Meeting of the Faculty Advisory Committee to the BOR
January 27 2023, 1pm

1. **Approval of Dec 2022 Minutes**
   - [Draft Minutes](#)
2. **Approval of the agenda**
3. **Chair and Vice-Chair updates**
4. **Universal Observances Calendar**
   - [Draft for Review](#)
5. **FAC Conference**
6. **NECHE public comment**
   - [Public Comment #1 Jan 2023](#)
   - [Public Comment #2 Jan 2023](#)
   - [Public Comment Oct 2022, resubmitted Jan 2023](#)
7. **Update from first meetings of CSCC Shared governance bodies (1/20/2023}**
   - Curriculum Congress
   - Senate
8. **Shared governance discussion: CSCC depts chairs and governance process at universities**
9. **CSCU 2030 proposal and other legislative session issues**
   - [Read the CSCU 2030 proposal (PDF)](#)
   - [View Detailed Capital Request (PDF)](#)
   - [View President Cheng's introductory video (YouTube)](#)
10. **FAC priorities this year**
11. **COVID/Health updates**
12. **Old/new business**

Next Meeting: Feb 10 2023, 1pm

Calendar of meetings for the year:
https://www.ct.edu/regents/meetings
https://www.ct.edu/regents/meetings-print

Join meeting

Join from the meeting link

https://ctedu.webex.com/ctedu/j.php?MTID=md2ed0eeb339701ade9ab7999c197
8ae1

Regular Meeting of the State of CT
Faculty Advisory Committee to the Board of Regents for Higher Education
Minutes
December 02, 2022 WebEx

Present:

Aime, Lois, Admin Fac, At-Large Rep, NCC

Blitz, David, Fac, Chair, CCSU

Dunne, Matthew, Fac, HCC

Emanuel, Michael, Fac, alternate, NWCCC

Farquharson, Patrice, Fac, COSC

Goh, Bryan, Fac, alternate, MXCC

Jackson, Mark, Fac, Alternate, CCSU

Long, Jennifer, Fac, alternate, TRCC

Lumbantobing, Rotua. Fac, WCSU

Andersen, Jonathan, Fac, alternate, QVCC

Blaszczynski, Andre, Fac, alternate, TXCC

Cunningham, Brendan, Fac, ECSU

Fisher, Mikey, alternate, SCSU

Gustafson, Robin, Fac, Alternate, WCSU

Muldoon, Linsey, Fac, Alternate, MCC

Picard, Ronald, Fac, alternate, NVCC

Rajczewski, MaryBeth, Fac, ACC

Robinson, Dyan, SUOAF, CSU

Sesanker, Colena, Fac, Vice-Chair, GWCC

Shea, Michael, Fac, SCSU

Stoloff, David, Fac, alternate, ECSU

Trieu,Vu, SUOAF, CSU alternate

Yiamouyiannis, Carmen, Fac, alternate, CCC

Absent:

Perfetto, Linda, Admin Fac, alternate, COSC

Wilder, Linda, Admin Fac, COSC

Guests: Carl Antonucci, CCSU; Patrick Carr, CSCU; Debbie Herman, MCC; Rob Whittemore, WCSU

- Meeting called to order by Chair Blitz, at 1:05 pm. Meeting is being recorded as required.
  - Approval of Agenda – Motion to approve as amended – Mary Beth Rajczewski; seconded – approved unanimously
  - Approval of 11/18/22 FAC only minutes – Motion to approve – Colena Sesanker; seconded – approved unanimously
- Presentation by Carl Antonucci, Patrick Carr, Debbie Herman on CSCU Library Consortium (see attached PPT)
  - Comments/Questions:
    - What is relationship between various inter-library loans and World Cat, etc.
      - Still maintain those but this makes things faster
    - Many students go directly to Google and do not use library databases as much. Could there be a handout to students about the library databases?
- Chair Report for CSUs
  - Most comments are summarized in the FAC resolution on WCSU Social Science programs
  - No follow up yet to discussion on full funding of Higher Ed in CT
- Vice-Chair Report for CCCs
  - ASA committee met this morning
    - Discussed the sexual misconduct report for the system: 43 reports of sexual issues at the CSUs; none at CCCs and none at Charter Oak
    - Discussion of presentation of strategic vision. The vision statement has changed (see attached). Unclear who was involved in drafting these changes.
    - Lively discussion on appointing someone to an endowed chair at CCSU at level of Asst. Professor when resume appears to be very strong and deserves higher level appt.
  - Full funding should be reflective of what we should look like as a system, not what we look like right now

Regular Meeting of the State of CT
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- o Unmitigated disaster occurring at the CCCs in that majority of faculty, staff, and students have not been able to log into college software such as myCommNet, Blackboard, Banner, etc. for the last three days. There has been no official communication on what is happening, why this is happening, and how might this be fixed. To be clear, this has been happening over the last three days with no information being disseminated. We believe this is happening because of the introduction of Multi-Factor Authentication, but whatever caused this, it is a total disaster.
- FAC Resolution in support of WCSU Social Sciences (see attached) – Motion to approve: David Blitz; seconded; approved unanimously (one abstention)
- FAC Resolution on Faculty Control of Curriculum (see attached) – Motion to approve: Lois Aime; seconded; approved unanimously (one abstention). To be sent to Provost and to be reviewed and discussed at BOR ASA meeting.
- Approval of proposed calendar of FAC meetings for 2023 – 1/27, 2/10, 3/10, 4/14, 5/12, 6/16 (joint w/BOR), 7/14, 8/18, 9/15, 10/11, 11/17 (joint w/BOR), 12/08 – Motion to approve: Colena Sesanker; seconded; approved unanimously
- Formation of planning committee for spring FAC conference –
  - o Have unofficial agreement for funding from SO
  - o Will need a larger committee than we had for the fall – Colena and Lois will be contacting members regarding this
- Summary of Shared Governance meeting at CCSU with Pres. Maduko and the provost –
  - o CC Governance members understood this meeting to be about negotiating revisions to latest Shared Governance proposal put forward by CSCC administration that would give local shared governance groups a role in governance – however, not so. Proposal does not include any role whatsoever for local shared governance groups at each college/campus
  - o Instead, state-wide discipline committees, state-wide "schools" (read disciplines), state-wide curriculum congress with 30+ people, state-wide faculty senate with 40+ people.
  - o Leaves colleges hollowed out with inability to be part of any conversation on any academic issues
  - o It became very clear that the meeting was to get everyone on board with what had already been sent out by provost
  - o Decided that local shared governance issues could be optional choice per college/campus based on whatever they want to do since, in actuality, they will be irrelevant
  - o Regardless of what is being touted this is going to hamstring any ability to add to, revise, modify, address changes, in established curriculum
  - o Flow chart showing things will get done quickly with no option to bring things back for further discussion at any level is peculiar at the very least
  - o How much autonomy will these groups have to change things as it is seen that this structure is not working
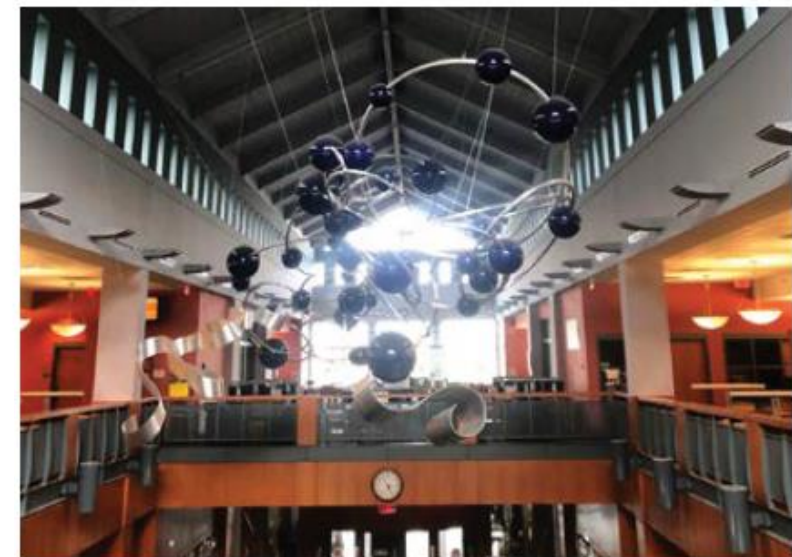
Meeting adjourned at 3:30 pm
Next Meeting: January 27, 2023
Ssubmitted by FAC Secretary, Lois Aimé

CSCU Library Consortium

Presented by **Carl Antonucci** (Central CT State Univ.), **Debbie Herman** (Manchester Community College), and **Patrick Carr** (System Office)

CT.edu/**libraries**

Mission

To empower library collaboration in support of success, equity, diversity, social justice, and access to resources that spark creativity and intellectual enrichment.
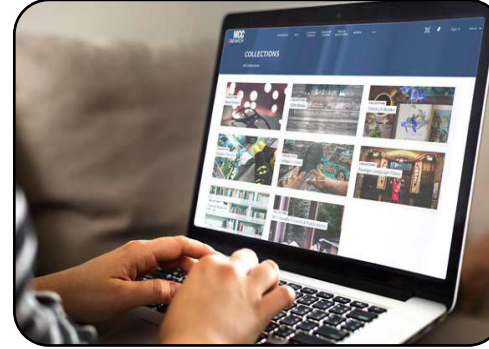
Strategic directions

Breaking Down Barriers: Contributing to student success and reduced inequity.

Partnering for Success: Deepening and broadening collaborations across the consortium's membership and beyond.

Coordinating Collections and Powering Discovery: Maintaining and furthering development of robust and accessible collections.

Advocacy through Assessment: Helping to collect and apply assessment data to advocate for member libraries.

How we collaborate

- **Governance**: Council of Library Directors
- **Teams** consisting of and led by library personnel:
  - Acquisitions & EResources
  - Assessment
  - Cataloging & Resource Management
  - Equity, Diversity, Inclusion & Social Justice
  - Information Literacy
  - Primo/Discovery
- **System Office positions**:
  - Program Manager
  - Systems Librarian

Our commitment to equity, diversity, inclusion and social justice

- Recommended best practices in operations and collection development

- *EDI & SJ Bulletin* for professional development of library personnel

- Draft CSCU-wide Anti-racism Resources Guide

- Proposal for CSCU-wide participation in the ACRL Diversity Alliance, a national fellowship program to diversify library staff

EDI & SJ BULLETIN

Updates for the CSCU Libraries about Equity, Diversity, Inclusion & Social Justice from the *Resources, Readings, Events & Workshops Task Force*

Vol. 1 March 2022

Featured Events & Workshops
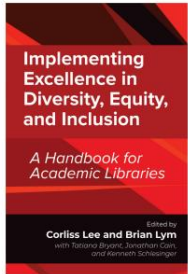
Connecticut Information Literacy Conference

CILC 2022

Submit your proposals by March 12, 2022.

TEACHING FOR CHANGE: REFRAMING INFORMATION LITERACY THROUGH EQUITY, DIVERSITY, INCLUSION, AND ANTIRACISM

ALA Webinar:
"Ageism and the Library Workplace: Strategies for Those Experiencing Discrimination Based on Perceptions of Age."

Recomended Readings

Implementing Excellence in Diversity, Equity, and Inclusion
A Handbook for Academic Libraries
Edited by Corliss Lee and Brian Lym
with Tatiana Bryant, Jonathan Cain, and Kenneth Schlesinger

READ UNTIL YOU UNDERSTAND
THE PROFOUND WISDOM OF BLACK LIFE AND LITERATURE
FARAH JASMINE GRIFFIN

Shared Infrastructure

Alma

RAPID ILL

Primo

Resource Sharing Partnerships

Resource Sharing Partnerships

Resource Sharing Partnerships

Thank you!

Patrick Carr (carrp@ct.edu)

Debbie Herman (dherman@mcc.commnet.edu)

Carl Antonucci (antonucci@ccsu.edu)

STRATEGIC VISION
FOR CONNECTICUT STATES COLLEGES AND UNIVERSITIES (CSCU)

ABOUT CSCU

 The Connecticut States Colleges and Universities (CSCU) were formally constituted as a system - encompassing community colleges, state universities, and a fully online institution - in 2011, under the governance of the Board of Regents for Higher Education. But this recent institutional history has deep roots in the separate histories of the colleges and universities that comprise CSCU, a history that dates back the founding of Connecticut's first public institution of higher education – today known as Central Connecticut State University – in 1849: a normal school focused on the training of teachers for the state's public schools.

Throughout this long history, CSCU and its constituent units have been guided by the same essential vision and goals:

- to provide affordable, innovative, and rigorous academic programs for students to allow them to achieve their personal and career goals;
- to provide pathways for social and economic mobility for all Connecticut residents; and
- to contribute to the overall economic growth of Connecticut.

CSCU and its constituent units have succeeded in achieving these goals, enhancing the lives and well-being of millions of Connecticut residents, and of the state and its towns. At present, CSCU enrolls more than 85,000 students in certificate and degree programs, 96% of whom live and work in every one of the 169 cities and towns in Connecticut. The vast majority of CSCU graduates spend their lives and careers in the state, making life-long contributions to the cultural and economic vitality of the State and its towns and regions. As stated in our 2018 Economic Impact Study, for every dollar invested in CSCU, taxpayers will receive $3.80 in return over the course of students' working lives. The average annual rate of return for taxpayers is 9.4%.

Since 1992, nearly 360,000 students have completed certificates or degrees at one of the CSCU colleges and universities--150,000 since the creation of CSCU in 2011. Graduates of these programs have made incalculable contributions to the well-being of their families, their communities and the state.

UPDATED CSCU'S VISION

The Connecticut State Colleges and Universities will build on its long and successful history by working collectively - within and across institutions - and by engaging external partners to increase the number of students pursuing and completing personally and professionally rewarding certificate and degree programs, improving their social mobility and helping the state to meet its current and future workforce demands.

CSCU'S MISSION (CURRENT-BOR APPROVED)

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

CT STATE COMMUNITY COLLEGE MISSION STATEMENT (CURRENT-BOR APPROVED)

The Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The CT State supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.

CHARTER OAK STATE COLLEGE MISSION STATEMENT (CURRENT-BOR APPROVED)

Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. The College's mission is to validate learning acquired through traditional and non-traditional experiences, including its own courses. The college rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of non-traditional higher education.

CONNECTICUT STATE UNIVERSITIES' MISSION STATEMENT (CURRENT-BOR APPROVED)

Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

KEY AREAS OF FOCUS AND NEW GOALS

The following goals set by the Board of Regents guide the specific strategic plans of each of the six institutions within CSCU. Their plans contain specific, measurable objectives to make these larger goals actionable at the local level.

Goal 1: Student Success—build a system that meets the needs of all students and increases the number of students completing personally and professionally rewarding certificate and degree programs and securing careers in their chosen field of study.

- Improve access to CSCU's certificate and degree programs at the undergraduate and graduate levels for various targeted populations (traditional, out of state and international, some college no degree, veterans, employee upskilling, HS dual credit, etc.)
- Improve retention, transfer, and completion, particularly for under-represented students to ensure that all students get the reward of their educational efforts
- Research, understand and address the opportunity gaps experienced by our students from different ethnic/racial, economic and gender groups and revise policies and practices that have a disparate impact on these students

Goal 2: Innovation and Economic Growth—ensure our certificate and degree programs are contributing to the creation of knowledge and the economic growth of the state of Connecticut and preparing students for careers today and in the future.

