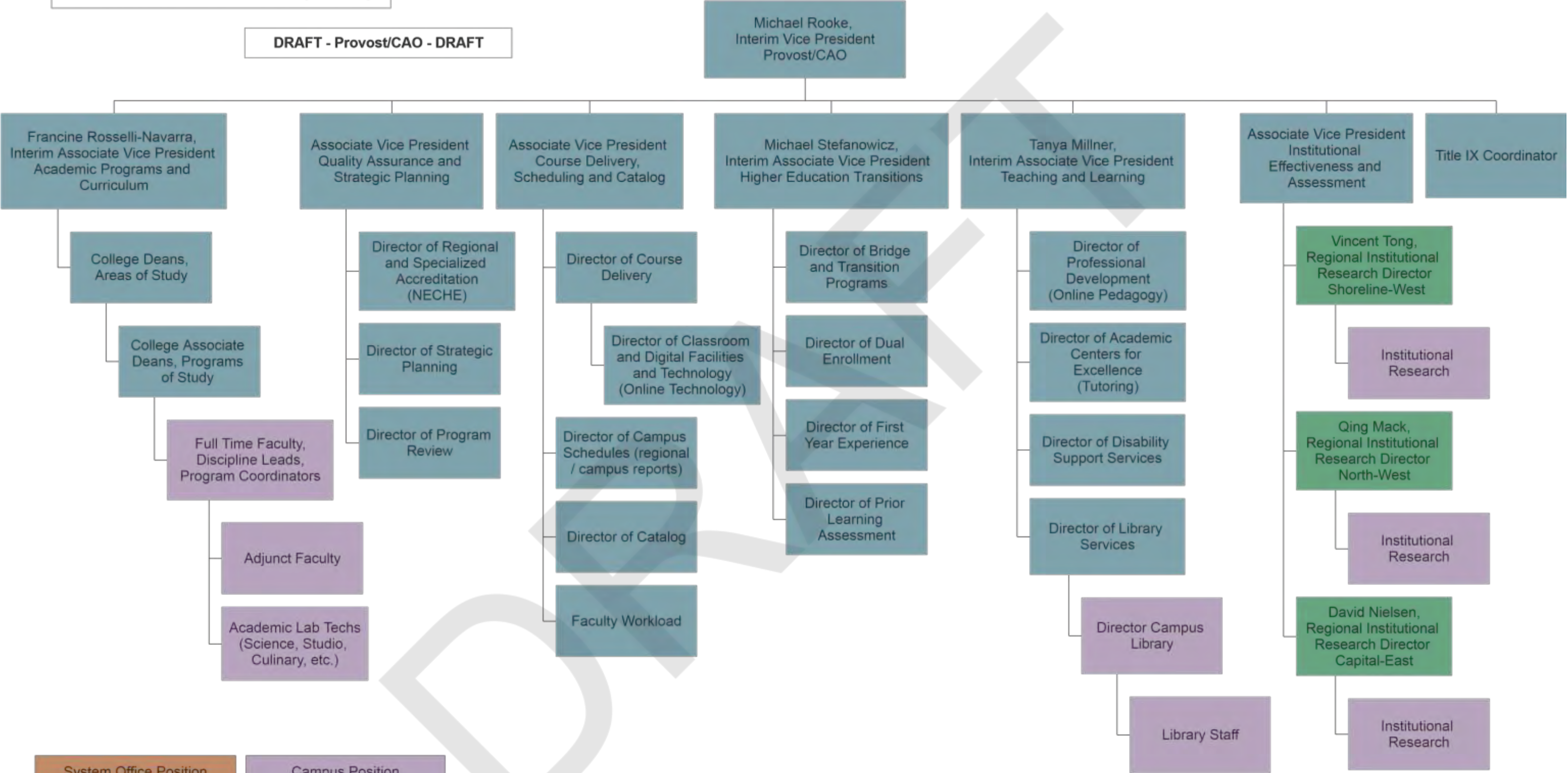
Funding for Net Cost of Guided Pathways		2,130,284	
CC Total	\$297,478,140	\$325,779,291	\$321,198,165
Grand Total	\$577,290,337	\$626,277,661	\$621,696,535

DRAFT - Connecticut State Community College Structure - DRAFT



*Note that administrative support and other classified staff are not represented in this draft but will be included across the final college structure.

DRAFT - Provost/CAO - DRAFT



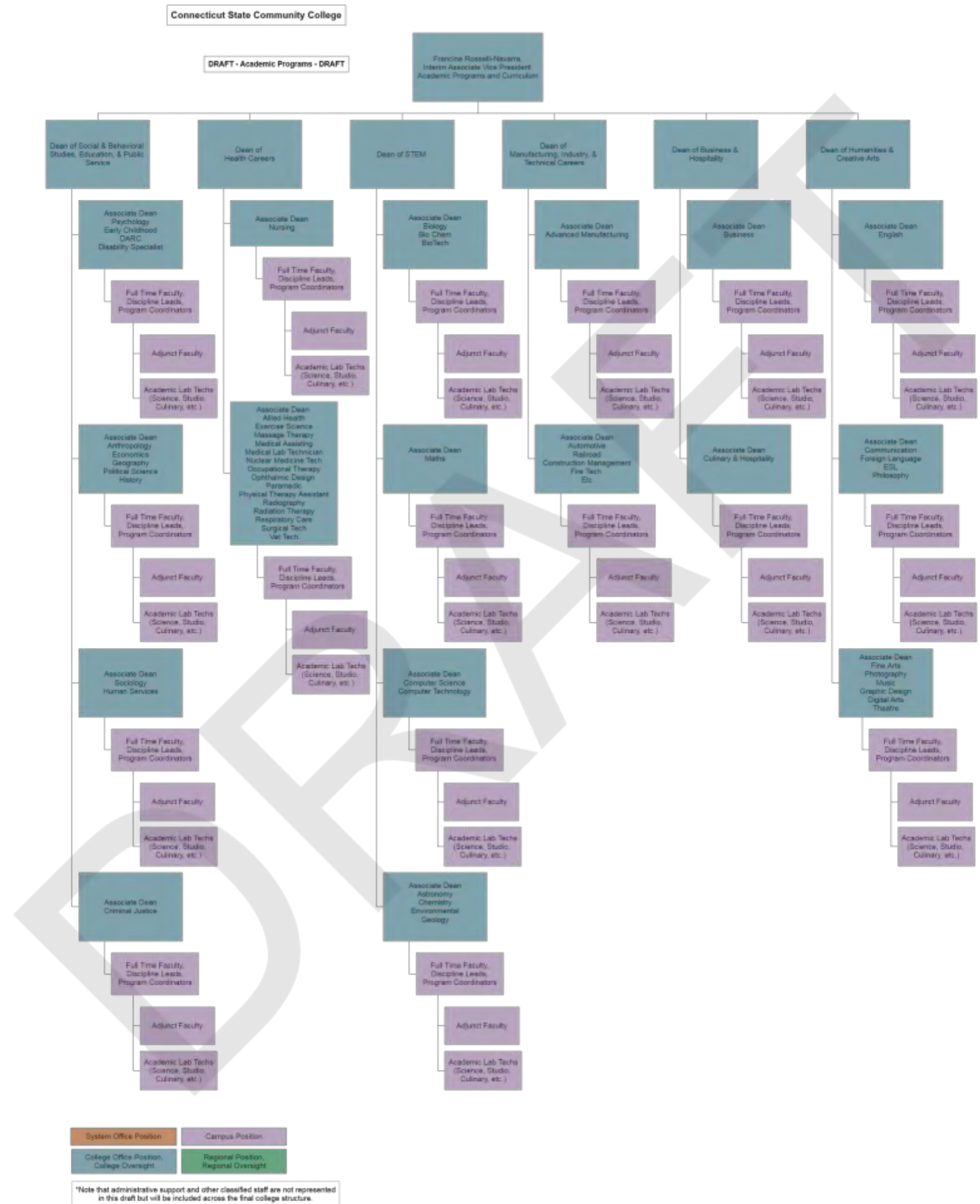
System Office Position

Campus Position

College Office Position, College Oversight

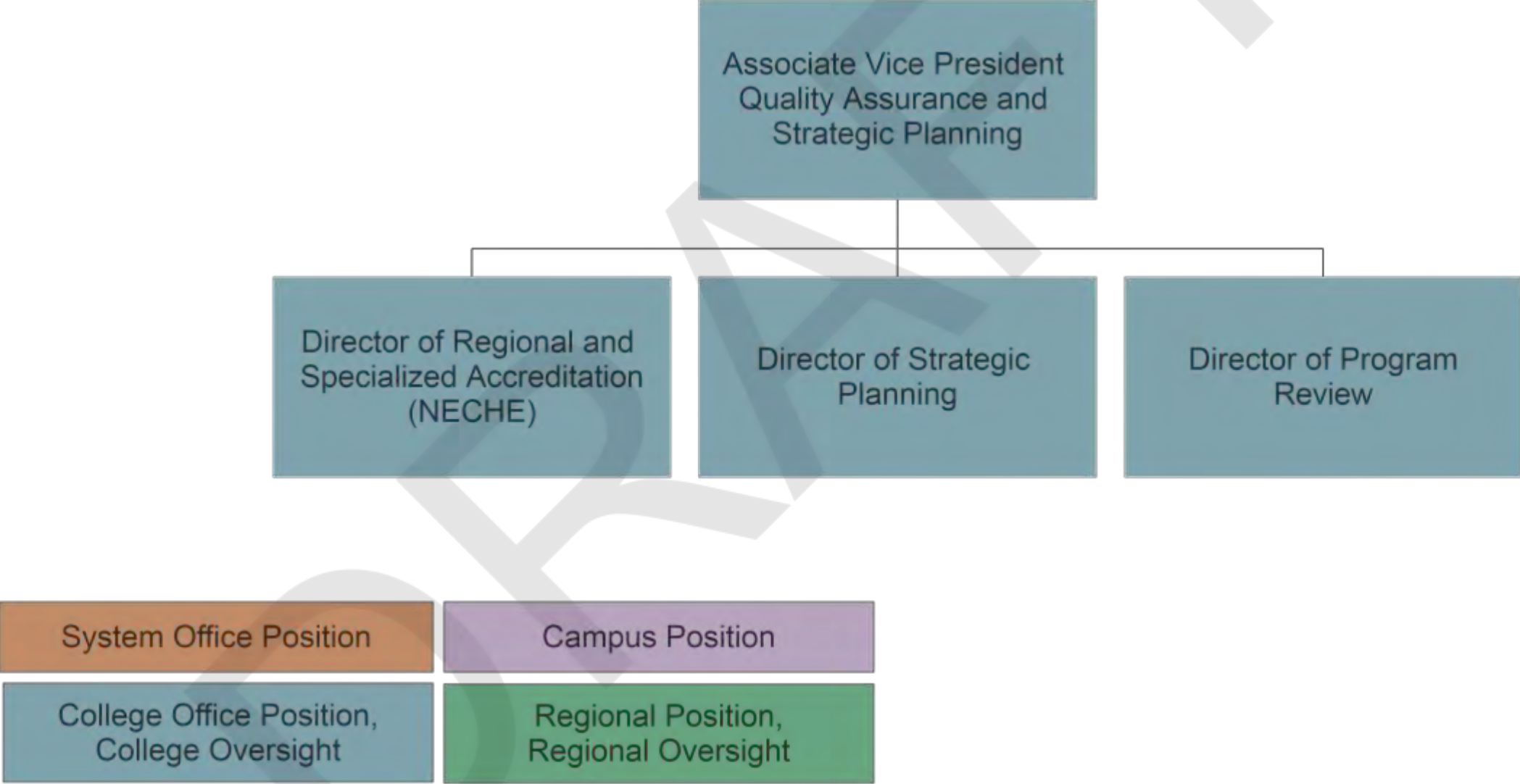
Regional Position, Regional Oversight

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Connecticut State Community College

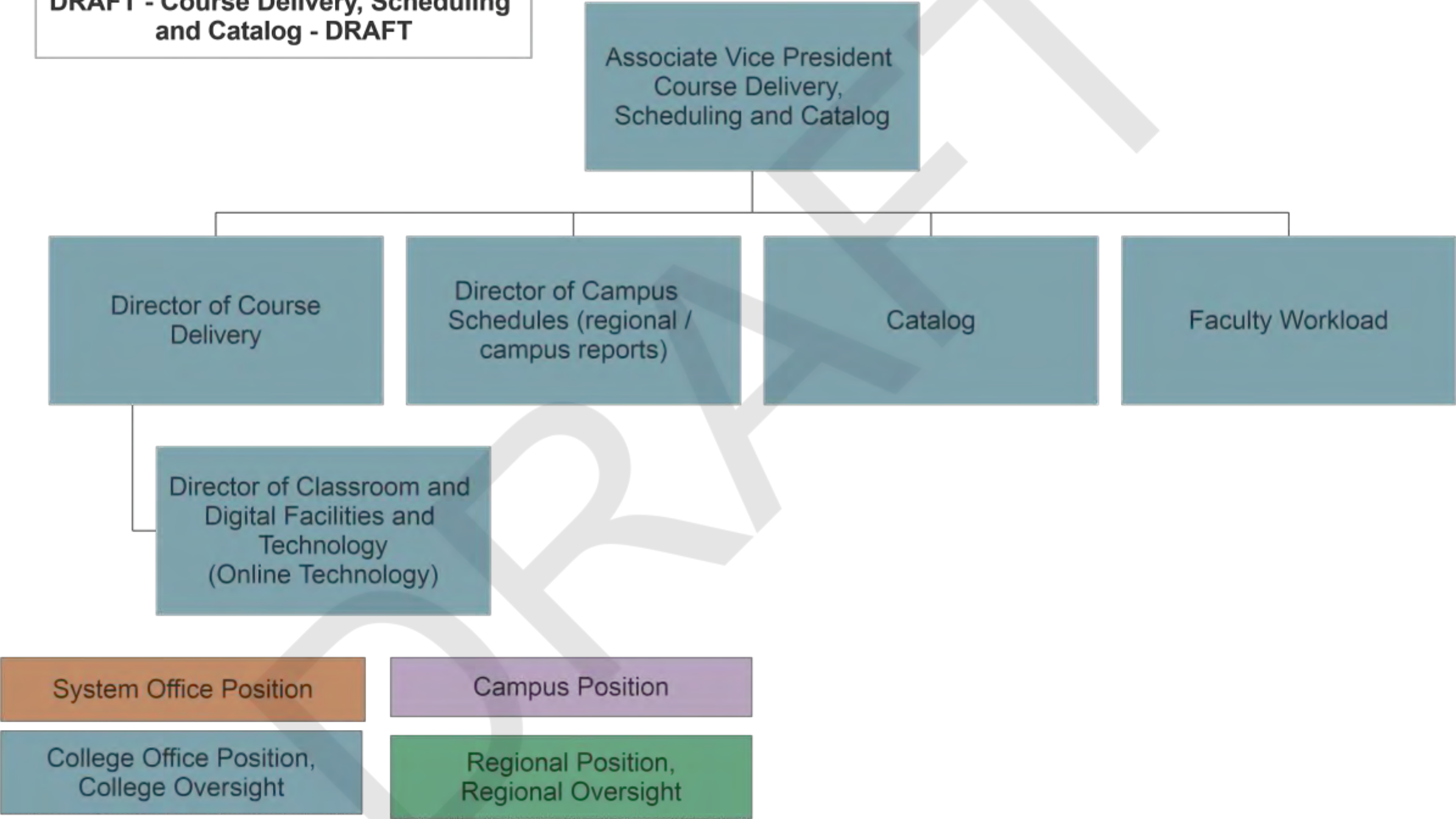
DRAFT - Quality Assurance and Strategic Planning - DRAFT