- Create and implement a master plan of undergraduate and graduate certificate and degree programs that ensure seamless transition from high school to higher education, attainment of industry-recognized credentials and skills, and alignment with the state's economic and workforce development strategies
- Expand, track and assess external partnerships with state agencies and the business community to support students' personal, academic and professional needs and promote their employment in the public and private sectors
- Expand scholarship and research resources to ensure CSCU institutions and their faculty and staff are on the cutting edge of innovation in curriculum and workforce development

Goal 3: Affordability and Sustainability—ensure CSCU is making attendance affordable and our institutions financially sustainable.

- Develop and implement a Master Plan for fiscal sustainability and growth
- Utilize a return-on-investment model for programs and initiatives from a student and institution perspective
- Work to mitigate the cost of attendance by increasing funding for student tuition and wrap around support services from local, state and federal resources

Goal 4: Systemness—realize the full potential of the CSCU system and our collective efforts to meet student needs while promoting civic responsibility/public service, community engagement, and social justice as core CSCU values.

- Increase marketing of CSCU as a destination for high quality, higher education across the state and across education levels capitalizing on the assets of each of the CSCU constituent units
- Establish fluid pathways for seeking certificates and degrees across CSCU institutions and leverage possibilities with external partners in support of career advancement and lifelong learning
- Improve data analysis capacity across system to ensure CSCU can assess its impact on students and the state and identify areas for continuous improvement

Faculty Advisory Committee Resolution in Support of
WCSU Social Sciences and Meteorology Programs

Whereas the WCSU social sciences department and its majors, minors, and upper division courses in anthropology, sociology, economics, and political science, as well as the meteorology program are in jeopardy due to what the Provost of that university deems as low enrollment/completions;

Whereas both CCSU and SCSU Senates have in the past rejected the same low enrollment criteria being applied to all programs as failing to distinguish between programs with nation-wide small, medium and large enrollments/completions;

Whereas the evaluation of programs solely on the basis of quantitative factors such as percentage of capacity enrollment is one-sided and neglects qualitative aspects of course content and social relevance;

Whereas any cost savings by dismissing part time faculty are minimal and directed at the most vulnerable category of faculty;

Whereas tuition loss to the university from students who transfer elsewhere for these programs will be substantial;

Whereas stripping WCSU of its social science majors is detrimental to its role as a university in the CSCU system that provides students with the full range of liberal arts and sciences programs;

Therefore be it Resolved

That the FAC supports the social sciences faculty at WCSU in their effort to protect and promote needed majors, minors and upper division courses in. their disciplines;

That the FAC affirms its opposition to a single criterion for low enrollment/completions independent of national statistics on small, medium and large departments;

That the FAC rejects the use of solely quantitative factors in determining program persistence, to the exclusion of qualitative considerations of course content and the spirit of the university as offering the full complement of liberal arts and sciences programs.

That the FAC reaffirms the role of faculty control of curriculum and pedagogy and the role of shared governance in university decision making;

That the FAC calls upon the interim President of WCSU to reject the proposed program eliminations, and failing that will advocate against the cuts at the Board of Regents and its Academic/Student Affairs Committee

Approved by unanimous vote of the FAC, with 1 abstention, Dec. 2, 2022

Faculty Advisory Committee Resolution on Faculty Control of Curriculum
Dec 2 2022

Whereas colleges and universities are institutions of higher learning focused on the transmission, creation and application of knowledge and the skills, including critical thinking, needed to accomplish this mission;

Whereas faculty are directly in contact with the students who are the chief beneficiaries of college and university education through enhanced access to further higher education, professional degrees, and careers of their choice;

Whereas faculty by their education and experience are best qualified to determine the content of academic programs and courses, including seminars and labs, and thereby to teach and mentor students;

And

Whereas the course catalog for the consolidated community college was compiled in the absence of elected and representative governance bodies for the consolidated college;

Whereas Career and College Success (CCS101) was added to the consolidated college catalog by way of Board of Regents (BOR) resolution, after being rejected by all college curricular bodies to which it was proposed, by all college governance bodies at which it was reviewed, and at all consolidation committees at which it was considered;

Whereas a learning outcome was removed by the SFASACC and then re-added to the CCS101 course by CCIC and the BOR though none of these groups is a faculty or curricular body;[1]

Whereas Alignment and Completion of Math and English (ACME) was approved by the board without the support of the established statewide curricular bodies for math and English;[2]

Whereas the ACME policy of the BOR stipulates, for both math and English gateway courses and without the universities' prior approval, that the courses' transferability to all CSCU institutions will be based on learning outcomes and not dependent on course prerequisites;[3].

Whereas the product of the established curricular process for the consolidated biology curriculum was overridden without providing any process for addressing the serious concerns of content experts and without a process of making transparent to students and to transfer institutions the resulting limited transferability of courses

Whereas the foregoing demonstrates a consistent and escalating overreach of administrators into curricular matters, its consequent threat to academic standards, and the resulting strain on relationships with transfer institutions.

Be it Resolved

That faculty control of curriculum and pedagogy is essential to the proper functioning of colleges and universities, and is the priority component of shared governance in this respect;

That curriculum includes the programs and individual courses, including seminars, labs, continuing education courses and other activities such as community engagement, that are component parts of courses;

That because content cannot be separated from form, pedagogy includes the mode of delivery of courses, whether in person, online or hybrid, as determined in the best interests of students by faculty who are responsible for the courses;

That attempts to diminish faculty control of curriculum and pedagogy is detrimental to student success by diluting or skewing course content or delivery;

That the FAC affirms the central importance of faculty control of curriculum and pedagogy, including the mode of delivery, in any institutional reforms.

Approved unanimously, with 1 abstention, Dec. 2, 2022

[1] https://drive.google.com/file/d/1i0ZQkKVq0BUx6tZQPtqdOsDRYBtF8PyN/view
[2] https://www.ct.edu/files/policies/1.22%20ACME%20Policy.pdf   p.4 &6
[3] https://www.neche.org/resources/standards-for-accreditation#standard_three 3.15 & 4.3

The CSCU Universal Observances Calendar: Purpose and Process

The purpose of the CSCU Universal Observances Calendar is to provide students, staff, faculty, and administrators with a common listing of holidays, religious and faith-based events, and other cultural observances of importance to members of the CSCU community.

The CSCU Universal Observances Calendar begins on August 1 and ends on July 31 annually. It is developed and maintained by the CSCU Provost and Senior Vice President of Academic and Student Affairs.

The CSCU Academic and Student Affairs (ASA) Division, on behalf of the CSCU Provost, leads the following process annually to develop and maintain the CSCU Universal Observances Calendar:
1. The ASA Division drafts the calendar each year by October
2. The calendar is distributed annually to the following groups/individuals for feedback in October:
    a. The CSCU Calendar Committee
    b. The CSCU BOR Student Advisory Committee
    c. The CSCU BOR Faculty Advisory Committee
    d. The CSCU Equity Council
    e. The CSCU President and the president of each CSCU institution
    f. The CSCU head of Human Resources
3. Feedback is due to the Vice President of Student Success and Academic Initiatives no later than March 1 annually
4. Incorporating feedback, the CSCU Provost sets the Universal Observances Calendar, which is distributed annually to the CSCU community in April for the upcoming August 1 through July 31 year

***
Interested individuals and groups are invited to provide feedback and suggestions regarding the following two DRAFT sections below **no later than March 1, 2023**. Feedback should be sent directly to the Vice President of Student Success and Academic Initiatives at gdesantis@commnet.edu.

The final content will be made available and distributed in April 2023 to the CSCU community in an accessible webpage format.

The CSCU Provost and the entire CSCU Academic and Student Affairs Division appreciates your time, consideration, and contributions that will enhance the utility of this calendar, and thanks you for your dedication to promoting diversity, equity, and inclusion in CSCU.
***

DRAFT Introduction Text UNDER REVIEW: 2023-24

Diversity, equity, and inclusion are central to the mission of the Connecticut State Colleges and Universities (CSCU) system and its institutions. The CSCU Provost collaborates with students, faculty, and staff to compile this annual Universal Observances Calendar to promote awareness of months and days of importance to all members of the CSCU community.

On certain days and during specific months of the year, there are holidays, observances, festivals, and remembrances that are important to some or all members of our CSCU community. Some of these may

Draft October 2022

conflict with academic obligations. CSCU faculty, staff, and administrators work with students and colleagues to make reasonable arrangements and accommodations.

The following list is not exhaustive, and every effort has been made to ensure the information is accurate. Additionally, this list does not include official Connecticut state holidays [https://portal.ct.gov/About/Legal-State-Holidays]. For questions and suggestions, please contact the CSCU Vice President of Student Success and Academic Initiatives [gdesantis@commnet.edu].

DRAFT Calendar UNDER REVIEW: 2023-24

September 6-7, 2023	Krishna Janmashtami (Hinduism)
September 10, 2023	World Suicide Prevention Day
September 15-17, 2023	Rosh Hashanah (Judaism)
September 15-October 15, 2023	Hispanic American Heritage Month
September 24-25, 2023	Yom Kippur (Judaism)
September 26-27, 2023	Mawlid al-Nabi (Islam)
September 29-October 1, 2023	Sukkot (Judaism)
October 9, 2023	Indigenous Peoples' Day
November 2023	Native American Heritage Month
November 12, 2023	Diwali (Hinduism, Jainism, Sikhism)
December 1, 2023	World AIDS Day
December 7-15, 2023	Hanukkah (Judaism)
December 10, 2023	Human Rights Day
December 21, 2023	Winter Solstice (Many World Traditions)
December 25, 2023	Christmas (Christianity)
December 26, 2023-January 1, 2024	Kwanzaa (African-American Culture)
January 6, 2024	Epiphany or Three Kings Day (Christianity)
January 18, 2024	Bodhi Day (Buddhism)
February 2024	Black History Month
February 10, 2024	Spring Festival or Lunar New Year (Asian Cultures)
February 14, 2024	Ash Wednesday (Christianity)
February 14-March 28, 2024	Lent (Christianity)
March 2024	Disability Awareness Month
March 2024	Women's History Month
March 10-April 9, 2024	Ramadan (Islam)
March 23-24, 2024	Purim (Judaism)
March 24, 2024	Palm Sunday (Christianity)
March 29, 2024	Good Friday (Christianity)
March 31, 2024	Easter Sunday (Christianity)
April 2024	Arab American Heritage Month
April 8, 2024	Vesak (Buddhism)
April 9-10, 2024	Eid al-Fitr (Islam)
April 21, 2024	Mahavir Jayanti (Hinduism, Jainism, Sikhism)
April 22, 2024	Earth Day
April 22-30, 2024	Passover (Judaism)
May 2024	Asian/Pacific American Heritage Month
May 2024	Jewish American Heritage Month

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May 2024	Mental Health Awareness Month
May 2024	Military Appreciation Month
June 2024	Caribbean American Heritage Month
June 2024	Immigrant Heritage Month
June 2024	LGBTQIA+ Pride Month
June 11-13, 2024	Shavuot (Judaism)
June 16-17, 2024	Eid al-Adha (Islam)
June 20, 2024	Summer Solstice (Many World Traditions)
June 20, 2024	World Refugee Day

Public Comment

Submitted to NECHE

9 January 2023

Stephen Adair
Department of Sociology
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
(860) 832-2979
adairs@ccsu.edu

Seth Freeman
Business and Technology Department
Capital Community College
950 Main Street
Hartford, CT 06103
(860) 906-5249
sfreeman@capitalcc.edu

Lois Aimé
Department of Information Technology
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
(203) 857-7288
laime@norwalk.edu

Diba Khan-Bureau
Business and Technologies Department
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
(860) 215-9443
dkhan-bureau@threerivers.edu

Francis M. Coan
Social Sciences Department
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
(860) 585-6765
fcoan@tunxis.edu

Ronald Picard
Liberal Arts/Behavioral & Social Sciences Division
Naugatuck Community College
750 Chase Parkway
Waterbury, CT 06708
(203) 596-8761
rpicard@nvcc.commnet.edu

Lauren Doninger
Social Sciences Department
Gateway Community College
20 Church Street
New Haven, CT 06510
(203) 285-2601
ldoninger@gatewaycc.edu

Colena Sesanker
Social Sciences Department
Gateway Community College
20 Church Street
New Haven, CT 06510
(860) 285-2106
csesanker@gatewaycc.edu

9 January 2023

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880

To the New England Commission of Higher Education:

We respectfully submit this letter of public comment to NECHE for review at the 2 March/3 March 2023 meeting. Please feel free to send a copy of this letter to Connecticut State Colleges and Universities (CSCU) President Terrence Cheng, Connecticut State Community College (CSCC) President John Maduko, and to the CSCU Board of Regents.

This Public Comment is in response to the ongoing plan (Students First) to consolidate the twelve independently-accredited Connecticut community colleges into a single entity (CSCC). More specifically, it raises concerns that pertain most directly to the following portions of Standard 7: Institutional Resources and Standard 2: Planning and Evaluation:

7.4 The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.

7.5 The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support.

7.6 The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students.

7.7 The governing board understands, reviews, and approves the institution's financial plans based on multi-year analysis and financial forecasting.

7.9 All or substantially all of the institution's resources are devoted to the support of its education, research, and service programs. The institution's financial records clearly relate to its educational activities.

7.12 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making.

7.13 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate

integration of academic, student service, fiscal, development, information, technology, and physical resource priorities to advance its educational objectives.

7.14 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit.

7.15 Opportunities identified for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial and administrative capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's Standards.

2.3 The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans.

2.4 The institution plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.

2.5 The institution has a demonstrable record of success in implementing the results of its planning.

2.6 The institution regularly and systematically evaluates the achievement of its mission and purposes, the quality of its academic programs, and the effectiveness of its operational and administrative activities, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide valid information to support institutional improvement. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.7 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience. Systematic feedback from students, former students, and other relevant constituencies is a demonstrable factor in institutional improvement.

2.8 The institution has a demonstrable record of success in using the results of its evaluation activities to inform planning, changes in programs and services, and resource allocation.

A concurrent Public Comment, dated 9 January 2023 and co-authored by Lois Aimé and Stephen Adair, documents the failure of CSCU administrators to calculate and report the full financial cost—let alone the opportunity costs—of the consolidation. Along the same lines, the agendas and minutes of

the CSCU Finance and Infrastructure Committee, the Substantive Change Request submitted to NECHE in February 2022, and similar documents reveal the following patterns, all of which date back to the inception of the Students First plan in 2017:

1. Consistently inaccurate enrollment projections.

2. Consistent reliance on labor attrition to achieve financial savings.

3. Consistent unwillingness to acknowledge or address the erosion of support services provided to faculty, staff, students, and the community as a result of Students First.