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Connecticut State Community College

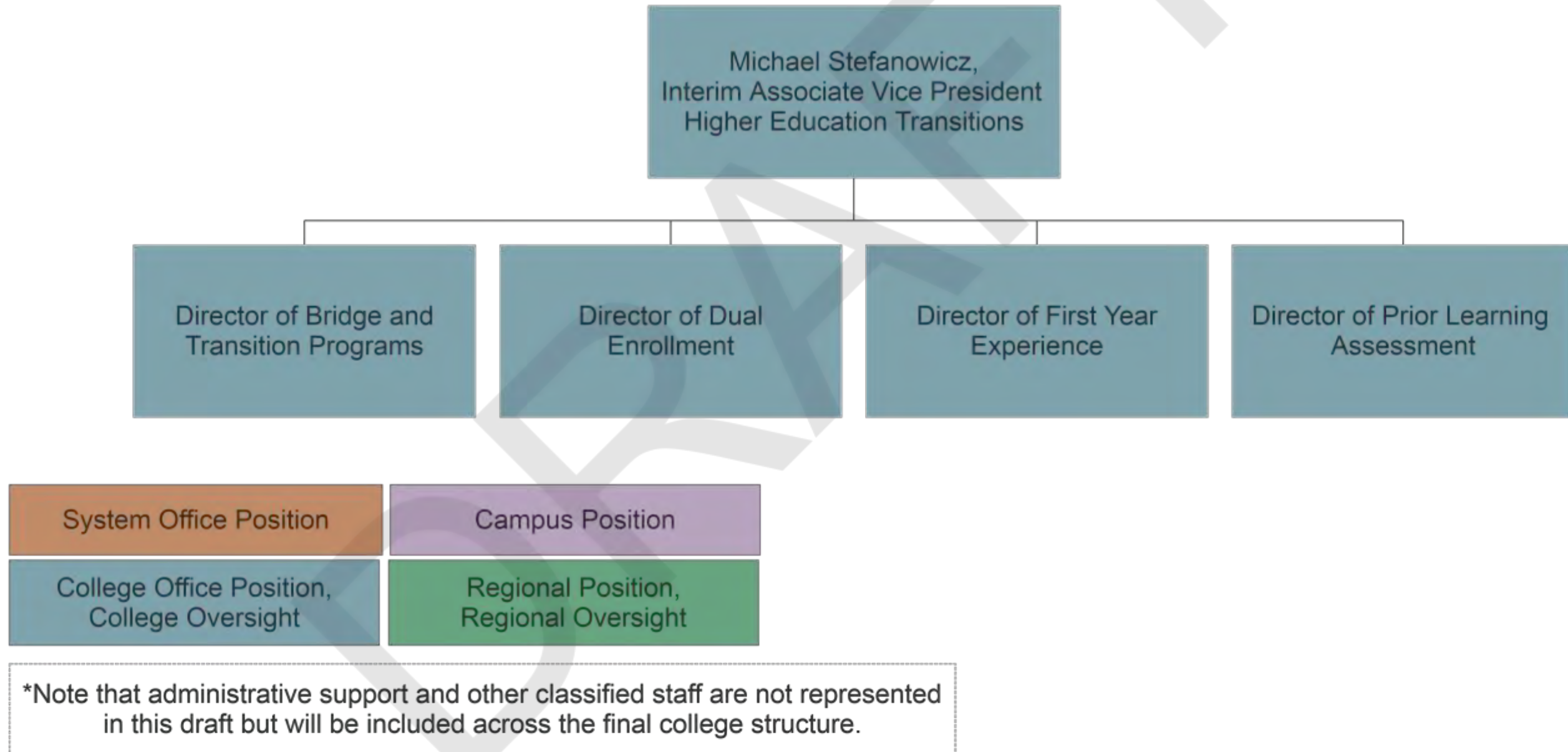
DRAFT - Course Delivery, Scheduling and Catalog - DRAFT