4. A consistent inability—as much or more now as in 2017—to bring fiscal stability to the community college system.

To cite two examples, one from 2017 and the other from 2022:

- A report entitled "Preliminary Calculation—Students First College Consolidation," presented to the Finance and Infrastructure Committee in December 2017, proposed a plan for saving "approximately $27.65 million" over five years by merging the twelve independently-accredited community colleges into a single institution and eliminating "redundancies and parallel administrative functions." The consolidation plan assumed flat state funding after FY 2019 and flat enrollment during the entire period. The report included two projections of community college finances. The first projection, predicated on consolidation, predicted expenditures of $469.9 million for FY 2021 (an increase of 4.7 percent from FY 2017) with a deficit of $13 million. The second projection, predicated on maintaining the status quo, predicted expenditures of $518.9 million in FY 2021 (an increase of 15.6 percent from FY 2017) and a deficit of $62 million.[1]

  While this plan was approved and implemented, none of the projections and assumptions proved to be accurate. Community college expenditures for FY 2021 totaled $527.9 million, more than the figure projected for "doing nothing" and an increase of 17.6 percent from FY 2017.[2] Instead of remaining stable, enrollment fell every year between 2016 and 2020.[3] On the other hand, state support increased, from 60 percent of the community college system budget in FY 2017 to 64 percent in FY 2021.[4] Whatever modest savings achieved through

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[1] Finance and Infrastructure Committee Agenda, 6 December 2017, p.p. 11-19   Finance-Agenda-12-06-2017.pdf (ct.edu)

[2] Finance and Infrastructure Committee Agenda, 9 June 2022, Attachment B   Finance-Agenda-06-09-2022.pdf (ct.edu)

[3] Full-Time Equivalent (Instructional Activity), Fall 2008-Fall 2022   https://www.ct.edu/orse/data#sheets

[4] Finance and Infrastructure Committee Agenda, 6 December 2017, Attachment A   Finance-Agenda-12-06-2017.pdf (ct.edu) ; Finance and Infrastructure Committee Agenda, 9 June 2021, p. 12   Finance-Agenda-06-09-2021.pdf (ct.edu)

attrition came, and continues to come, at the expense of the quality of services offered to faculty, staff, students, and the community (see the aforementioned Aimé and Adair letter, as well as the footnote below).[5] While CSCU managers were able to present a balanced budget in FY 2021, this occurred not due to consolidation savings, but because of the fortuitous influx of tens of millions (ultimately over $100 million) of federal and state COVID-19 relief dollars.[6] To quote from the proposed spending plan submitted to the Finance and Infrastructure Committee on 9 June 2021 (with emphasis added):

> While this budget is balanced as submitted*, it is only able to achieve balance with unprecedented use of one-time resources to pay for recurring expenses*. The proposed use of $92 million in federal stimulus funds does give the system another year to rebuild enrollment, housing occupancy and operating revenue after their pandemic drop-off, but this comes with the risk of serious losses in FY 2023 if that rebuilding does not occur. *This proposed spending plan does NOT envision new recurring costs unless they are designed to facilitate enrollment recovery and ultimate system strength*.[7]

Such manna from heaven will not likely fall again any time soon, if ever, and apparently did nothing to address the long-term fiscal woes of the system.

- The Substantive Change Request submitted to NECHE on 11 February 2022 contains a plan to help stabilize system finances by:

    a) increasing student recruitment and retention, primarily through the work of 174 Guided Pathways advisors hired between June 2021 and June 2022[8]

    b) increasing the number of full-time students, largely through expansion of the PACT program

    c) raising tuition 5 percent each year from FY 2023 through FY 2028 inclusive.[9]

An examination of the enrollment projections included in this plan, and an examination of the results to date, are illuminating. The combination of GPA advisors and the PACT program (presumably even after taking into account the detrimental impact of the proposed tuition increase on at least some students) is supposed to yield an enrollment increase of 14.1

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[5] For oral testimony on this problem, presented by faculty, staff, students, and others to the Higher Education and Employment Advancement Committee of the Connecticut General Assembly Committee on 8 March 2022, see https://www.youtube.com/watch?v=_4mjnQpPsaQ [timestamp 1:40:50 --- 5:48:27]. For written testimony: https://www.cga.ct.gov/asp/menu/CommDocTmyBill.asp?comm_code=hed&bill=HB-05300&doc_year=2022

[6] Finance and Infrastructure Committee Agenda, 10 March 2021, p.p. 9-11 https://www.ct.edu/images/uploads/Finance-Agenda-03-10-2021.pdf?20315

[7] Finance and Infrastructure Committee Agenda, 9 June 2021, p. 7   Finance-Agenda-06-09-2021.pdf (ct.edu)

[8] Finance and Infrastructure Committee Agenda, 9 June 2021, p. 10   Finance-Agenda-06-09-2021.pdf (ct.edu)

[9] Substantive Change Proposal, Connecticut State Community College, 11 February 2022, Appendix A https://www.ct.edu/merger/neche#final

percent from FY 2022 to FY 2023 (from 22,200 FTE to 25,338). In reality, however, enrollment *decreased* 0.9 percent (from 21,312 FTE to 21,129) between Fall 2021 and Fall 2022. Since enrollment invariably decreases each fall to spring due to new student attrition (that has been the pattern at least as far back as 2008-2009), and the fall to spring decline has averaged 13.8 percent over the last five academic years, it will be a miracle if enrollment does not decline even further this fiscal year. Regardless, it is clear the projected 14.1 percent enrollment increase is fanciful. This gross overestimation in turn renders absurd all future projections, predicated on enrollment increases of 14.1 percent in FY 2022, 3.3 percent in FY 2024, and 13.2 percent in FY 2025 (by which time FTE enrollment is supposed to be 29,618, or an increase of 33.4 percent over the next three years). So much for stabilizing system finances in this fashion.[10]

A staff report submitted to the Finance and Infrastructure Committee on 14 September 2022 projects budget deficits for the community college system of $48.1 million in FY 2024 and $47.2 million in FY 2025.[11] We assert, and ample evidence (most of it found in CSCU reports and documents) strongly suggests, that Students First has exacerbated—certainly not solved, or even mitigated—the long-standing fiscal problems that have plagued the colleges. We further assert that this state of affairs will continue so long as the consolidation of the twelve community colleges continues.

Before the Commission renders a final decision on the substantive change request for the creation of CSCC, we request that the concerns and evidence we have presented in this Public Comment be scrutinized, taken into consideration, and investigated. We welcome any questions you may have.

Sincerely,

Dr. Stephen Adair, Professor of Sociology, Central Connecticut State University
Lois Aimé. Director of Educational Technology & Adjunct Instructor, Norwalk Community College
Dr. Francis M. Coan, Professor of History, Tunxis Community College
Dr. Lauren Doninger, Professor of Psychology, Gateway Community College
Seth Freeman, Professor of Computer Information Systems, Capital Community College
Dr. Diba Khan-Bureau, Professor of Environmental Science, Three Rivers Community College
Dr. Ronald Picard, Professor of English, Naugatuck Valley Community College
Dr. Colena Sesanker, Associate Professor of Philosophy, Gateway Community College

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[10] Substantive Change Proposal, Connecticut State Community College, 11 February 2022, Appendix A
https://www.ct.edu/merger/neche#final ; Full-Time Equivalent (Instructional Activity), Fall 2008-Fall 2022
https://www.ct.edu/orse/data#sheets

[11] Finance and Infrastructure Committee Agenda, 14 September 2022, p. 23   Finance-Agenda-09-14-2022.pdf
(ct.edu)

Public Comment

SUBMITTED TO NECHE

Stephen Adair, Central Connecticut State University, SSH 317
1615 Stanley St., New Britain, CT 06050
860-832-2979 adairs@ccsu.edu

Lois Aimé, Norwalk CC, W106-L, 188 Richards Ave., Norwalk, CT 06854
203-857-7288 laime@norwalk.edu

Francis Coan, Tunxis CC, 271 Scott Swamp Rd., Farmington, CT 06032
860-585-6765 fcoan@tunxis.edu

Lauren Doninger, Gateway CC, 20 Church St., New Haven, CT 06510
203-285-2601 ldoninger@gatewaycc.edu

Diba Khan-Bureau, Three Rivers CC, 574 New London Tpke., Norwich, CT 06360
860-215-9443 dkhan-bureau@threerivers.edu

January 09, 2023

January 9, 2023

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880

To the New England Commission of Higher Education:

We respectfully submit this public comment letter to NECHE for review at the March 02-03, 2023 meeting. You have our permission to send a copy of this letter to CSCU President Terrence Cheng, CSCC President John Maduko, and the CSCU Board of Regents.

Introduction
This document is being submitted as a separate letter along with the document we originally submitted on October 18, 2022, then withdrew, and are now re-submitting for review at your March 02-03, 2023 meeting. We chose to submit this as a separate document because, while this document addresses some of the topics in the previous document, it also addresses other issues. We will, of course, be unable to see the Progress Report submitted by CSCU since it is not due to NECHE until February 10 to be reviewed at the March 02-03 NECHE meeting while we have been told our Public Comment must be submitted by January 09 for the same meeting. Therefore, this Public Comment will address the ongoing chaos and dysfunction that has beleaguered this consolidation from the beginning and has only gotten worse as the process evolves, from the vantage point of those working directly with our students.

We hope you will take the time to read both our documents. They will give you a more detailed understanding of what is occurring in the CT Community College system as the consolidation moves forward. You continue to hear mainly one side of the story on how this is affecting our students, our communities, and our faculty and staff. Please allow us to augment what you are hearing with the story from the other side of the divide. We are not against change when change will improve how we function. For example, we support having one application for all 12 colleges. And that can be done without any of the colleges losing their accreditation. However, this much larger change has no benefit to anyone as far as we can see. It has, in fact, negatively impacted all the constituents noted above in a variety of ways that we have chronicled over the years, and from our vantage point, it appears it will only get worse. We question why this exercise continues. It seems to be in search of a problem to solve that does not now exist, but will exist, if this is finalized.

We have said from the beginning that proper funding would allow us to do our jobs well. With enough funding to the colleges, and not to an administrative bureaucracy that never lays eyes on a single student, we would, among other things, be able to increase our full-time faculty and staff. Research shows that there is a correlation between an increase in full-time vs. part time faculty and an increase in student retention and graduation rates.

Unfortunately, the Commission has not shown interest in speaking directly to us to gain more of an understanding of what we are seeing in real time as this process continues. Indeed, as we noted earlier, we are unsure why this is continuing at all. We all know it will not save any money; in fact, it is costing a lot of money. We all know it will not solve the equity issues that are pervasive in the state of CT; in fact, it will more than likely exacerbate those issues. Robin Isserles notes in her book *The Costs of Completion: Student Success in Community College*, "*…community colleges have historically played an important role in the economic mobility and security of their students….At the same time, and perhaps more so over the last 25 years, community colleges have also contributed to the reproduction of class inequalities and stratification, as public higher education has become less about creating knowledgeable, engaged citizens and more like a factory producing credentials for the marketplace, which becomes the very rationale for its existence.*" (Isserles, 129) And that is exactly what is happening as the curriculum for the single college is manipulated to create single homogenous programs that cater to the lowest common denominator, and do not allow us to cater to our student and community needs.

An Attempt to Improve the Teaching and Learning Experience or Simply an Attempt to Increase Retention and Graduation? We know the Answer to That.

To add to the chaos and dysfunction inherent in how this is unfolding, we are told that if we just stay mum the employers who hire our students, or the colleges they transfer to, will never know what shortcuts have been taken in their education to make things less difficult and get them through faster.

- Online labs? Online Public Speaking classes? Online everything? Of course, we must offer what our students want, not what will help them learn. We must, after all, cater to the wants of our customers, otherwise they might go elsewhere. And with that, the downward spiral for our students begins. The number of online classes was growing prior to the pandemic. Since the pandemic they have become a much larger percentage of the course delivery methods at our community colleges. This is a large component of how CSCC believes it can make all courses and programs available to all our students. However, that cannot be the case. Many courses and programs cannot and should not be taught online. And, while online classes work well for certain student demographics (graduate programs are one such area), community college students are the least well-served by online classes. As Robin Isserles notes in her book, "*Online teaching has been portrayed as the panacea for working students as it affords the flexibility for students who have difficulty getting to campus. Those of us who teach online, especially at the community college….have been quite concerned as to whether students are properly advised for this type of learning experience.*" (Isserles, 147) As an example, will students who have taken labs online be able to function either in a work environment, or a lab class at a college they transfer to, where the skills learned in a real lab setting are a necessity to perform their work or further their learning? Not our problem we are told.

- CEOs from every industry tell us they can teach the technical skills they need their employees to learn. However, the "soft skills" necessary for an employee to function well and be retained and promotable need to be part of what the employee brings with them. As an example, the Medical Assistant Certificate program at Norwalk CC has two such classes in its curriculum, English and Psychology, that will be removed if consolidation occurs. Will the area employers still come knocking on our door to work with and hire our students if courses that would give them those "soft skills" necessary to perform their jobs better are removed from the curriculum? Not our problem we are told.

Our examples of the chaos and dysfunction that have become the norm are summarily dismissed by those pushing hard to make consolidation a reality, as nothing more than anecdotal, as if that invalidates them. However, similar anecdotes, enumerated over a period of years, speak volumes about the innerworkings of what is occurring, or perhaps, more accurately, show a pattern of dysfunction that gets worse with time. Instead of being a snapshot of a work in progress that was improved as it was developed, it is the opposite. These so-called "anecdotes" should give the reader a better, more in-depth, understanding of what the pattern of missteps and mistakes that go unaddressed is responsible for on the ground, in front of us, the individuals who work directly with the students, the families, and the communities we serve.

The NY Times has published many articles recently about the ChatGPT bot that was just created and released by OpenAI. So, we decided to ask it about the CT community college consolidation. Below is the question asked and the last paragraph of the brief response from the bot. If a ROBOT can be programmed to conceptualize what should be included in a process to determine if such a consolidation would benefit anyone, surely a cohort of humans should be able to comprehend the concept of inclusive decision-making.

Should the 12 independently accredited CT community colleges be consolidated into one college? It opened with a statement saying that it should not make the decision regarding such a consolidation, however, it ended with this statement: "*…Ultimately, any decision about consolidation should be made by the relevant stakeholders, including the colleges themselves, their governing boards, and state and local officials, after careful consideration of all the relevant issues and with the input of all interested parties.*"

ON CONTINUED CHAOS AND DYSFUNCTION IN AREAS that have been consolidated as "Shared Services"
THE IT AREA – Multi-Factor Authentication – The Bad Timing, the Failed Process, the Willful Attempt to Make Believe it Wasn't Happening, and End of Semester Woes

The chaos and dysfunction within the IT area, that has been re-organized into a centralized "Shared Services" system, continues to grow. It is relentless and has a direct impact on students. And much of it comes from the very nature of the new structure. The latest in a series of missteps that have been chronicled by us in the past, occurred on November 30, 2022, nine days before the last day of classes for the fall 2022 semester. The power and decision making are centralized at a system office where there are no students. Faculty and staff who work with students to implement the mission of the college have been completely marginalized. Had IT consulted with people who work with students, they would have been cautioned against an IT system update in the final weeks of the semester.

In the morning on 11/30/22, an *upgrade* was made to online security. Instantly, thousands of students, faculty, and staff could not access any resources (email, Banner, Blackboard, the ability to log in to classroom and office computers, etc.). The chaos continued unabated until at least December 3, 2022. For some faculty, staff, and students it lasted much longer. Students who needed to focus on end of semester papers and final preparation were shut out of all resources. There were faculty who could not log in to access teaching resources in their classes.

On 12/2, after 6 PM, the interim provost, Miah LaPierre-Dreger, sent an email (Appendix A) on behalf of the interim information security officer, Peter Carey, explaining the failure. In the email Mr. Carey started by blaming the user *("This is a result of invalid security information in those Microsoft user profiles that are required for account access."*), gave a list of instructions that users needed to spend their time implementing, and ended by reminding users that the problem was the user's fault ("*To prevent future interruptions: Ensure the following security items are configured and up to date in your Microsoft user profile settings."*) At no point was an apology offered. On 12/7, after faculty complained about the lack of an apology, Mr. Carey sent another email (Appendix B). After 4 paragraphs extolling the heroic efforts of IT, an apology was made. The added problem to all this was that the email was sent to addresses that could not be accessed and posts were made to Banner and Blackboard sites that also could not be accessed because of these very login issues.

While most had service restored on 12/3, some did not. There were students who continued to be locked out of fully online courses until 12/13 (Appendix C). Because the design of the consolidated structure removes contact at the actual colleges, students needed to navigate a frustrating morass of 'tech support.' In the end, some students were helped because local contacts were backchanneled around the inscrutable 'system.' This phone message was sent to all faculty, staff, and student cell phones. In the vast majority of cases it was received as "Potential Spam." Additionally, the message was impossible to understand. A web address was given that no one could have captured because it was incoherent and thus impossible to understand (Appendix C at the bottom).

This is not the first IT failure because of centralized power and decision making (Appendix D). During registration in January 2021, an *upgrade* made Degree Works and other advising tools unavailable. The attempt to get students registered was an exercise in frustration and errors that did not serve students.

And it will not be the last, as we continue to see more and more frequently. To make sure the end of the fall 2022 semester would be remembered as a total IT disaster, on December 20, the day final grades were due to be submitted by 12 noon, Banner, the technology tool used to submit those grades, was not working, or,"…quick, it appears to be working now,…oops, no, it's not." Faculty who had not yet submitted grades, could not, therefore the date had to be extended and the option for students to view their grades was delayed.

The HR AREA – Chaos and Dysfunction Spread to Employee Personal Finances (for Students, Faculty, and Staff)

Like the IT department, Human Resources was one of the first areas to be completely consolidated and defined as "Shared Services." Since that time there have been widespread and well-documented failures of epic proportion. Faculty, staff, and student workers suffer continuous errors in payroll. Often, a payroll error is made and weeks or months later the employee will be notified that their next paycheck will be docked if an overpayment is involved. On the other hand, an employee may not receive a paycheck at all, for reasons never clarified. People who live paycheck to paycheck have suffered unnecessary instability in their income. As a result of consolidation, a huge state agency cannot

reliably pay people. It is a fantasy to imagine that an organizational structure that cannot manage payroll can responsibly usher students through higher education. (See email exchanges in **Appendix E**)

On the College Catalog – Continued Chaos and Dysfunction
We note in the re-submitted comment some of our concerns about the college catalog. We are still unaware of what process, if any, is in place to correct the many errors in the catalog. However, having looked through parts of it in a limited way we have come across some issues that concern us deeply. Again, these concerns are based on a very cursory review of the catalog. However, if a quick search found these problems and errors, logically, a more detailed search would unearth even more. Note – the term "Programs by Schools" is a clickable option to search for specific programs. This does not mean a physical campus; it references the six "Schools of Study" CSCC has created to house the various programs. http://ct.catalog.acalog.com/

The program listings do not specify where a particular program might be offered. Not all colleges now offer all these programs, nor will they be able to, even if consolidated. Many of the more specialized programs, such as those in engineering, healthcare, technology, and other areas require specialized equipment and require faculty who are able to teach the courses within the programs. For example, if a student living in the Litchfield, CT area wanted to take the Nuclear Engineering Technology Program or the Environmental Engineering Technology Program they would still have to find their way to Norwich, CT, near the Rhode Island border, where Three Rivers CC is located, in order to do so. These are just two examples of the very many programs that are college specific and will need to remain so even under consolidation. And this is not made apparent to any student looking up programs that might interest them. The same holds true for individual courses. All the courses listed will not be offered at all the campuses. The only programs that mention specific colleges are those that are outside accredited, where those accreditors have stated that they will only accredit each program individually. No courses are flagged as available only at specific colleges.

Regardless of what the creators of CSCC write and say, our students are not going to travel from campus to campus to take courses. The vast majority of our students neither have the time, because they are more than just students, with work, family, and other pressing obligations, nor have the ability to move easily between campuses.

Again, a very cursory and random look at the course descriptions in the catalog produced this: CJS2100, Constitutional Law is shown in the CJS2100 course description as cross-listed with POLS1020 and has pre-requisites of CJS1010 and ENG1010 with a grade of C- or better (a grade, by the way, that will not transfer). In the catalog POLS1020, is shown as Introduction to Law; POLS2010 is shown as Constitutional Law and has no pre-requisites at all.

On the Chaos and Dysfunction of the Proposed Shared Governance Structure
We're not sure what to say about this. It is one of the most convoluted, tortuous, confusing, baffling, bewildering, incomprehensible mysteries put forward as a final product by CSCC. Faculty and staff were not asked to participate in the creation of this structure and, when presented, were given very little time to comment. There was a meeting with governance leaders of the 12 community colleges with President Maduko and Interim-Provost LaPierre-Dreger after the fact which led to nothing being changed. We know this system will not be able to function in any coherent manner that would allow governance to actually work and be effective. It is not going to be easy to adjust curricular issues as the need arises. Frankly, the one thing we could actually understand in this "riddle wrapped in a mystery inside an enigma" to quote Winston Churchill, is the fact that the "Curriculum Congress" is a separate entity that does not report to the senate. That alone shows us how the structure has been created to give the senate little to no real power and says volumes about how governance has been structured. Since the "Curriculum Congress" will report directly to the CSCC President and Provost there will be no requirement to have any curricular issues vetted by the senate.

Appendix F shows the finished product. If anyone on the Commission can determine how this might work in a real-world scenario we would appreciate it very much if you would get back to us with a full explanation.

On the Chaos and Dysfunction of Attempting to Create a Single Schedule for 12 Campuses from a Distance

As a disclaimer – what is noted here may change after this document is sent. However, we believe that whatever changes might be made will not produce anything that will avert the potential for chaos and dysfunction as this schedule is rolled out. Local ownership will never be part of the revision process, as we know from experience.

As part of CSCC's focus on establishing central control, the leadership informed the colleges that the fall 2023 course schedule would be created and managed centrally through a group of six CSCC schedulers who would be hired in time to make this happen. Faculty at local campuses could offer "input" in the creation of the schedule. Typically, department chairs and staff at the 12 colleges begin creating a fall schedule in late fall of the previous year and complete a draft by January.

As delays in construction of the Banner Template that would cover the 12 "campuses" began occurring, some colleges began preparing their own fall 2023 drafts based on their fall 2022 schedules. In December CSCC leadership informed college leadership that they would be creating their own fall 2023 schedules that would be entered into a new Banner template and unite the 12 fall 2022 schedules. All were told this would produce a viable fall 2023 schedule that would be ready for student registrations by April, 2023.

However, in an apparent attempt to address budget shortfalls, at some level, CSCC leadership decided in late December 2022 to hire only three schedulers and keep the current college schedulers in place. In this scenario the local college schedulers would need to collaborate with the three located in New Britain. At one level this is good news since the local colleges maintain their own schedulers. However, as with everything that is created by CSCC, there are questions and concerns. The primary question being, how exactly does this save money? Instead of hiring six schedulers for New Britain and eliminating the schedulers at the colleges, there will now be three schedulers in New Britain and schedulers at the colleges will be retained. Perhaps a remedial math class would be appropriate here? Oops, won't exist anymore.

- All three of the new hires for CSCC were schedulers at one of the 12 colleges. At least one of the colleges has now lost its schedulers and will not be able to replace them because there is no job description for this position under this new model. This is simply another example of the lack of thought put into considering both the intended, as well as the unintended, consequences of actions taken.
- In what is now Standard Operating Procedure for CSCC, only the schedulers at New Britain will be able to make any changes to the schedule after the draft has been loaded into Banner in March, a time period when many final changes need to be made quickly as courses are added, adjuncts are hired late, and modalities are adjusted.

On the Chaos and Dysfunction that has Grown in Every Way as Consolidation has Been Allowed to Move Forward
In our opening we questioned why this consolidation was continuing to move forward since it appears that this whole exercise is an attempt to create a solution for a problem that does not exist. However, the solution being pursued will create the problem, if the problem is really that our students are not being served as adequately as they could be. The consolidation will certainly exacerbate that problem. It has already done so. Proper funding, on the other hand, would help us support our students as they deserve to be supported.

It appears the real problem that the System Leadership wants to resolve is the fact that the administrative staff of CSCC do not yet have complete control over all decision-making. And they need to remedy that as quickly as possible. In recent days the following has occurred:
- An email was sent to all CCC employees on January 3 regarding promotion and tenure applications for this year that stated, among other things:
  - "*All final recommendations for promotion and tenure should be forwarded to President Maduko in time to meet the 4/15 deadline*."
  - So, President Maduko, the president of a college that does not yet exist, is going to approve promotion and tenure applications of individuals he has never met and knows nothing about, while the CEOs/Presidents of the still independently accredited colleges will have little to no say.
- An email was sent to all the "campus" deans on January 4, from the Associate VP of Academic Operations for CSCC, a college that does not yet exist, advising the deans of the independently accredited colleges that they

should start cancelling classes with 14 or fewer students starting January 13, one week before classes start for the spring 2023 semester. **(Appendix G)** This not only goes against how we have handled class cancellations in our long history, it will also irreparably hurt our students in so many ways. We need to work with our students, not against them. We understand who they are and what forces are at play as they navigate public higher education along with other competing issues in their, often, very complicated lives. A good percentage of our students do not register until the last minute because they do not know if they will have the money to pay for classes, whether it is their own money or grant money of some kind.

- These kinds of dictates are occurring more and more frequently as the administrators of CSCC, as noted earlier, a college that does not yet exist, stretch their muscles, and make sure that all decision-making will be made in New Britain, where a student will never set foot. Whether taking away the decision-making process from local administration improves our ability to function properly and, most importantly, gives us the ability to serve our students in the best way possible, is not part of the equation. They must have all the power, all the time.

On Chaos and Dysfunction for Its Own Sake – Lack of Thought and Unintended Consequences, Again and Again

- A few years ago the System Office decided that all community colleges should have the same calendar for fall and spring. When they mandated this they added a so-called "Reading Day" to the CCC calendar. This day is supposed to be a day without classes, ahead of finals or midterms, to give students time to study and prepare for these exams. However, the day has always been some random day in the semester not affiliated with any academic issue. In the fall of 2022 Tuesday, November 01 was chosen as the "Reading Day." Why, since this is just some random Tuesday, wasn't Tuesday, November 08 chosen? If our students had been given this day off, they might have found it easier to vote, they might have found it helpful to be able to be home with their children or siblings who had no school that day, they might have been able to respond to family obligations unique to that day in many ways.

Community College Add'l Day/Study Day, NO CLASSES Admin offices open	November 1, 2022
CSU Reading Day/Study Day, NO CLASSES	December 9, 2022

- The spring 2023 calendar has the CCCs open on Monday, February 20, President's Day, while the CSUs are closed that day. So, the colleges that serve students who are more likely to be parents, more likely to be responsible for caring for siblings, and/or have other family obligations that are magnified on holidays, are told they must attend classes on a federal/state holiday where the K-12 schools will be closed, along with

CCCs Lincoln's Birthday Observed, NO CLASSES	February 17, 2023
CSU Presidents' Recess, NO CLASSES	February 17-20, 2023
CCCs Open, Classes in Session	February 20, 2023

other services, and the CSU students have the day off. We have never before been open on this holiday.

- What kind of thought process was used to decide that these calendar dates represent equitable outcomes for the community college students? This is the CT State Equity Statement from their Strategic Plan: "*Equity is the removal and reduction of barriers that negatively impact student success within structures, policies and practices and ensuring that students receive targeted resources and supports to achieve their academic, professional, and personal goals. Equity is achieved by identifying and intentionally addressing* structural racism,

systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty and staff act as anti- racist institutional change agents. "

- How are these calendars not a barrier that negatively impacts student success? Isn't this a form of structural racism and marginalization?

Final Thoughts

We end by quoting the NECHE Commission back to the NECHE Commission or, more accurately, quoting the then NEASC Commission back to the now NECHE Commission. We do not mean to be pedantic. We are just going back to basics.

In the response to the Substantive Change submitted by then president of the CSCU system, Mark Ojakian, NEASC made the following comments:

- "*that, given the magnitude of the change, the proposed Community College of Connecticut be considered as a new institution, not as a substantive change to the current twelve accredited community colleges; that the proposed Community College of Connecticut be declared eligible to apply for candidacy for accreditation:*"
  - What has changed to allow for a substantive change application?
- "*Given the magnitude of the proposed change, combining twelve separately accredited institutions into a single institution, the Commission determined that rather than being a substantive change, the Commission was instead being asked to consider a (proposed) new institution. The Commission has not seen, and is not aware of, a proposed change of this magnitude in New England or elsewhere in the U.S.*"
  - Perhaps there is a very good reason that the Commission has not seen, nor is aware of, a change of this magnitude….because it can do nothing other than fail miserably, as we are seeing happen in real time.

We sincerely hope you have taken the time to read this document, review the appendices, and have gotten this far. If so, we hope you will think about what we have written, both present and past, and take the content into consideration, along with that submitted by CSCC, so that you get a more rounded picture, from both sides of the spectrum, about how this is progressing.

We would be more than happy to answer any questions you might have on anything that we have submitted.

Work Cited:

Isserles, Robin G. *The Costs of Completion: Student Success in Community College.* Johns Hopkins University Press, 2021.

Sincerely,
Dr. Stephen Adair, Professor of Sociology, Central Connecticut State University
Lois Aime, Director of Educational Technology/Adjunct Instructor, Norwalk Community College
Dr. Francis Coan, Professor of History, Tunxis Community College
Dr. Lauren Doninger, Professor of Psychology, Gateway Community College
Dr. Diba Khan-Bureau, Professor of Environmental Engineering Technology, Three Rivers Community College

APPENDIX A

Dear Faculty -

In response to the ongoing IT issue that has caused some students, staff, and faculty to have difficulty accessing their college account, the following communication is being sent to students via email and text and is being posted on Blackboard, MyCommnet, and all college websites in the next few minutes.

All Campus CEOs were briefed on this issue this morning and are aware of the response plan that has been implemented.

Thank you for your patience and understanding while CSCU IT works to resolve this issue.

Miah

Miah LaPierre-Dreger, EdD

Interim Provost and Vice President of Academic Affairs
CT State Community College
mlapierre-dreger@ccc.commnet.edu

Dear Students,

We are aware that some individuals are experiencing issues when signing into college applications and resources. This is a result of invalid security information in those Microsoft user profiles that are required for account access.