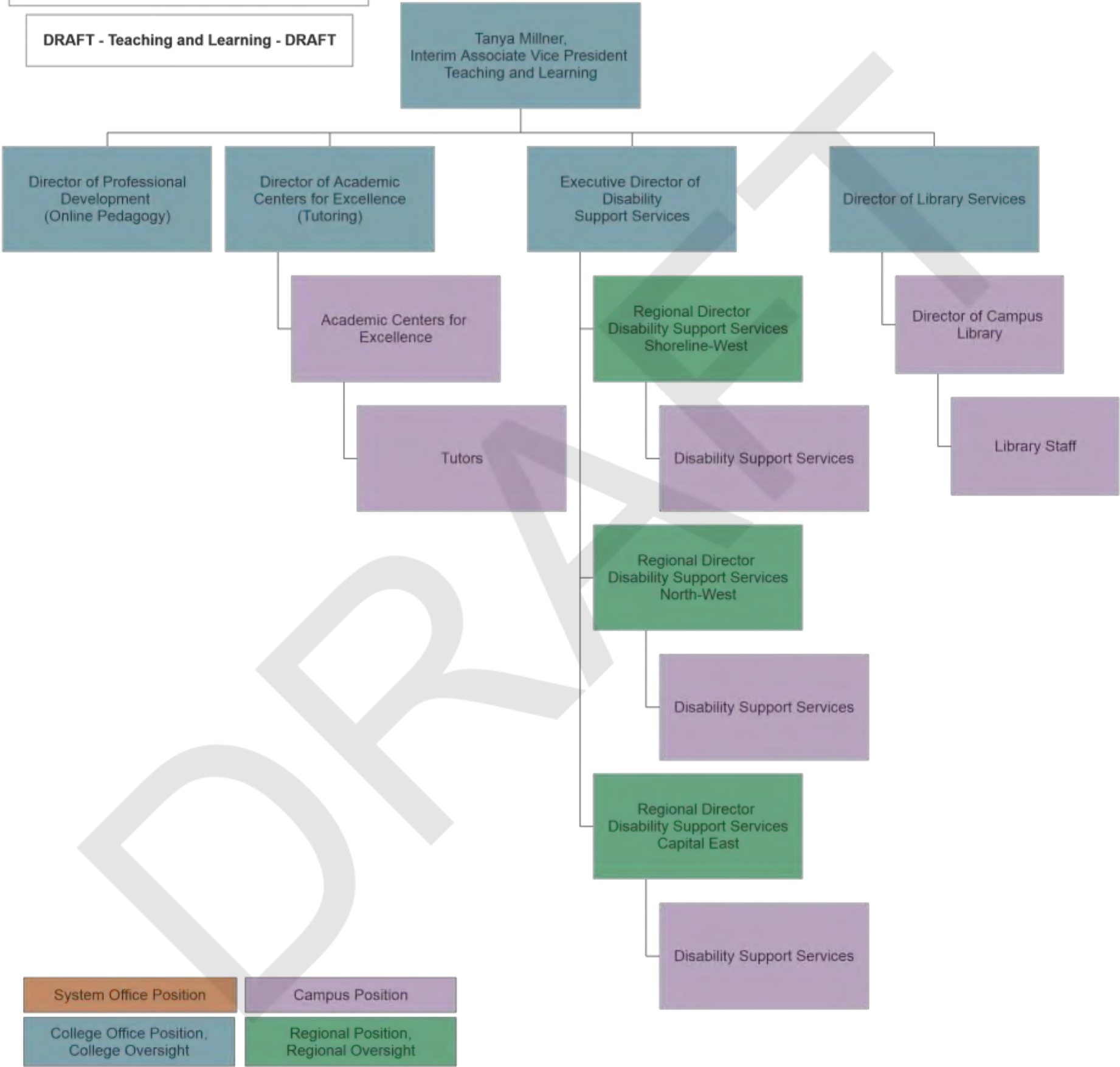


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Connecticut State Community College

DRAFT - Higher Education Transitions - DRAFT

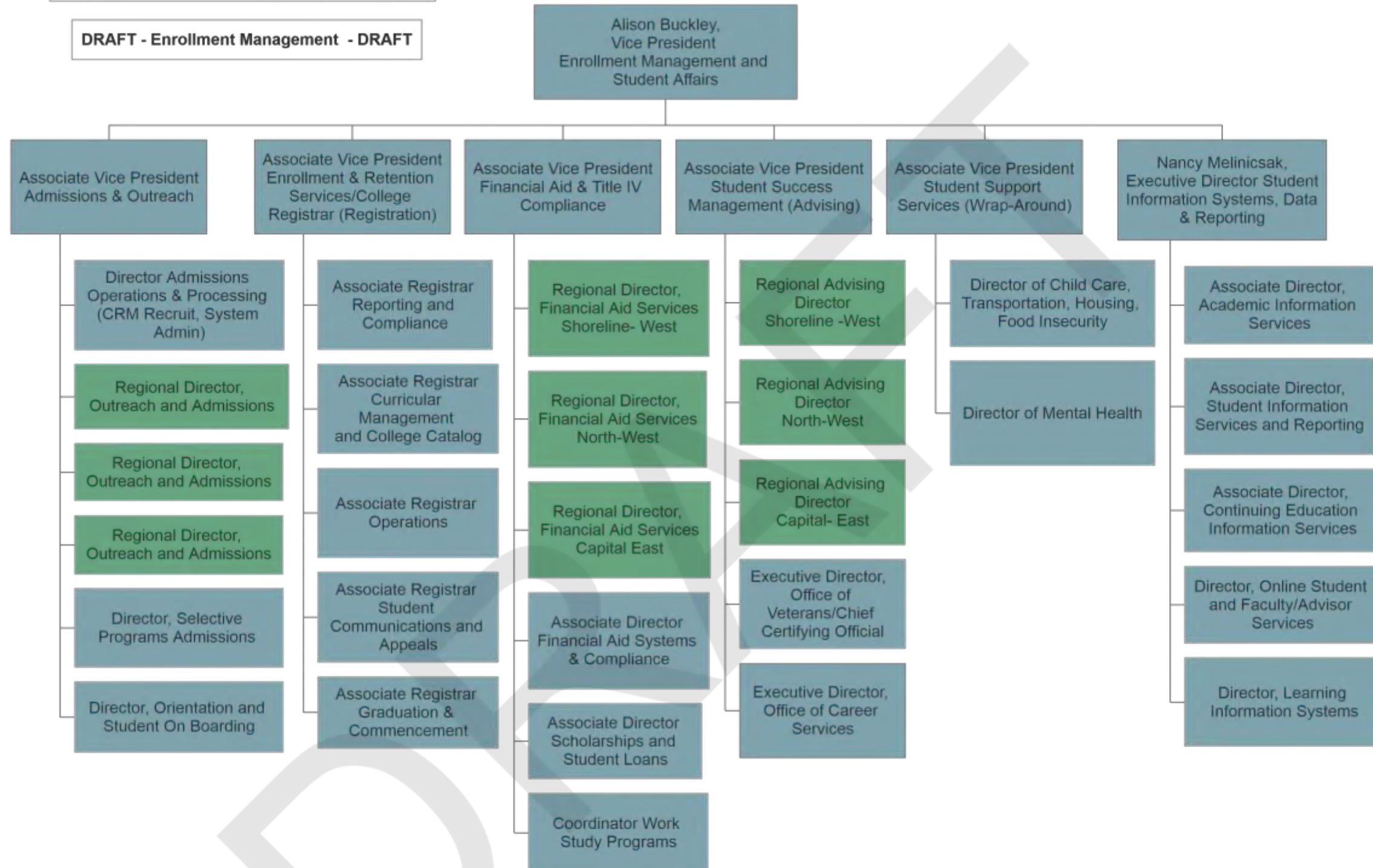




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Connecticut State Community College