To resolve this issue, on 12/2 at 3:30pm, we will begin an automated rolling process to clear the invalid security information for impacted individuals.

This process will likely take overnight to complete. When the automated process is completed, a system-wide notification will be sent.

What can I expect after the automated process is completed?

After the automated process is completed, sign into your college account at https://mysignins.microsoft.com. If you receive the following prompt, it means the invalid information on your account has been cleared. If you do not see the prompt, it means your account has not gone through the process yet and you will need to try again later.

When you receive the prompt, click Next and follow the instructions below to set up the required security information in your Microsoft user profile settings.

If you're still having problems signing into your college account after 9am Saturday, December 3rd, please contact us at the CCC Online Help Desk or by phone (860-723-0221), both will be available for 24/7 assistance.

Steps to set up the required security information in your Microsoft user profile settings

Detailed instructions for setting up your required security information in Microsoft user profile settings can be found at https://cscu.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010955.

If you need further assistance with setting up this required security information, please contact us at the CCC Online Help Desk or by phone (860-723-0221), both will be available for 24/7 assistance.

To prevent future interruptions

Ensure the following security items are configured and up to date in your Microsoft user profile settings:

- Phone number (multiple if possible)

- Microsoft Authenticator App
  (visit https://www.microsoft.com/en-us/security/mobile-authenticator-app to download to your device)

Peter M. Carey
Interim CSCU Information Security Officer
Information Security Program Office
Connecticut State Colleges and Universities
61 Woodland Street, Hartford, CT 06105
careyp@ct.edu

A message from CSCU IT

CSCU-Announcement <CSCU-Announcement@ct.edu>
Wed 12/7/2022 13:28

CSCU

To all Students, Faculty, and Staff

On Wednesday last week, a scheduled change to a Microsoft setting was implemented, triggering an underlying misconfiguration with some user account profiles. The initial impact of the issue was not readily apparent until the next morning when hundreds of users reported an issue preventing sign-in to critical applications and resources, including Blackboard and myCommnet.

As soon as the issue was identified, the CSCU and campus IT departments took immediate steps to resolve it. However, the number of impacted users exceeded the ability of the IT departments to quickly restore access. To correct the issue and speed up the restoration of access, the IT departments performed an automated process on Friday to search for and clear the misconfigured item. This process was completed Saturday afternoon and resolved most of the sign-in issues experienced by impacted users.

From Sunday through Monday, IT immediately assisted with resolving the handful of remaining sign-in issues experienced by students, faculty, and staff. Today, the number of sign-in problems has returned close to pre-incident levels.

While most have regained full access, IT will continue to resolve any access issues, related or not, as a priority throughout the semester. Additional resources and 24/7 support remain available to all students, faculty, and staff. If you are experiencing issues accessing your college account, please contact us at the CCC Online Help Desk, by phone (860-723-0221), or by visiting your local campus IT department. For more information, please see: https://cscu.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011739

We deeply regret and sincerely apologize to all our impacted students, faculty, and staff for the disruption and stress this has caused you at a critical time of the semester. We also want to express our appreciation for your incredible patience and cooperation as IT worked to correct and restore access to the critical systems and resources you rely on.

We take any disruption to our students and faculty very seriously. The core mission in IT is to support students, faculty, and staff with reliable, effective, and secure technology. This incident has highlighted the need for broader communication between students, faculty, and IT to achieve that mission. Some steps we will be taking to improve in this area include:

- Increasing the frequency and details of communications regarding major IT projects and changes.
- Implement a channel to collect input and answer questions from students and faculty before major IT initiatives are implemented.
- Expand faculty representation in the IT change management and project management process to ensure risks to academic operations are communicated and addressed.
- Provide frequent and direct security awareness training to students and faculty, including communicating security initiatives and their importance.

Next week we will complete a full analysis of this incident to identify other steps and changes we need to make to prevent future occurrences.

Once again, our sincere apologies for the disruption and enormous stress this incident has caused. We fully understand and agree this is not acceptable. We want to assure you that we take these lessons learned to heart and will improve our communication and operational processes to provide our students, faculty, and staff with the quality they deserve and that our mission demands.

Sincerely,

Peter M. Carey
Interim CSCU Information Security Officer
Information Security Program Office
Connecticut State Colleges and Universities
61 Woodland Street, Hartford, CT 06105

APPENDIX C

You replied on Wed 12/7/2022 2:05 PM

LA To: Doninger, Lauren

Wed 12/7/2022 1:49 PM

Hi professor,

My MFA still isnt working. I spent over an hour on the phone with the microsoft help desk number that gateway emailed us. Its not calling me to verify or giving another option to choose another way of verifying so the tech named josh that i spoke with said he is escalating it again. Im not sure what do to.. i know we have carego quizes am i still able to complete those without being in blackbord?

You forwarded this message on Sat 12/10/2022 8:36 AM

LA To: Doninger, Lauren

Sat 12/10/2022 8:35 AM

Hi! Yeah i tried what he said to do with unblocking any numbers that might have been from MfA but im still not getting the calls. I was waiting for him to call me back yesterday morning like we discussed but never got the call from him. Going to try and call him

---

You replied on Tue 12/13/2022 8:26 AM

LA To: Doninger, Lauren

Tue 12/13/2022 7:18 AM

Im in!!!!!! Omg thank you so much!!

You replied on Wed 12/14/2022 10:35 AM

RJ To: Doninger, Lauren

Wed 12/14/2022 10:31 AM

Professor Doninger,

I've regained access to blackboard and my email as of last night. I have a log of the numbers I've called, the error messages, and the emails that I was sent in regards to being locked out.

I apologize for the inconvenience.

Please let me know if I am able to submit any work that has been missed during this time.

Thank you,

APPENDIX C

Click on the arrow to the right to listen to the voice mail sent to faculty, students, and staff on MFA issues. Do you understand the web address given?

▶

APPENDIX D

A Resolution Requesting Improvement in the Technology Services

January 26, 2021

WHEREAS Gateway Community College exists to provide, "…high-quality instruction and comprehensive services in an environment conducive to learning…" (Catalog), and;

WHEREAS there has been a relentless series of disruptive technology failures since mid-fall 2020 which has included;

- Scheduled Degree Works update which took the program off-line during peak advising;
- Scheduled mycommnet update during the final week of winter session, which failed;
- Failed attempt to reverse the update, which led to more outages;
- Failure in communication between Banner and Blackboard that disrupted registration;
- Failure to stabilize the system leading to students, faculty, and staff being unable to reliably log on to mycommnet and/or have access to Blackboard;
- Failure to stabilize the system leading to students not being registered in their Blackboard course shells;
- Proposed work-arounds that included unreasonable expectations such as constantly clearing cache, using incognito mode, logging out of one user and logging into another, none of which provided certainty of being able to log in and/or have courses in Blackboard, and;

WHEREAS student success is contingent upon reliable access to functional technology, and;

WHEREAS faculty and staff have made monumental efforts to continue to serve students during this global pandemic, and require reliable access to functional technology to continue this work, and;

WHEREAS the ongoing failures in technology have impeded students, faculty, and staff from achieving educational, instructional, and institutional goals.

Be it therefore RESOLVED that the Faculty/Staff Council requests that Dr. Thomas Coley, Regional President and Dr. William T. Brown, CEO actively intervene to demand that the CSCU leadership, leadership of the proposed CSCC, and the Board of Regents be informed in no uncertain terms about the level of disruption that has occurred, and;

Be it also RESOLVED that the Faculty/Staff Council requests that Dr. Thomas Coley, Regional President and Dr. William T. Brown, CEO state clear expectation to the CSCU leadership, leadership of the proposed CSCC, and the Board of Regents that all necessary resources be applied to solve these problems, and;

Be it also RESOLVED that that the Faculty/Staff Council requests Dr. Thomas Coley, Regional President and Dr. William T. Brown, CEO, along with CSCU leadership, the leadership of the proposed CSCC, and the Board of Regents investigate and rectify the structural flaws in the consolidated 'shared' service that has led to these unprecedented, relentless, systemic failures, and;

Be it also RESOLVED that that the Faculty/Staff Council requests Dr. Thomas Coley, Regional President and Dr. William T. Brown, CEO communicate the plan for, and implementation of, the structural changes to the College community.

APPENDIX E

APPENDIX

Example 1

From: Sohl, Elizabeth <ESohl@commnet.edu>
Sent: Tuesday, December 6, 2022 3:02 PM
To: Redacted
Subject: Notice of overpayment

During an audit of the iTeach payments it was found that you were overpaid in the paycheck dated October 20, 2022. The attached letter gives a detailed explanation of how the overpayment happened. Please read the letter, select one of the payback options, sign it and send it back to me for processing. If you return it signed by **Wednesday, December 7, 2022 at noon** you have the choice of 1 or 2 paycheck reductions to be taken on the December 16, 2022 and/or the December 30, 2022 paychecks. If the signed letter is returned **after** noon then you will need to select the 1 paycheck reduction that will be taken on the paycheck dated December 30, 2022.

Elizabeth Sohl
Payroll Manager
CSCU System Office
61 Woodland Street
Hartford, CT 06105
Email – esohl@commnet.edu

From: Redacted
Sent: Wednesday, December 7, 2022 2:04 PM
To: Sohl, Elizabeth <ESohl@commnet.edu>
Cc: Maroney, Eric W. <EMaroney@gwcc.commnet.edu>
Subject: Re: Notice of overpayment

To Whom it may concern,

I rescind my previous permission to deduct $1000 from my last check of the year. On advice from my union representative, cc'd here, I do not give permission to make additional deductions from my pay at this time. I am requesting that you provide written documentation of the overpayment error. Once I receive this documentation, I will confer with my union representative and respond in writing regarding the next steps.

Thank you for your attention to this matter.

From: Sohl, Elizabeth <ESohl@commnet.edu>
Sent: Wednesday, December 7, 2022 3:48 PM
To: Redacted
Cc: Maroney, Eric W. <EMaroney@gwcc.commnet.edu>
Subject: RE: Notice of overpayment

Redacted,

Received and I will send that documentation that I have tomorrow.

Elizabeth Sohl
Payroll Manager
CSCU System Office

From: Redacted
Sent: Friday, June 17, 2022 3:36 PM
To: Ewell, Laura <LEwell@commnet.edu>
Subject: Summer PTL Pay/Retroactive Pay

Hi Laura,

I emailed the central payroll email address ([mailto:cscu-payrollsso@commnet.edu)%20%20on]cscu-payrollsso@commnet.edu) on Tuesday, and Kathleen Nicholson today, but have still received no reply from either, so I am now emailing you in hopes of getting an answer – can you please tell me what the summer PTL pay schedule is? On what dates will we be paid for the June (beginning 6/1) and July (beginning 7/5) sessions? Additionally, I noticed an email form my union rep indicating that we would be receiving retroactive pay in our 7/15 paycheck. Is this a one-time payment, and how can we determine what the amount will be? The lack of clarity and communication on these issues has been frustrating – it makes it difficult to do any financial planning when we are unable to anticipate when/how much we will be getting paid – so some guidance would be much appreciated.

Thanks in advance for your help.
Redacted

From: Ewell, Laura <LEwell@commnet.edu>
Sent: Friday, June 17, 2022 5:17 PM
To: Redacted
Subject: RE: Summer PTL Pay/Retroactive Pay
Hi **Redacted**,

I hope you are doing well.

1. For the contract you are teaching this summer from 6/2 – 6/30 you will receive 2 equal payments on check dates 6/30 and 7/15 of $2901 (gross) each which will total your contract amount of $5802. For your contract from 7/6 – 8/3, you will receive 3 equal payments on check dates 7/29, 8/12, and 8/26. These payments will be for $2021 (gross) each, totaling your contract amount of $6063. This amount is inclusive of the rate increase for July 2022.
2. For the retro payments that are due to you, those will be a lump sum amount in check date 7/15. These calculations are being done at the state and HR level so I cannot give you an estimate for your payment, as it is based on your particular union contract, step level, etc.

Please let me know if you have any other questions that I can help with. Thank you!
Laura

Laura Ewell
Director, Shared Services and Business Transformations

From: Redacted
Sent: Thursday, June 30, 2022 1:16 PM
To: Ewell, Laura <LEwell@commnet.edu>
Subject: RE: Summer PTL Pay/Retroactive Pay

Hi Laura,

I'm sorry to bother you again, but I am looking for additional clarification on my pay check – it doesn't seem to reflect what you told me to expect in your previous email. I am teaching two summer courses in this June session, so I was anticipating receiving $5802 for my gross pay for my PTL check today, and the same for the next check, for a total of $11,604 for those two classes. Instead, today's check was for $9844.02. On the stub there are two separate pay lines – a rate of 967 for 6 hours, and a rate of 673.67 for 6 hours. The 967 pay rate works out to $5802, which is what I had expected, but I don't know what that other amount is.

Can you please clarify this for me?

From: Redacted
Sent: Thursday, July 7, 2022 10:20 AM
To: Ewell, Laura <LEwell@commnet.edu>
Subject: Fwd: Summer PTL Pay/Retroactive Pay

Hi Laura,

Just following up on the email I sent you last week, below. I know you were out of the office so perhaps you missed it. Would love to get some clarity. Thanks very much.

From: Ewell, Laura <LEwell@commnet.edu>
Sent: Thursday, July 7, 2022 10:37:11 AM
To: Redacted
Subject: RE: Summer PTL Pay/Retroactive Pay

Hi Redacted,
Thanks for following up. I apologize I am still wading through the hundreds of emails I got last week!

So it looks like the payroll coordinator who enter your hours began paying you for your classes that started on 7/5 in this check. I am showing 4 contracts for you for the summer – does this look accurate to you?

CHART REDACTED

If so, it appears that you were paid for both of your classes that started on 6/1 and you will receive another payment of the same amount for those two classes in next week's check. Then both of those contracts will have been paid in full.

In addition, you were paid for 1/3 of your other two courses ((6063*2)/3=4042). You will receive another 1/3 on check date 7/16 and the final payment on check date 7/30.

I would have expected to see the payments listed in the manner I had emailed you about before, but it looks like this is what was entered.

Let me know if you have any questions – thank you!
Laura

Laura Ewell
Director, Shared Services and Business Transformations
P: (802) 578-7902 (call/text)| E: lewell@commnet.edu

From: Redacted
Sent: Thursday, July 7, 2022 10:56 AM
To: Ewell, Laura <LEwell@commnet.edu>
Subject: Re: Summer PTL Pay/Retroactive Pay

Well, this is unnecessarily confusing!

My course was cancelled, so I can't even begin to imagine how this will affect my pay. It's really difficult to make any financial plans or commitments when we are always guessing what we will be paid, and in what amounts - and then, when I think I'm being proactive and trying to gather information in advance, it changes.

Our unions are always telling us to check our pay and make sure it's accurate, since there have been so many errors in the past year - but it's virtually impossible to ever know whether our pay is correct or not.

I thank you for answering my questions and I hope that there will be some more predictability in pay soon.

==Example 2==

From: CTState-HRLeaveProcessing <HRLeaveProcessing@ct.edu>
Sent: Thursday, June 23, 2022 12:03 PM
To: Redacted
Subject: RE: Arrangements for leave fall 2022

Hi,
Since that first class will be completed prior to your leave start date, it should be paid in full and not prorated due to the leave.