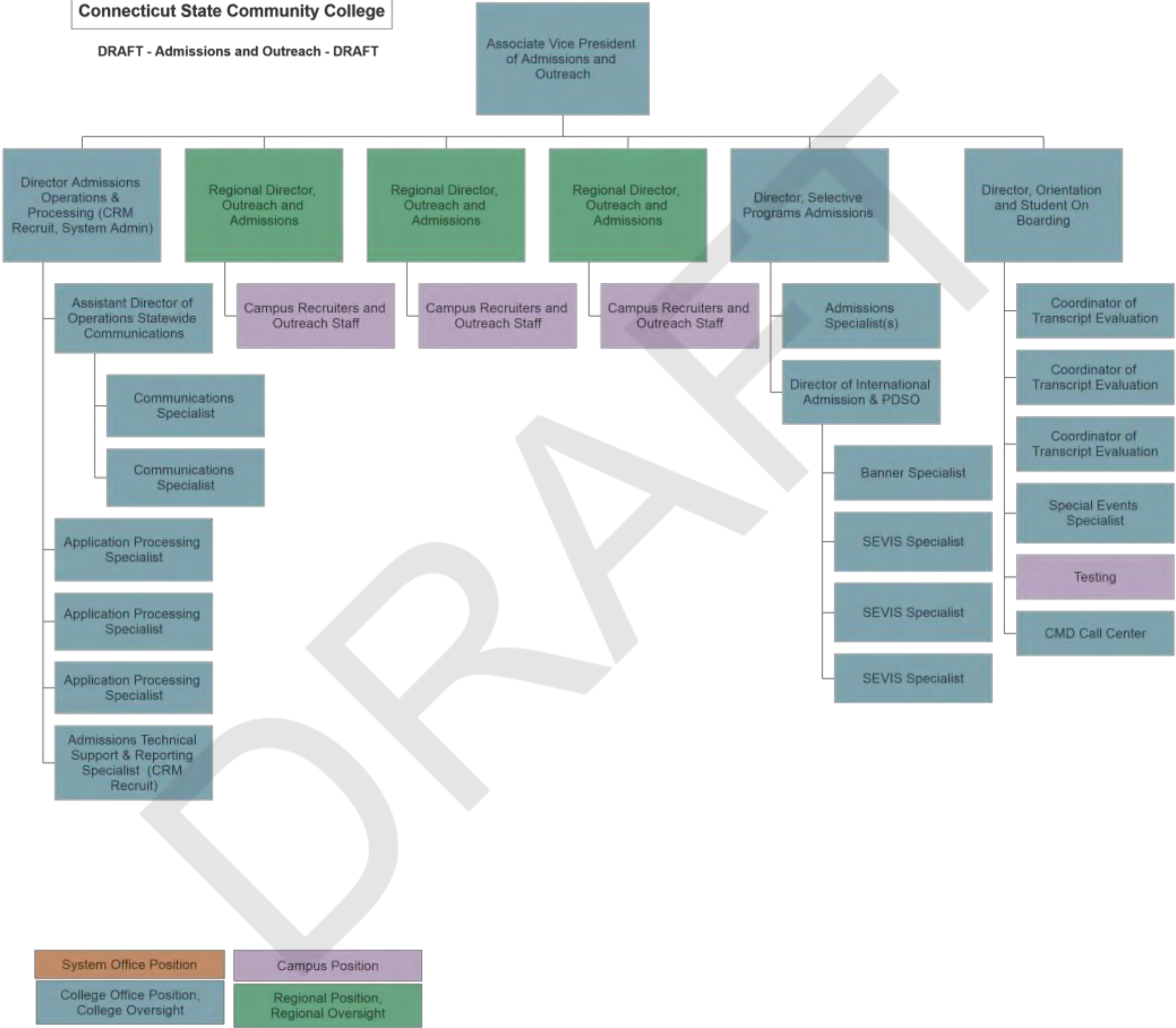
DRAFT - Enrollment Management - DRAFT



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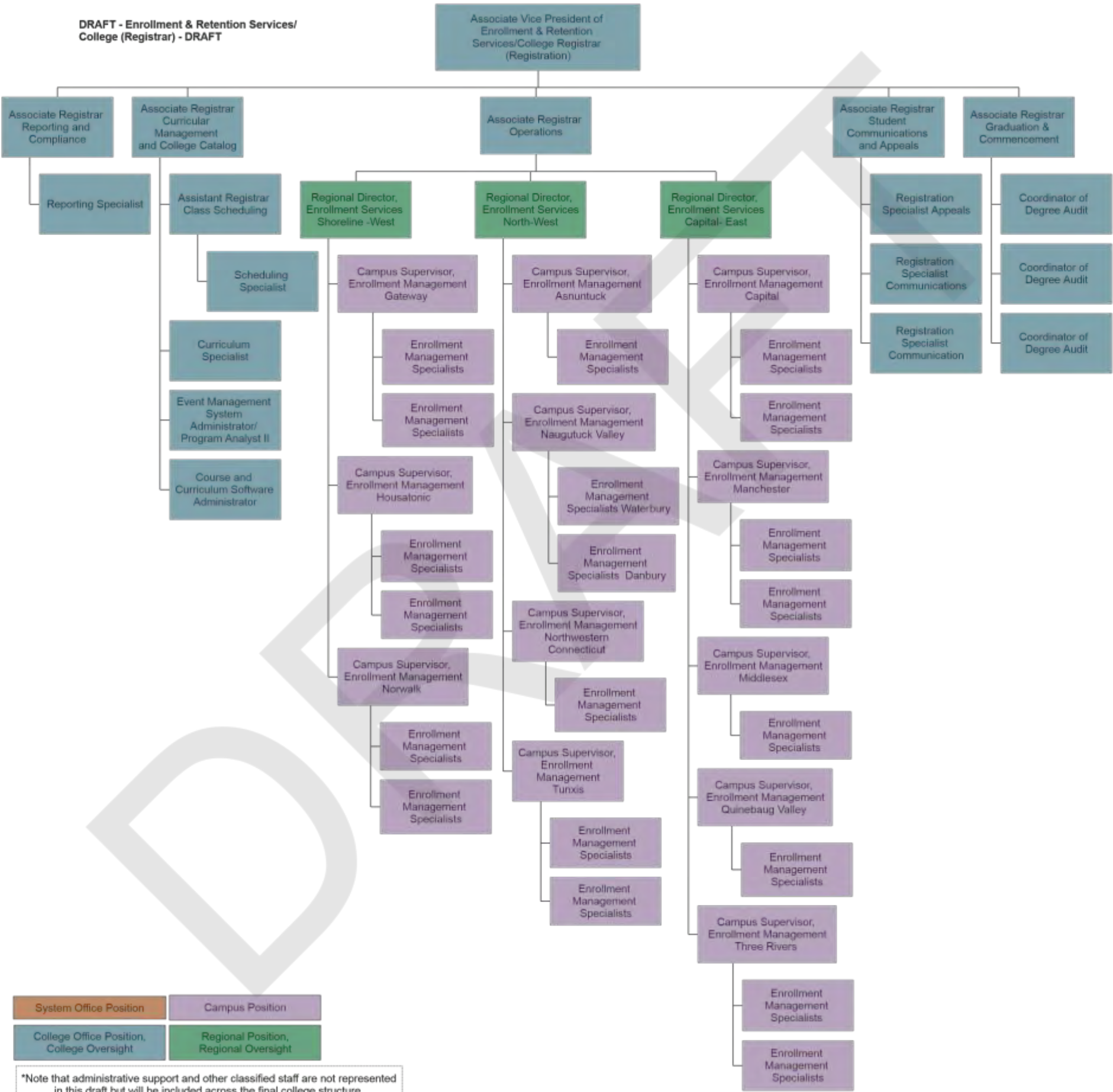
Connecticut State Community College