Hope that helps!

Colleen Osborne
HR Data Specialist
Connecticut State Colleges & Universities (CSCU)

Sent: Thursday, November 3, 2022 11:25 AM
To: CTState-HRLeaveProcessing <HRLeaveProcessing@ct.edu>
Subject: Re: Arrangements for leave fall 2022

Hi Colleen,

I'm responding to this email even though it's old because it has relevant information in it! In my check today, I was not paid my overload, which means I am not being paid fully for the class I completed teaching prior to my leave. Can you please tell me who can correct this for me? I contacted Mark Thompson in Payroll, but he said this is an HR issue - I don't know who to talk to about it. Please get back to me as soon as you can. Thanks.

From: CTState-HRLeaveProcessing <HRLeaveProcessing@ct.edu>
Sent: Friday, November 4, 2022 3:57 PM
To
Subject: RE: Arrangements for leave fall 2022

Hi Redacted,

I connected with my colleague who processes PTL/Overload contracts with Gateway and it looks like it was an odd Banner report situation that caused the Overload payment being shut off.

The backstory is that the Banner report from GWCC Academics that HR receives to process the Overload contracts had your Overload listed as *Full Semester dates*, and not the *actual dates/first 8 weeks.* When I updated your Leave Status in Core-CT and inactivated the PTL/ECL/Overload record, thinking it had been paid in full already, this shut off your Overload payment that had been set up for the full semester dates based on that Banner report.

Your PTL/ECL/Overload record in Core-CT has been reactivated today so the remainder of your Overload payment can be processed, and I have emailed with Mark in Payroll asking him to double check the payment set up, as well as the missed payment.

Very sorry for the confusion and the missed owed payment.

All the best,

Colleen Osborne
HR Data Specialist
Connecticut State Colleges & Universities (CSCU)

From: Redacted
Sent: Monday, November 7, 2022 5:46 PM
To: CTState-HRLeaveProcessing <HRLeaveProcessing@ct.edu>
Subject: Re: Arrangements for leave fall 2022

Thanks Colleen - any idea when this will be paid then? As you can imagine, an unexpected significant decrease in my anticipated pay has caused quite a disruption.

Thanks again - of the 3 people in HR and Payroll I emailed trying to resolve this issue, you're the only one who responded and offered an explanation/solution, so I very much appreciate your response!

From: CTState-HRLeaveProcessing HRLeaveProcessing@ct.edu
Sent: Tuesday, November 8, 2022 2:21 PM
To: Redacted
Subject: RE: Arrangements for leave fall 2022

Hi Redacted,

Payroll just confirmed that your retro payment for the missed paycheck will be in the next checkdate (11/18/2022), along with your regular scheduled Overload payment on 11/18/2022.
The remainder of the overload pay will continue biweekly through the 12/30/2022 paycheck date for PTL/Overload payments.

All the best,

Colleen Osborne
HR Data Specialist
Connecticut State Colleges & Universities (CSCU)

<mark>Example 3</mark>

From: Thompson, Mark <MThompson@mxcc.commnet.edu>
Sent: Thursday, July 7, 2022 4:39 PM
To: Redacted
Cc: Nicholson, Kathleen <KNicholson@nvcc.commnet.edu>; Moss, Henry M <HMoss@ncc.commnet.edu>
Subject: Redacted_PAY_070122_to_071522.xlsx

Hi,

Sorry for the confusion and wait, but during the summers the College system rarely has a standardized way of issuing checks, except in rare instances. In this particular case, contracts were in a state of flux, and we hurried to get people paid as quickly as possible.

In your particular case, your payments started 7/1/22 and totaled a gross amount of $9,844.02. This amount will also be paid for the check date 7./15/22; meaning that by 7/15/22, you should have been paid a total gross amount of $19,688.04. the remaining balance of $4,041.96 should be paid by 7/29/22.

If any of these contract amounts are incorrect, please let me know immediately, and I will adjust the payout amounts.

For the future, note that the Fall Semester, and often pay, generally starts in Payroll Period 7 on or about 9/24, and for the Spring ,the semester starts in Payroll Period 17 on or about 2/11. Towards

this end, the System Office generally sends an e-mail detailing the payment start and end dates for the Fall and Spring Semesters. While attempts have been made to have a rigorous/standardized schedule for the Summer sessions, this has not happened. As a result, Colleges have been left to their own devises to plan Summer sessions and payments.

Nonetheless, regardless of the semester, the way to assure that you are getting paid correctly and completely, is to follow the general rule that for the Fall and Spring semesters, each gross contract amount is broken into 8 equal payments; and if not, then by the end of the semester, or two weeks after, you should have been paid the total gross amount(s) of your contract's' balances.

Please remember that during the Summer sessions while the division of gross contract balances by 8 does not apply, the gross amount of each of your contract's balances should equal the gross amount received by you by the Semester's end.

I hope this answers at least some of your questions, and to ease some of the payroll confusion, the above-Attached (00000000PAY_DATES_FY22toFY23_NEW.xlsx) is a rough draft of the remainder of this years and the coming year's calendar, which lists the Payroll numbers, from-to dates, and check dates.

Once again, if you have any questions, please let me know immediately. I generally have a 24 hour response time. If I cannot give you an answer, I will attempt to find someone who can.

Thank you; and, stay safe

Mark A. Thompson, F.A.A., M.P.A.

Middlesex Community College, Founders' Hall Payroll Office,Room 113B,100 Training Hill Road, Middletown, CT 06457
Tel. 860-343-5727 E-mail: mthompson@mxcc.commnet.edu

From: Redacted
Sent: Friday, July 15, 2022 1:10 PM
To: Thompson, Mark <MThompson@mxcc.commnet.edu>
Cc: Nicholson, Kathleen <KNicholson@nvcc.commnet.edu>; Moss, Henry M <HMoss@ncc.commnet.edu>
Subject: RE: Redacted _PAY_070122_to_071522.xlsx

Hi Mark,

Thanks for your previous response. I believe I am still being paid for the course that was cancelled this session. I'd like to not end up owing money, so if you could look into this and let me know, that'd be great.

Thanks.

From: Thompson, Mark <MThompson@mxcc.commnet.edu>
Sent: Friday, July 15, 2022 3:02 PM
To: Redacted
Subject: RE: Redacted_PAY_070122_to_071522.xlsx

Hi,

Quite correct. Entries I made last pay-period did not take; so I stopped them again today. You will owe a net amount for an overpayment, that I am in the process of calculating. We might be able to take this out of your check automatically if you have sufficient funds after taxes and deductions. The amount seems to be about $2,021.01 which could be deducted from your current pay. The choice is yours.

Thank you; and, stay safe

Mark A. Thompson, F.A.A., M.P.A.

Middlesex Community College, Founders' Hall Payroll Office,Room 113B,100 Training Hill Road, Middletown, CT 06457
Tel. 860-343-5727 E-mail: mthompson@mxcc.commnet.edu

From Redacted>
Sent: Friday, July 15, 2022 3:41 PM
To: Thompson, Mark <MThompson@mxcc.commnet.edu>
Subject: Re: Redacted_PAY_070122_to_071522.xlsx

Is $2021.01 the total amount you will deduct? That's fine, but can you just show me how that was calculated? I am supposed to be paid for 1 course this session, but I've been paid for 2/3 of 2 courses - is that correct?

Thanks.

From: Thompson, Mark <MThompson@mxcc.commnet.edu>
Sent: Friday, July 15, 2022 3:54 PM
To: Redacted>
Subject: RE: Redacted _PAY_070122_to_071522.xlsx

Hi,

I got the figures sooner than thought. I can deduct this from your REG salary, since I stopped your final payment on your second $6,063 to get the overpaid amount down to $$2,021.04.

 Chart redacted

You should have been paid $17,667 but was paid $19,688.04   See Attached.
                                                    -$ 17,667.00   = $5,802. $5,802, $6,063 from
above grid

                                          $ 2,021.04   Overpaid.

Thank you; and, stay safe

Mark A. Thompson, F.A.A., M.P.A.

Middlesex Community College, Founders' Hall Payroll Office,Room 113B,100 Training Hill Road, Middletown, CT 06457
Tel. 860-343-5727 E-mail: mthompson@mxcc.commnet.edu

From: Redacted
Sent: Friday, July 15, 2022 4:15 PM
To: Thompson, Mark <MThompson@mxcc.commnet.edu>
Subject: RE: Redacted _PAY_070122_to_071522.xlsx

Ok – thank you. Will that payment be reversed now out of my account, or out of my next check? And I assume if it's taken out now, it'll be a different (smaller) amount taken out of my bank account, since what was deposited was the after tax amount, right?

From: Thompson, Mark <MThompson@mxcc.commnet.edu>
Sent: Tuesday, July 19, 2022 9:39:03 AM
To: Redacted
Subject: RE: Redacted_PAY_070122_to_071522.xlsx

Hi,

The whole amount will be taken out because this will reduce the taxes automatically for the same amount prior.

Thank you; and, stay safe

Mark A. Thompson, F.A.A., M.P.A.

Final Model After Incorporating Feedback ...

CT STATE
COMMUNITY COLLEGE

CT State Governance Process

Policy/Non-Curriculum Issues

Campus Faculty, Staff, & Students

→ Elected Campus representation (varies by campus)

Campus Senate Body

The College Senate shall include mechanisms to ensure communication between the College Senate and the campus governance body.

CT State College Senate

Optional Campus Input During the SDC Curriculum Alignment Feedback Period

(via Academic Departments, Local Curriculum Body, and/or Local Senate)

CT State Curriculum Congress

CT State President/Provost & CSCU Academic Council

Board of Regents Academic & Student Affairs (BOR ASA) committee

Board of Regents (BOR)

Curriculum Issues

Statewide Discipline Groups & Campus Academic Departments

School Area Curriculum Committees (SACC)

The Curriculum Congress should include at least one representative (faculty/staff) from each of the 12 campuses.

If there is no representation from a campus, that campus's senate will elect a non-voting member to the Curriculum Congress to ensure communication between each campus and the Congress.

Elected College Senate representation* *(41 total)*
1 FT Faculty from each campus
1 FT Staff from each campus
1 At-large from each campus
1 FT Staff not affiliated with a campus
1 At-large not affiliated with a campus
1 Student from each group of small, medium, large campuses

Elected Curriculum Congress representation** *(33 total)*
4 FT Faculty from each statewide School
6 CCPs across the state (areas vary)
1 Student from each group of small, medium, large campuses

CT STATE
COMMUNITY COLLEGE
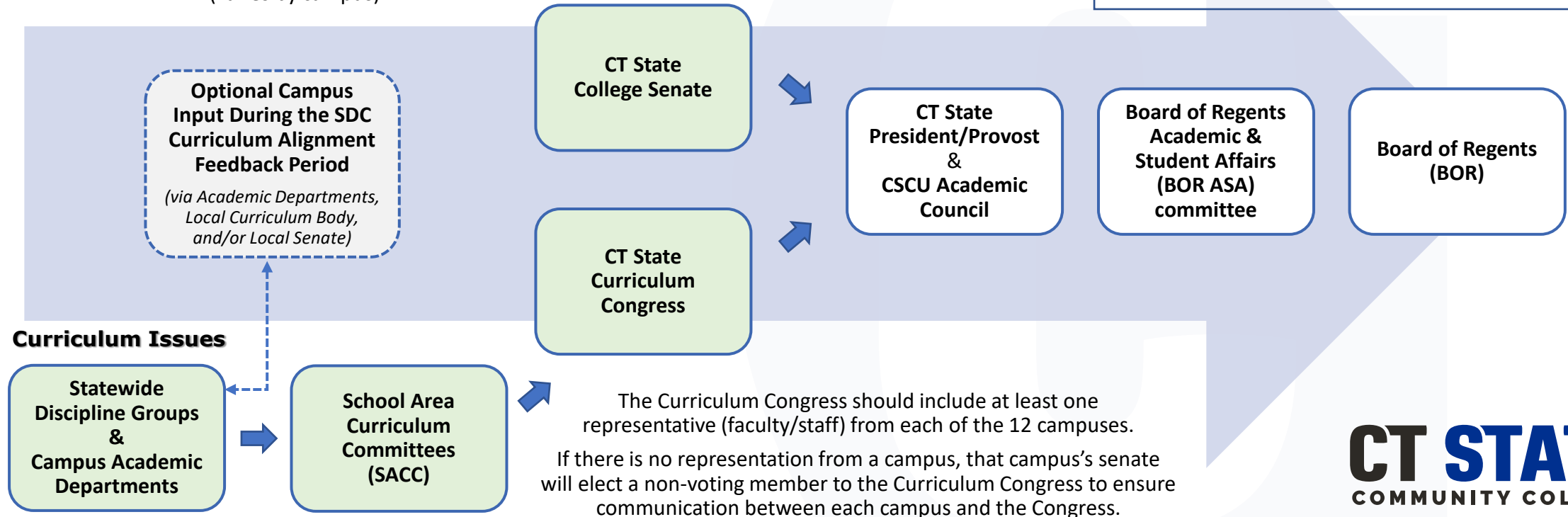
Monthly Governance Cycle

Mondays – Thursdays
Campus meeting formats/times determined by local campuses

Fridays
Statewide Remote

(AM) 9:00 - 11:30

(PM) 12:00 - 2:30
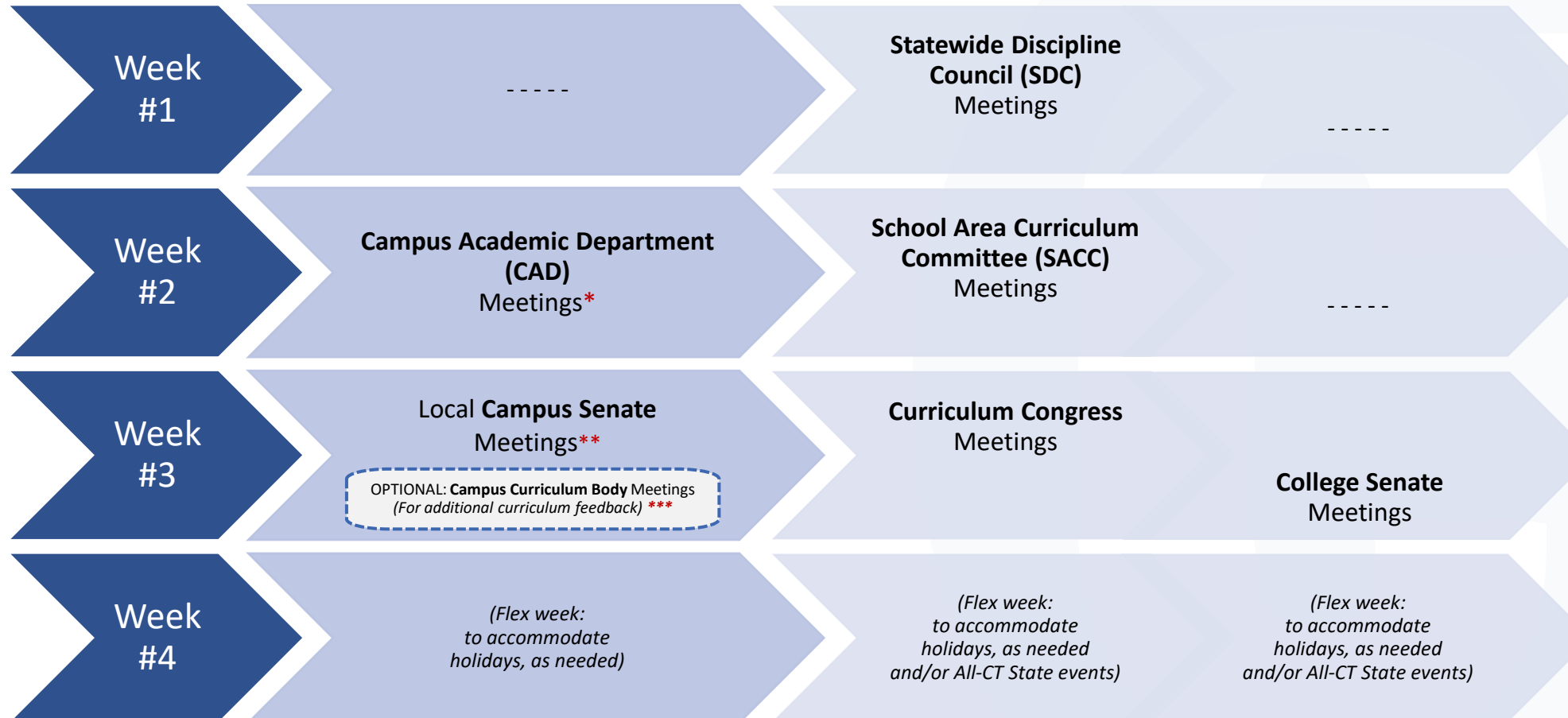
*NOTE:
Campus Academic Department (CAD) meetings must occur the week after the SDCs to ensure an opportunity for CADs to:

(a) provide feedback on SDC draft proposals each month

(b) vote to recommend approval or revision of SDC aligned proposals after the earlier feedback is incorporated (prior to the subsequent SACC meetings where aligned proposals from SDCs are considered.)