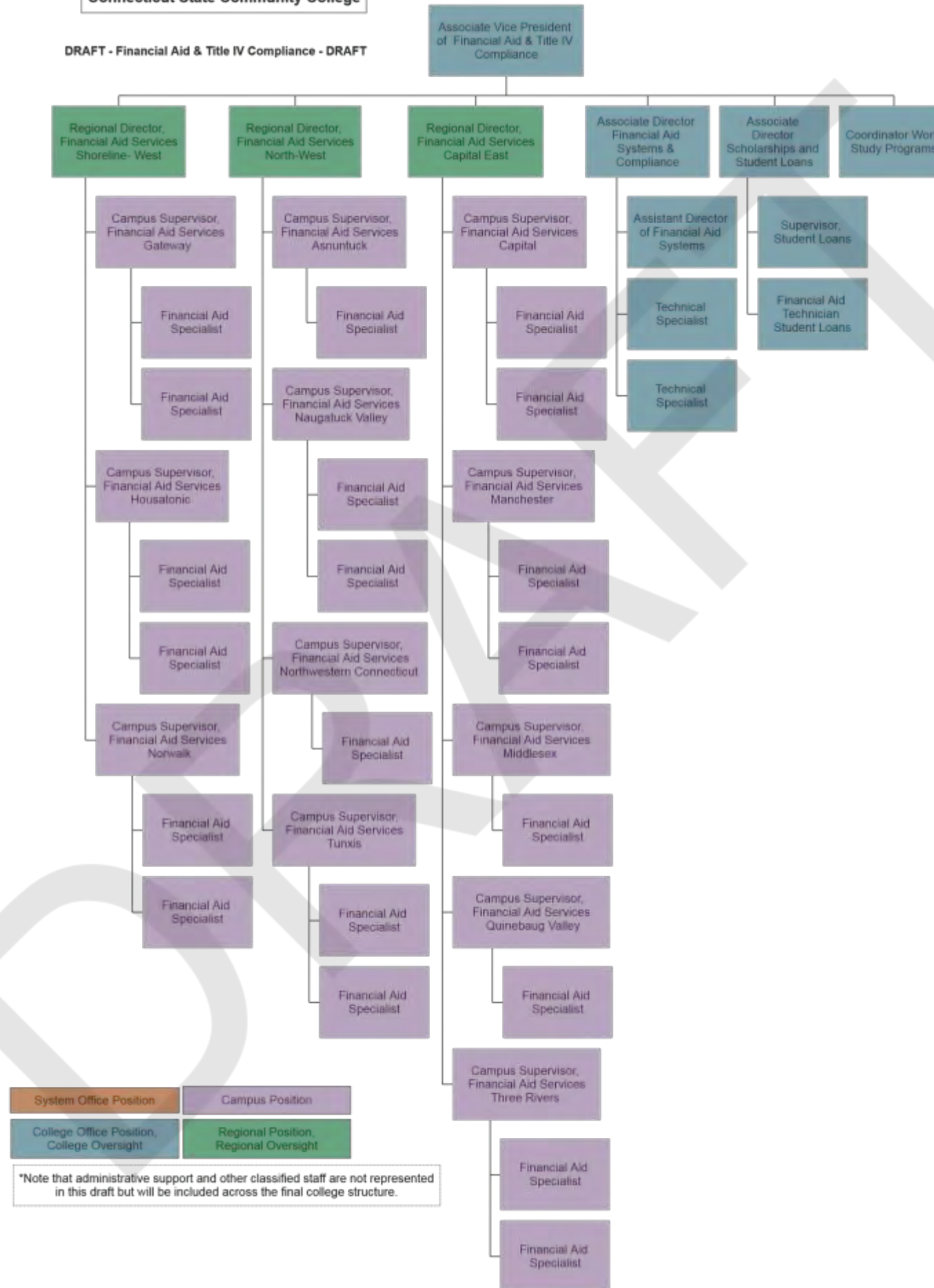
DRAFT - Admissions and Outreach - DRAFT

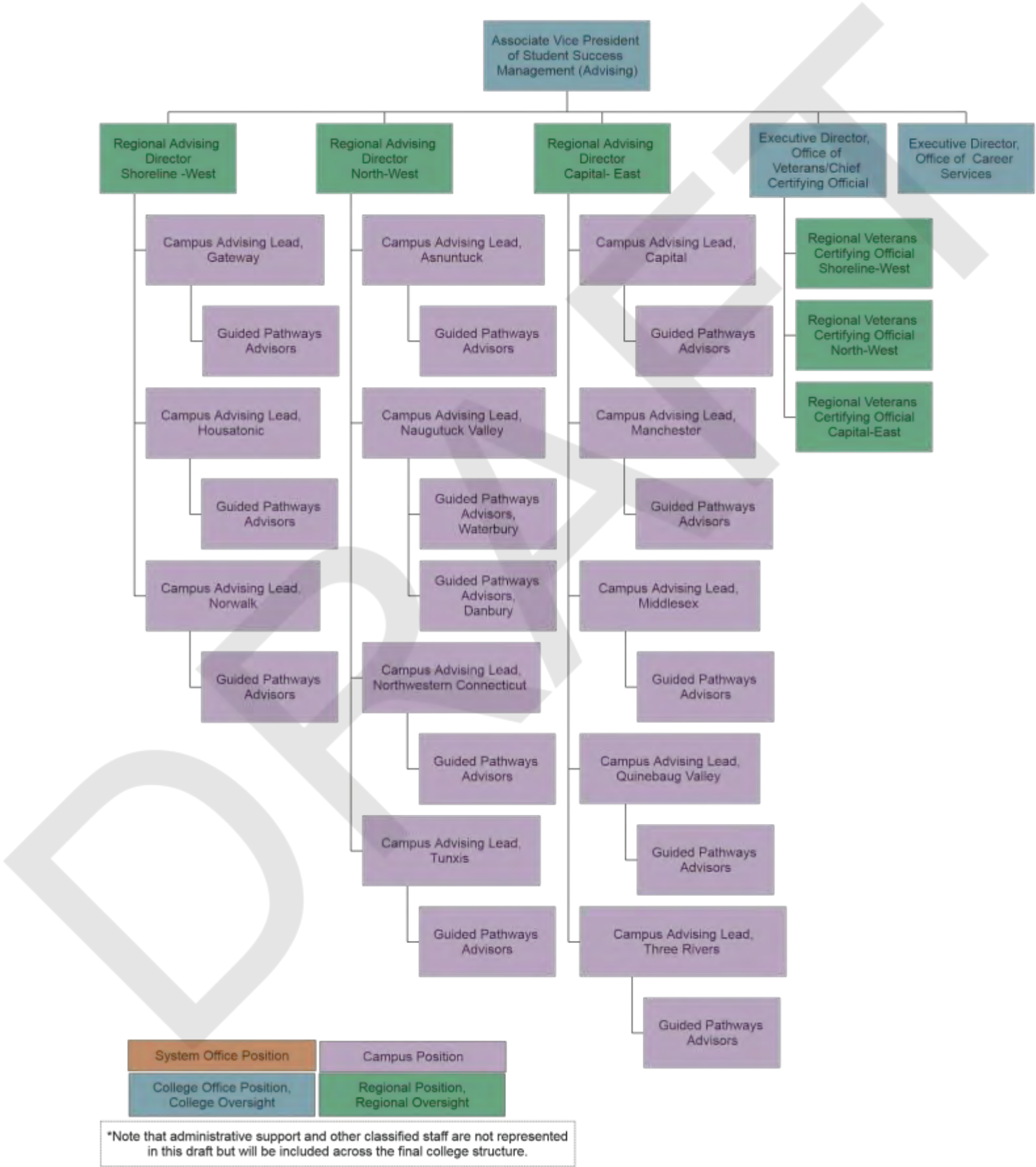


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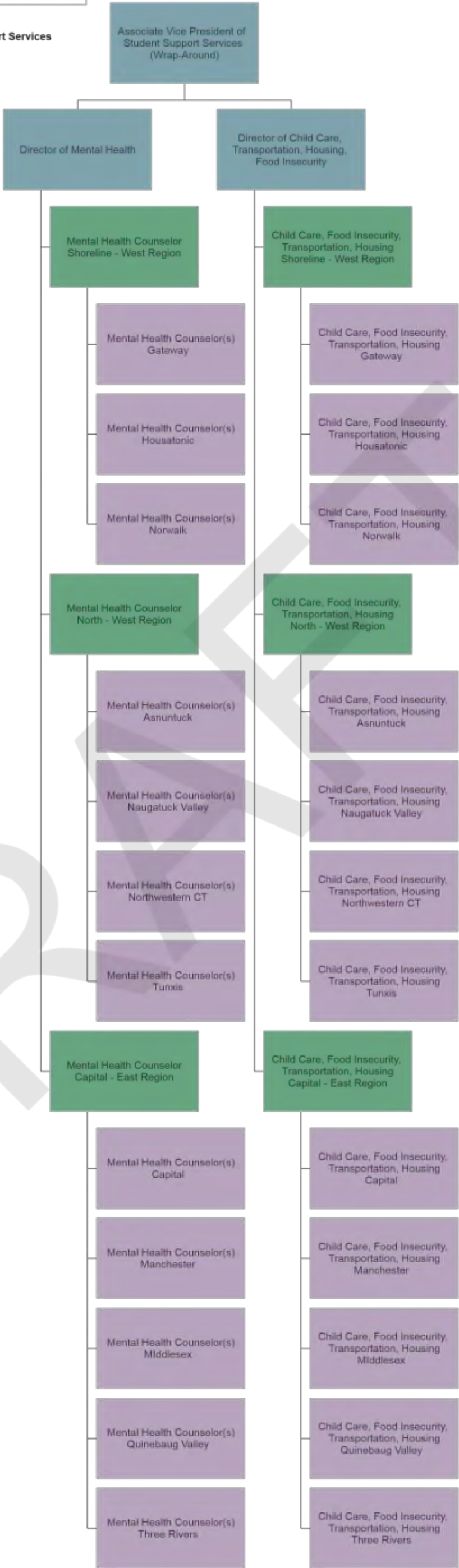
DRAFT - Enrollment & Retention Services/
College (Registrar) - DRAFT