**NOTE:
Campus Senate meetings must occur prior to the CT State College Senate each month to ensure an opportunity for local Campus Senates to:

(a) send non-curriculum issues to College Senate each month

(b) provide feedback on non-curriculum issues discussed by College Senate each previous month

(c) OPTIONAL: provide additional feedback on draft curriculum proposals being aligned by SDCs.

***NOTE:
OPTIONAL: Campuses may also OPT to convene a local curriculum body to provide additional feedback on draft curriculum proposals being aligned by SDCs.

Week #1
- - - - -
Statewide Discipline Council (SDC) Meetings
- - - - -

Week #2
Campus Academic Department (CAD) Meetings*
School Area Curriculum Committee (SACC) Meetings
- - - - -

Week #3
Local **Campus Senate** Meetings**
OPTIONAL: **Campus Curriculum Body** Meetings *(For additional curriculum feedback)* *******
Curriculum Congress Meetings
College Senate Meetings

Week #4
(Flex week: to accommodate holidays, as needed)
(Flex week: to accommodate holidays, as needed and/or All-CT State events)
(Flex week: to accommodate holidays, as needed and/or All-CT State events)

CT STATE
COMMUNITY COLLEGE

Curriculum Development & Approval

*BOR policy requires prior approval for the following institutional actions regarding academic programming. These proposals would continue to the CSCU Academic Council and the Board of Regents:

- Above Threshold Establishment or Modification of a New Academic Program

- Reinstatement of Discontinued or Suspended Program

- Continued Licensure and OHE Accreditation of an Academic Program

- Replication of a College of Technology (COT) Program

- Suspension of an Academic Program

- Discontinuation of an Academic Program

- Establishment of a CSCU Center/ Institute

Course proposals would complete the development & approval process with the CT State Provost/President.

All curriculum development begins with Faculty:
Curriculum proposals or concept papers can originate with any Campus Department Chairs, Program Coordinators, Academic Discipline Coordinators, or Statewide Discipline Council Reps

Statewide Discipline Councils

Alignment Feedback Period*

Campus Academic Departments

| ACC | CCC | GCC | HCC | MCC | MXCC |
| NCC | NVCC | NWCC | QVCC | TRCC | TXCC |

School Area Curriculum Committees

Curriculum Congress

CT State President/Provost

CSCU Provost & Academic Council

Board of Regents*
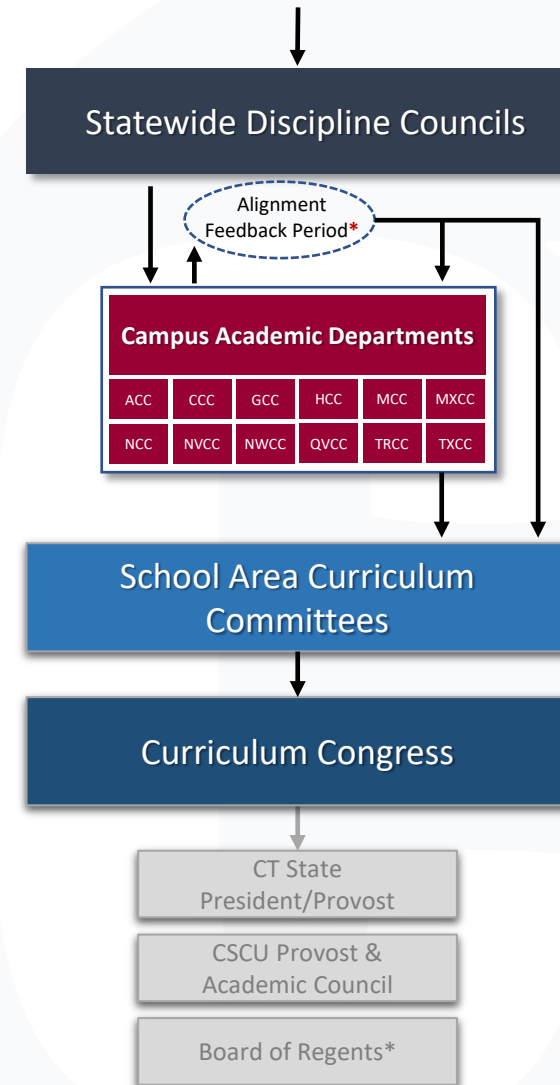
*Optional Campus Input During the SDC Curriculum Alignment Feedback Period
(via Academic Departments, Local Curriculum Body, and/or Campus Senate Body)

CT STATE
COMMUNITY COLLEGE

Curriculum Governance Process

All curriculum development begins with Faculty:
Curriculum proposals or concept papers can originate with any Campus Department Chairs, Program Coordinators, Academic Discipline Coordinators, or Statewide Discipline Council Reps

Statewide Discipline Councils →
Comprised of 1 FT faculty voting rep from each campus where discipline programming is available, all faculty encouraged to participate

12 Local Campus Departments →
Academic Departments may vary by campus, but must align with CT State Schools

6 Statewide SACC Bodies →
Comprised of 1 rep from each Campus Academic Department for each CT State School

1 Statewide Congress Body →
Comprised of 4 faculty reps from each CT State School, 6 CCP/Staff reps from across the state, and 3 Students from each group of small, medium, large campuses

Statewide Discipline Councils

Alignment Feedback Period*

Campus Academic Departments

| ACC | CCC | GCC | HCC | MCC | MXCC |
| NCC | NVCC | NWCC | QVCC | TRCC | TXCC |

School Area Curriculum Committees

Curriculum Congress

CT State President/Provost

CSCU Provost & Academic Council

Board of Regents*
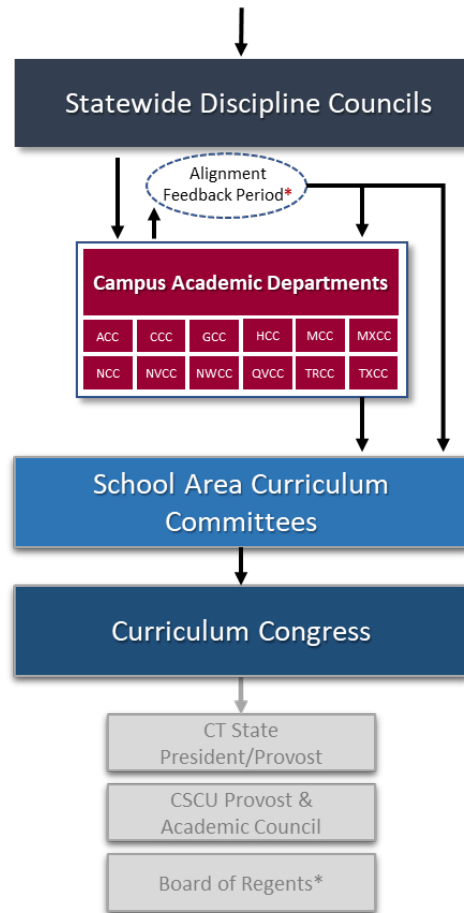
- **Submit initial (draft) curriculum proposals or concept papers to Statewide Discipline Councils (SDC)**
  (must include fiscal and needs analysis)

- **Develop/align (draft) curriculum proposals, credit for prior learning, AP and CLEP exams, etc.**
- **Feedback period: post (draft) proposals for 2-4 weeks to gather feedback, incorporate feedback, update proposals**
- **Vote/approve (aligned) proposals**
- **Forward aligned proposals to the SACC and send notifications to Campus Academic Departments**

- **During feedback period:**
  Review/provide feedback for (draft) proposals to inform vote by SDC
  (optional campus input via Academic Departments, Local Curriculum Body, and/or Local Senate)
- **After feedback period and SDC alignment completed:**
  - **Vote to recommend approval or revision of (aligned) proposals**
    (vote optional by campus)
  - **Campus PACC reps bring dept recommendations to SACC**
    (if revision, must provide rationale and/or counter proposal)

- **Chair of appropriate SDC presents aligned proposals to SACC**
- **Review campus recommendations, negotiate changes with appropriate SDC to accommodate recommendations**
  (not to exceed 1 month)
- **Vote to approve or reject at end of negotiations**
- **Forward approved proposals to the Curriculum Congress**
- **Denials or requests for additional edits sent back to SDC**
- **Report results of accommodation negotiations to local campus departments and SDC**

- **Chairs of appropriate PACC and SDC present aligned proposals to Congress**
- **Interdisciplinary review/approval of all curriculum proposals**
- **Discuss/address other curriculum-related issues/concerns/proposals/policies**
- **Forward approved proposals to CT State Provost/President**
- **Denials or requests for edits sent back to SACC**
- **Prepare summary reports to post for public record**

CT STATE
COMMUNITY COLLEGE

APPENDIX G

From: "Gomez, Manuel" <MGomez@commnet.edu>
Date: Wednesday, January 4, 2023 at 8:00 AM
To: SYS-AcadDeans <SYS-AcadDeans@commnet.edu>, "Santiago, Antonio" <ASantiago@nvcc.commnet.edu>
Cc: "LaPierre-Dreger, Miah C" <MLaPierre-Dreger@ccc.commnet.edu>
Subject: Spring 2023 cancellation of low-enrolled classes

Hello Campus Deans,

It's hard to believe, but we are only 2½ weeks from the first day of classes for Spring 2023 (Friday, Jan 20th)

In an effort to address growing concerns about running a large number of under-enrolled courses in the spring schedule, **on Friday, 1/13, we will be asking campuses to cancel classes that have 14 students or fewer,** unless there are extenuating reasons why that low-enrolled class should remain open, such as students needing the course(s) to graduate in Spring 2023.

CT State will also be returning to the process of dropping students for "non-payment" as we lead up to the start of Spring classes **(1/9, 1/18, 1/30)** which may impact course enrollment numbers. (More information about the "drop for non-payment" and where students can get assistance can be found here: https://www.ctstate.edu/payments)

NOTE: Students dropped for non-payment will be contacted (via Guided Pathways advisors, financial aid staff, faculty program coordinators, etc.) to assist them with strategies to work through payment issues and/or re-register for classes. If students have multiple registration options, students will be advised to register for classes with high enrollment to avoid another potential cancellation due to low enrollment after either of the two upcoming drops for non-payment.

Starting now (week of Jan 3-6)... We are asking that campuses start looking at your Spring 2023 schedules and start considering and/or canceling classes that have very low enrollment so impacted students have ample time to select other classes before Jan 20th...

Currently, across the state there are approximately 6000 credit course sections on the Spring 2023 schedule. Among them, the following numbers of sections have 6 students or fewer (as of 1/3/23):
- 1280 course sections with 6 students or fewer
- 1050 course sections with 5 students or fewer
- 875 course sections with 4 students or fewer
- 700 course sections with 3 students or fewer
- 550 course sections with 2 students or fewer
- 380 course sections with 1 student or fewer
- 250 course sections with 0 students

Please start cancelling your very low-enrolled classes AND...

Consider cancelling any classes that will not likely reach an enrollment of 14 students or more by Jan 13th (one week prior to the start of spring classes)...
OR consider converting some sections to LATE START sections or SECOND 8-WEEK sections...
OR consider combining sections with other campuses that are offering the same low-enrolled class(es).

If you have any questions, please contact me for assistance.

Thank you for your assistance with this proactive scheduling and enrollment strategy,

Manuel

Public Comment

RE-SUBMITTED TO NECHE

Stephen Adair, Central Connecticut State University, SSH 317
1615 Stanley St., New Britain, CT 06050
860-832-2979 adairs@ccsu.edu

Lois Aimé, Norwalk CC, W106-L, 188 Richards Ave., Norwalk, CT 06854
203-857-7288 laime@norwalk.edu

Francis Coan, Tunxis CC, 271 Scott Swamp Rd., Farmington, CT 06032
860-585-6765 fcoan@tunxis.edu

Lauren Doninger, Gateway CC, 20 Church St., New Haven, CT 06510
203-285-2601 ldoninger@gatewaycc.edu

Diba Khan-Bureau, Three Rivers CC, 574 New London Tpke., Norwich, CT 06360
860-215-9443 dkhan-bureau@threerivers.edu

January 09, 2023

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January 09, 2023

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880

To the New England Commission of Higher Education:

We respectfully re-submit this public comment letter to NECHE for review at the March 02-03, 2023 meeting. You have our permission to send a copy of this letter to CSCU President Terrence Cheng, CSCC President John Maduko, and to the CSCU Board of Regents.

INTRODUCTION – CHAOS AND DYSFUNCTION IS THE NEW NORMAL

This Public Comment responds to some of the commentary in the CSCC (CT State Community College) Progress Report (PR) to NECHE dated September 01, 2022 and the Substantive Change Request (SCR) dated February 11, 2022. It also documents the dysfunction at the colleges as more staff and financial resources are centralized and removed from service from our students and institutions. This centralization has been coupled with confusing, erratic, and often ill-considered mandates coming down from the burgeoning administrative staff located in New Britain, where no student has ever been. These two purposes are linked because the documents regarding CSCC you have received are merely polished veneers. They have been written without consideration or even cognizance of the realities occurring on the ground.