DRAFT - Student Support Services
(Wrap-Around) - DRAFT

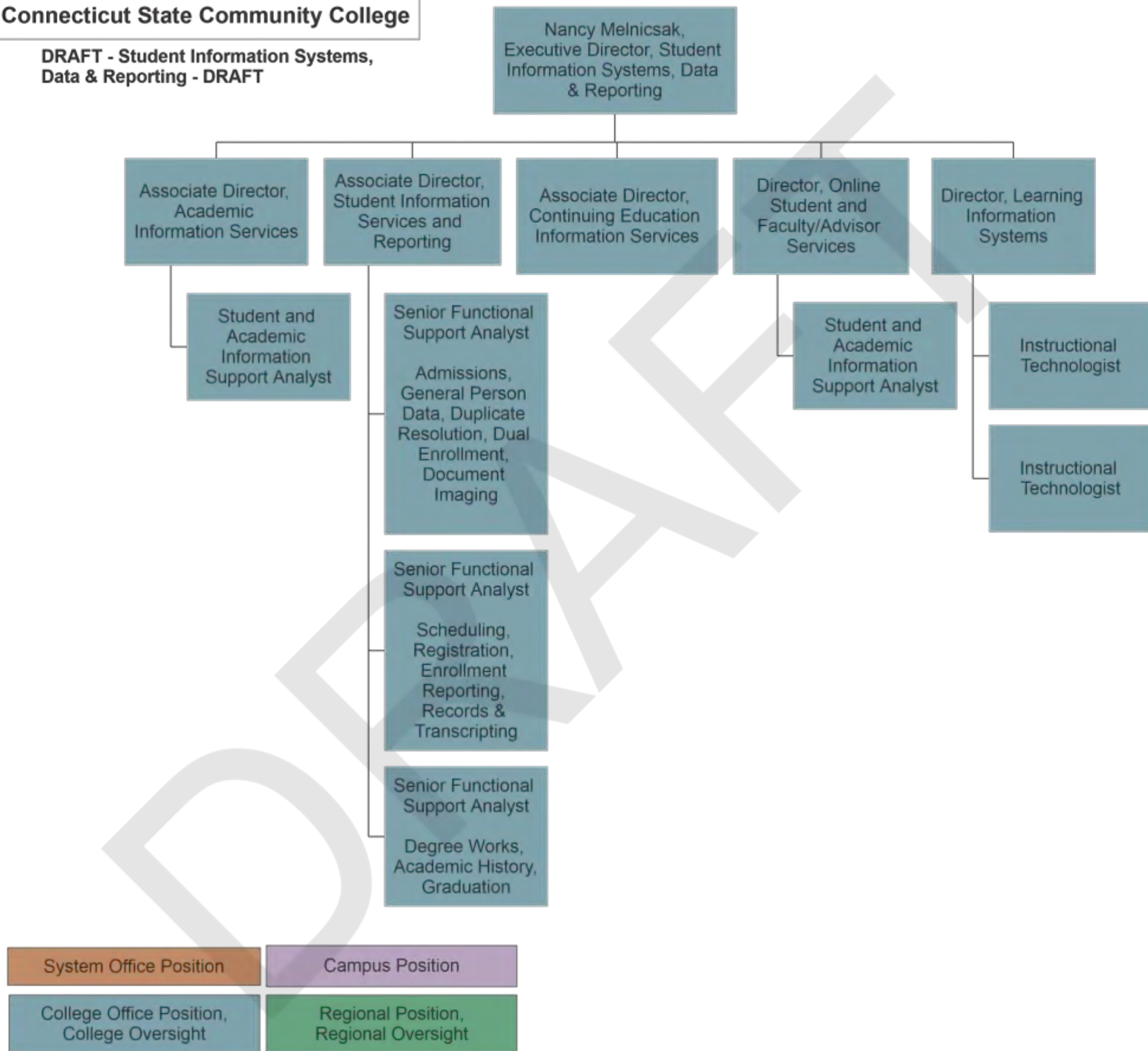


System Office Position	Campus Position
College Office Position, College Oversight	Regional Position, Regional Oversight

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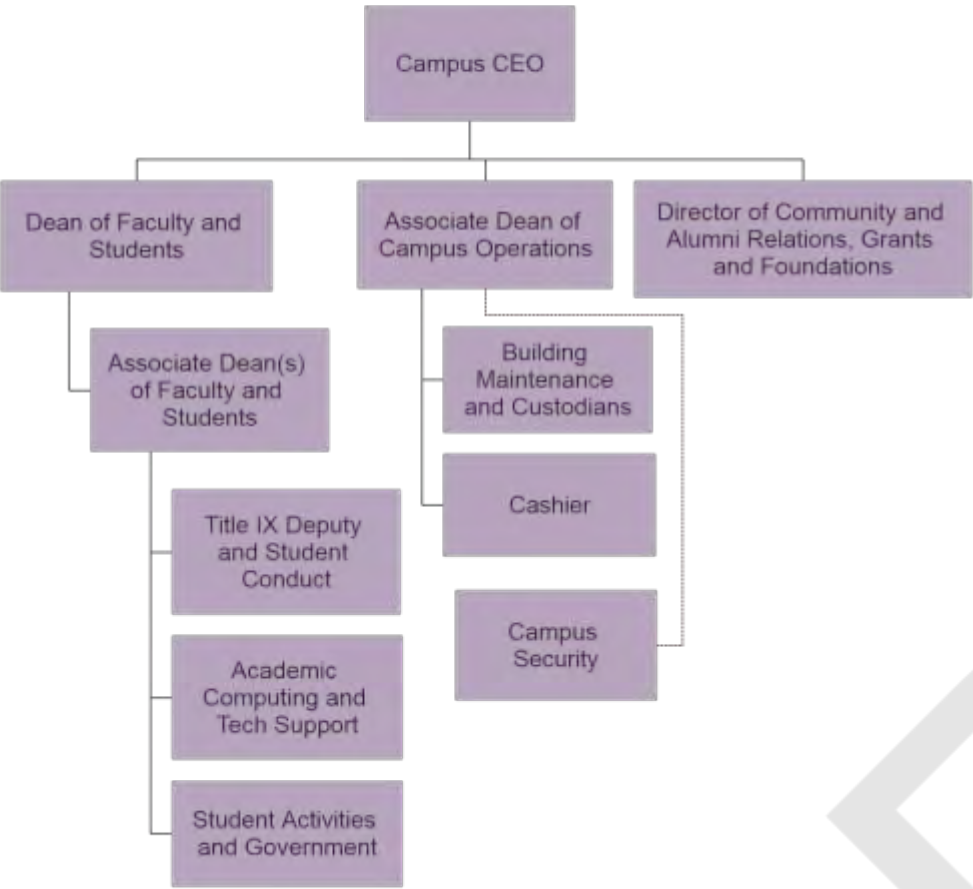
Connecticut State Community College

DRAFT - Student Information Systems,
Data & Reporting - DRAFT



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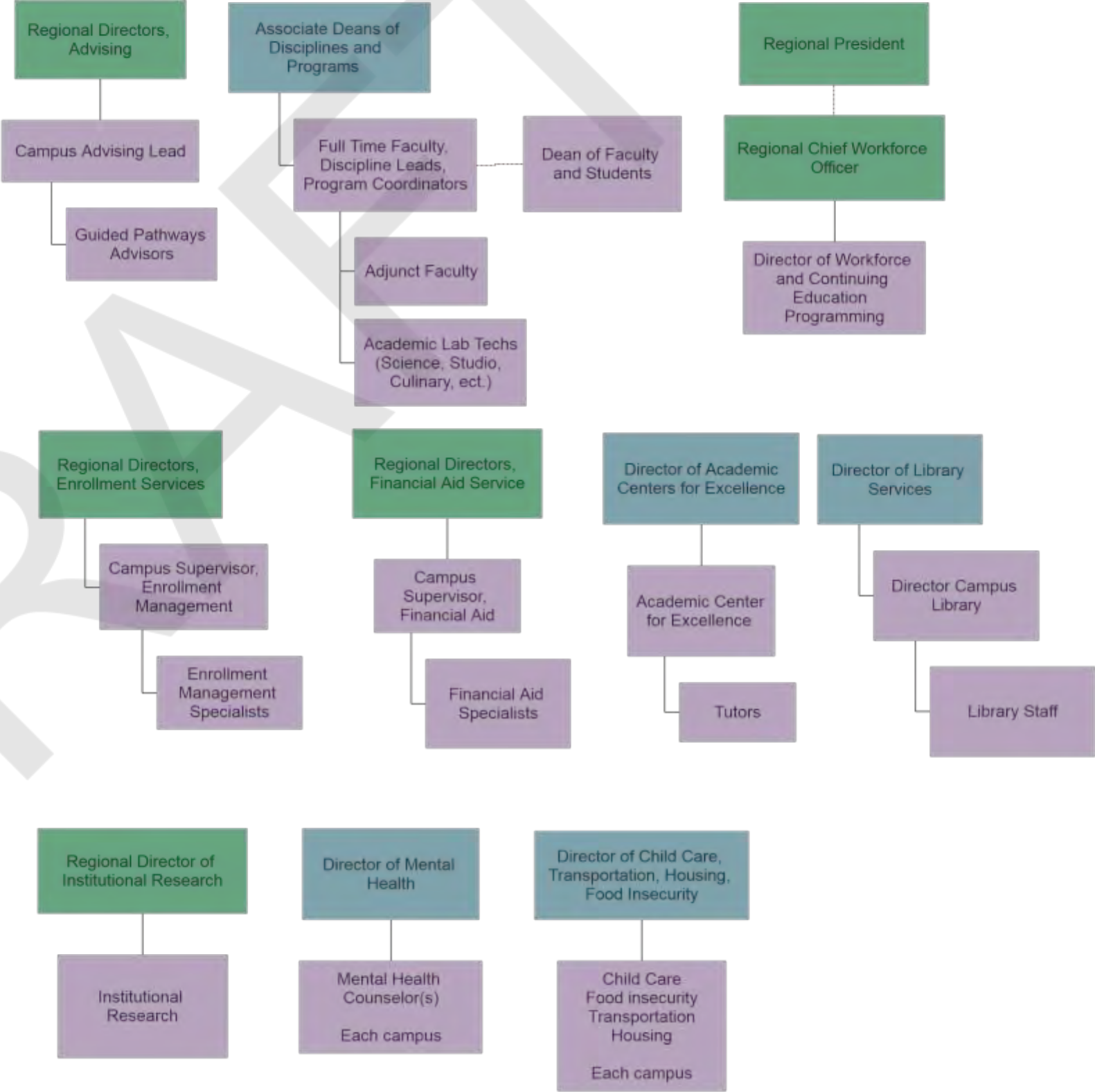
Campus Team with Direct Report to the CEO



	Reporting Lines
	Relationship Lines
System Office Position	Campus Position
College Office Position, College Oversight	Regional Position, Regional Oversight

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Campus Team with Direct Report to the College Leadership



FAC RECOMMENDATIONS ON SPECIAL COVID-19 PASS/FAIL OPTION, SPRING 2020

APRIL 3, 2020

On March 25th, CSCU Community College students received notification of a new procedure for a special pass/fail option to address the disruption to the semester caused by the global COVID-19 pandemic. Shortly after, Community College faculty and staff were notified of the option's existence.

The FAC acknowledges the importance of providing students with course grading options to potentially ease anxiety and to accommodate students' difficulties moving to an online learning environment. The FAC applauds the instinct to move quickly to address student concerns. We believe, however, that the policy and its presentation to students would benefit from significant refinement.

The "Procedure for Pass/Fail Course Grade Option" directed at the CT Community Colleges was developed without any input or consultation from faculty and staff across the CT Community Colleges who teach, advise, counsel and otherwise directly serve students. As a result, we have potentially promised students more than can be delivered.

The procedures students received promises that *"....all Connecticut Community College students shall have the option to convert **any or all** of the letter grades they earn in **any or all** of their classes during the spring 2020 semester to Credit/No Credit grading."* without adequate caution about the population for whom, and courses for which, this option may foreclose future options. It also promises that *"If, in the future, one or more CRT / CR / W grade should prove to be to the student's disadvantage due to change of major, transfer, or adverse effect on financial aid including Veterans Benefits, or satisfactory progress, the grade(s) earned in such CRT / CR / W course(s) shall be retrieved and recorded on permanent record in place of the CRT / CR / W grade(s) and the GPA revised accordingly."* This last claim is not qualified in any way by a time limit or graduation status requirement. Many questions remain, beyond the wisdom of this broad an option, about our technical capacity to execute it.

Our colleges are now bound by those promises but they can, and must, be further specified. There is still time to remedy that situation and it is our understanding our community college faculty and staff are eager to fulfil their responsibility to participate in the development of policy that would affect the integrity of our programs and degrees and impact our students' future prospects. We are unaware of any process that would facilitate our input and therefore recommend the following:

1. Formal input should be solicited from:
 - Deans Council: ideally, feedback will be informed by program coordinators and department heads.
 - College Governance leaders who will determine the appropriate way to collect and communicate feedback from their constituents in these unusual circumstances
 - Registrars Council
 - Financial Aid Council
2. That input should be used to inform a specific, clearly documented policy to be reviewed and approved by the above bodies before it is provided to students.

As stated, without adequate caution or guidance, there is a real risk that students will misunderstand the procedure/policy and its implications. Until the policy is further specified,

3. FAC recommends that an appropriate group at each college take responsibility for crafting a more cautious message about the option for their students, encouraging them to consult with program directors and advisors in the interim until a fully specified policy is available. Students should be made aware of other options that may be less limiting.

In addition:

FAC also notes the time burden and mental strain that the retrofit of this surprise option represents for our already overtaxed faculty and staff and urges system leadership to honor the processes appropriate to independently accredited institutions, as it has with the Universities in the system, even in emergency situations.