An ongoing thread through this entire process is that local faculty, staff, and administration input is neither sought, nor when given anyway, accepted. Therefore, our students and our communities have lost their voice along with their college. The ongoing fabrication that vast numbers of faculty, staff, and administration continue to be involved is not reality. Time and time again, we attempt to get involved in hope that someone will finally listen, and that reality never materializes. It is a fact, and facts matter.

As we write this we are receiving ongoing updates on items noted in the 9/01 PR. The CSCC administration is backtracking on some items they realize they cannot possibly implement within the previously specified timeframe. However, at the same time they are doubling down on other things, such as outside accreditation mandates that, on the whole, make little to no sense in how and why they are being dictated (with no input allowed from the relevant program coordinators, or local administration), and other issues that are noted throughout this document.

Before you decide whether to issue an approval of the substantive change request for CSCC, we encourage you to send a site team to investigate the claims made by the CSCC administration and this public comment.

At the outset, we would like to clarify a statement made on page 6 of the PR, which notes that "CT State is delighted to share … a new accolade." Putting aside the credentials and criteria of Wallethub, CT State DID NOT receive this accolade. The current CT Community College system, which is comprised of the 12 independently accredited community colleges in CT, was ranked the best overall U.S. community college system, which had nothing to do with the consolidation. We do, however, wonder why anyone would elect to reorganize the best community college system in the country.

An Update on Enrollment and Budget Projections for CT State…(p. 7/8)

The PR states that "The major investment that the BOR has made in Guided Pathways and holistic advising is on track to significantly impact enrollment and retention numbers. The three colleges that implemented this approach first [Housatonic, Middlesex, and Northwestern] are seeing gains in both;" is inaccurate and disingenuous. **(Appendix A)** The PR used early data (p. 8) that misrepresented a declining trend that was clear to see prior to submission of the report. There appears to be no correlation between the implementation of Guided Pathways Advising and enrollment figures. Most colleges are down in enrollment with Housatonic and Middlesex being down more than most. In fact, Middlesex,

Housatonic, and Northwestern are all well below projected enrollment figures and Middlesex and Housatonic are well below enrollment figures for 2021 while Northwestern has seen a small gain. However, enrollment patterns at a small college such as Northwestern would show more volatility because of the small numbers. And the increase in FT headcount for Norwalk CC (NCC) is almost completely based on the inclusion of P-Tech high school students. These students had not been included in enrollment numbers previously.

At a legislative Higher Education and Employment Advancement Committee hearing on 3/08/22 a BOR representative was asked about the new student retention rate at Housatonic CC from fall 2021 to spring 2022. The response was that there was an 8% increase in retention at HCC for that period, insinuating that this increase was the direct result of the implementation of the Guided Pathways advising process. What was not mentioned was that there was an increase of 9% at Gateway CC and an increase of 10% at Norwalk CC during that same period, where the Guided Pathways initiative had yet to be implemented. These colleges make up the "Shoreline West" region in the CCC system. **(Appendix B)** Facts do matter, and they need to be placed in context.

An Analysis of the Impact of Anticipated Faculty and Staff Retirements…(p. 9)

The faculty/staff hiring numbers noted on page 9, item 2 of the PR may document the number of retirees for each college, but the rest of the content makes little sense. It is patently untrue that "virtually all retired full-time faculty" will be replaced. There are any number of faculty and staff positions that are not being filled. The "Request to Fill" (RTF) form was non-existent while being revised. Thus, the hiring process was frozen in August when colleges were seeking to address enrollment demands for specific courses. And many of the positions that need to be filled at the colleges are being left empty while the hiring at CT State continues, and it appears that many of the positions are being given to individuals who will embrace the existing process. The list of current faculty/staff positions shown in Appendix U of the February 2022 SCR conveniently starts in FY22 when faculty and staff numbers were already at record lows. Bizarrely, this document is titled FY19-28. If this document had gone back further the numbers per college would have been much higher and would have more accurately shown the understaffing that is an acute problem today. To offer some context, at Norwalk CC, between FY15 and FY19 the number of full-time faculty fell from 103 to 85 and full-time staff fell from 124 to 107. A precipitous decline in both areas that would be unsustainable if allowed to continue.

To some extent though, it is continuing. For example, Norwalk CC is losing faculty and staff at a rate never before seen. Those who can retire are choosing to do so as soon as eligible, those who cannot retire are looking for, and finding, jobs outside this system, and those who stay are doing only what is necessary to meet minimal requirements of their jobs. With these losses we lose the historical knowledge and understanding of the issues facing our students along with their needs. We do not know if this is happening elsewhere at the same pace it is at Norwalk CC, but we know it is pervasive around the community college system.

The link "organizational structure" to Org Charts on p. 30 of the PR continues to make little sense. They are shown as FINAL, dated 2.10.22, and have not been updated to show there are no longer "Regional Presidents" who were re-purposed on 8/12/22 in response to a lawsuit that led to their removal as an attempt to meet the terms of that lawsuit settlement. It is somewhat ironic that the CSCC regional presidents have been given previously unidentified senior administrative positions and the positions of the regional presidents have been eliminated, as the regional presidents were among the first new positions of the consolidation process that were hired.

Standard 2 – On the Strategic Plan – Chaos and Dysfunction

On the first page of the Strategic Plan, the 4th paragraph is built on a lie. First, only two faculty and nine staff are on this committee of 48 **(Appendix C).** Also, the list includes names of people no longer in the system and those who attended one or two meetings and then stopped attending when they realized they were being ignored. Second, the last sentence in that paragraph references the tremendous help the "Faculty Advisory Council" to the BOR was in supplying "honest and earnest feedback" that was then incorporated into this document. It is the Faculty Advisory Committee (FAC), not

Council, to the BOR that is being referenced, and that body was never asked to give any feedback at the one meeting the then Chair of the CT State Exec. Strategic Planning Council attended. The FAC was given a PowerPoint presentation, the members asked a couple of questions, which were ignored, and that was it. Facts matter. A request was sent to remove the statement. It was never answered. The statement was not removed. **(Appendix D and Appendix E)**

Under "Background and Process" 11 priorities are listed as having been identified in spring 2021. Most of them are boilerplate and would be standard with any educational institution, however one stands out – "mobility." That is indicative of a lack of understanding of who our students are. Do those on the committee really believe that a priority of our students is the ability to travel to multiple campuses to take courses? Do they really think our students have the time, the interest, and most importantly, the ability, to travel to other campuses? Most have none of the above. They work, they commute using public transportation, they have family obligations, all in addition to attending classes. They are NOT only students. That is why they are community college students to begin with. That is why such a vast majority are part-time students. And that is why, as we noted in our Public Comment of 2/16/22, only 3% of our students take classes at more than one college.

Contrary to what is stated in the Strategic Plan, we will no longer be able to focus on the communities we serve because we will no longer be able to make the local decisions that would allow that to happen. Facts matter.

Standard 3 – On Governance – Chaos and Dysfunction

There have been revisions to this structure that are addressed in a new, separate document. We felt this should remain as is here to reflect the ongoing issues that appear to be inherent in all segments of the consolidation.

In the first sentence of Standard 3, on page 13, it is noted that the "CT State Shared Governance Model" was approved in March 2022 by the CCIC (College Consolidation Implementation Ctte.). That committee has one faculty member on it (one other is listed erroneously). Attached **(Appendix F)** is a resolution voted on by the Norwalk CC senate in May 2021 that outlines the major concerns with this (while there were some minor changes, the basic structure of the proposal had not changed between May 2021 and March 2022). It is not a governance structure that promotes shared governance. It promotes the appearance of governance with no actual ability to participate in governance. It is too small a group that would need to deal with too large a constituency. Why doesn't the Curriculum Congress report to the Senate? Why are there administrators on the Curriculum Congress, even if non-voting? Why are there so few members? Why do the large "campuses" and the small "campuses" have the same number of representatives?

The dates for implementation of various components of the governance structure for CSCC have passed and are passing with no announcements made to initiate work on this flawed structure. Facts matter. Further, on page 14 of the PR it states that nominations for the senate "will be gathered" in September and October. Whatever "gathered" means, it is now the middle of October and none of this has happened.

Standard 4 – On the Issues of Academic Programs, the General Education Core, ACME, CCS 101, and Academic Scheduling – Chaos and Dysfunction The 9/01/22 PR notes

that there are 1219 degrees and certificates that currently exist at the community colleges. These have been condensed into 187 Associates Degrees and 113 Certificates. Students who are currently in a program or certificate that they will not complete by spring 2023 are told they will have to move into a program or certificate that may neither be what they want nor what they need. So-called "Crosswalks" have been created for all 1219 degrees and certificates to move students into the over 75% fewer degree and certificate options that will exist if the consolidation occurs. There was no coordination of effort in the creation of these "Crosswalks." Therefore, the chances are very strong that interpretations of how these "Crosswalks" might be constructed will differ based on individual understanding of the inherent variables to this approach. How will this not become a nightmare for our students? They must try to navigate through a maze that has been created because of the haphazard way these "Crosswalks" were developed. And they will be advised by the new Guided Pathways Advisors who are not familiar with the current programs on how, or even if,

there is a way to move students from one program to another. One must question why there will be no "teach out" required for these programs and certificates.

Some examples of concerns surrounding the consolidation and/or restructuring of programs:
(These are only a few examples of what is occurring on a larger basis in many programs that each of the colleges could previously tailor to the needs of their students and their communities.)
The curriculum and program alignment process CT State has engaged in during the 2020-22 academic years was presented as necessary to comply with NECHE standards and guidance; this is a misrepresentation of NECHE policies.

Respiratory Care – Outside Accredited Program at Norwalk CC
o At Norwalk CC this program allows students to apply until the start of classes in the fall. This is done 1) because our students work, have family obligations, and more. In addition, many of them do not know if they will either have the money or the time to take courses until late in the summer. And 2) we compete with Westchester Community College which also allows their students to apply to the program through the summer. Other colleges in the system do not accept applications after February for the fall semester. That works for them. It does not work for Norwalk CC. After a long battle the system CSCC people have allowed Norwalk CC to keep the application process open until August 1. That is not good enough for our students and they will be harmed by this decision. Where is the equity in this? How does a single approach allow Norwalk CC to respond to the needs of their specific students?
   o We found out at the beginning of the week of 10/10, when the applications came out, that Norwalk CC will NOT be allowed to extend the application process beyond February. When this was questioned, we were told that applications might be accepted after that date, but that fact would not be advertised. We stated that if this is not advertised then students will not know this and the vast majority will not question this. Meanwhile, we are sure that if they call any Admissions number the call center they reach will tell them that applications are closed for all.
   o The February application deadline directive will also apply to the Veterinary Technology program, the Physical Therapy Asst. program, and the Medical Asst. Certificate Program (if they can retain their selective admission process), at Norwalk CC. This program is relatively new and still in start-up mode, so this mandate will hurt the program's ability to grow, as it renders Norwalk CC unable to meet the needs of our students and our community.
   o This decision was made over the protests of the program coordinators and the administration at Norwalk CC.
o The Respiratory Care Program Coordinator has seen over the years that it benefits Norwalk CC students to make Micro-Biology a pre-requisite for applying to this program, instead of putting it in the program itself. Many of the students in this program are ESL students and by the time they get to the program they have generally used up their Financial Aid money. Therefore, they are paying for these courses on their own. Unfortunately, Micro-Biology can be a stumbling block for many students. So, it was taken out of the program and added as a pre-requisite so that the Program Coordinator and the student could see ahead of time if they would be able to pass this course with the requisite grade. And it gave the student the opportunity to re-take the course before entering the program if they did not initially pass it.
o Because of the program consolidation Norwalk CC has been told that Micro-Biology must be put back into the program. The students in the program will now take this course in the next to last semester before they are scheduled to graduate. Two things can now happen, 1) a student who fails the course could possibly take it over again, but s/he is now at least one semester behind and one of the accreditation requirements is that students must graduate within three years of starting the program, or 2) a student simply leaves the program losing all the money they have paid so far. Again, how does this benefit our students and our ability to respond to the specific needs of students at Norwalk CC? Dictating change without consultation or consideration of the local context is inherent in all decision-making occurring within the consolidation process. Local input is not sought nor accepted. We are called

"Community" Colleges for very good reasons. CSCC, CT State Community College, is as oxymoronic as is "Students First" as noted further on. Facts matter.

Medical Assistant Certificate/Degree – Outside Accredited Program at Norwalk CC

o Background – The Medical Assistant Certificate program at Norwalk CC is accredited by the Commission of Allied Health Education Programs (CAHEP). Graduates are eligible to take the Certified Medical Asst. (CMA) certification exam administered by the American Association of Medical Assistants (AAMA). The Medical Office Management Program A.S. – Clinical, is not accredited. However, in order to enter this program students need to have taken and passed the Medical Assistant Certificate program at Norwalk CC. This arrangement is unique to Norwalk CC. It serves Norwalk CC, its students, and the employers who hire our students well. However, under a one-college umbrella Norwalk CC has been told it will no longer be able to retain this structure.

o In the name of aligning programs for the one college, the Program Coordinator was told she needed to get rid of the outside accreditation because only one other program in the system is accredited. The A.S. degree at that college is accredited and it had agreed to get rid of this accreditation. Norwalk CC pushed back on this. Employers, including Advisory Board members, and students, wanted the outside accreditation to remain because they believed that an accredited program graduates students who are more qualified and are more skilled at performing the tasks needed. **(Appendix G &H)** Many of the students in the certificate program go on to get their Associate degree in Medical Office Management-Clinical. Either way, they have already been able to sit for the Certified Medical Assistant (CMA) certification exam. The community that Norwalk CC serves is different from those in other parts of the state. It comes down to the ability to serve one's community as a community college. However, at one meeting it was noted that employers would not know that students weren't graduating from an outside accredited program because the college itself would be accredited. So, as long as we did not advertise the lack of outside accreditation, our employers would, somehow, be none the wiser. The concept of "they won't know if we don't tell them" has been used before to address concerns that do not fit within the results they want. (This was never put in writing so it would not surprise us if they stated that this was never said, although there were a number of people who were present at the time.)

o In mid-August the CSCC administration backtracked and announced that all colleges that have this program in any format must now apply for and receive outside accreditation. This has caused major push-back from the five colleges that are not currently accredited, and it has yet to be sorted out.

o Meanwhile, there are further issues with this program and alignment attempts. Norwalk CC has a selective enrollment policy for entry into its Medical Assistant Certificate program. Apparently, the other colleges do not have selective enrollment in any of their Medical Asst. programs. Therefore, Norwalk CC has been advised that it must make this program an open enrollment program and accept any student who applies.

o Further to mandating that this program become open enrollment, the Program Coordinator has been informed that the admissions process will be handled in New Britain. All students who apply to this program, will be accepted, and will work with Guided Pathways Advisors (GPAs) at Norwalk to register for classes. The Program Coordinator will not be given a list of names of students until after they have registered for classes. She will, therefore, have no ability to interact and advise students through the application and registration process.

o At a meeting last week, the program coordinator was given a new curriculum for this program. She was not consulted on any of the changes, and she was not given the option of questioning any of the changes. If meetings were held to create this curriculum, she was unable to attend and she was not consulted in any way. Norwalk CC has the only accredited certificate program in the CT Community College system. The current curriculum has successfully supported the accreditation of the program and the testing and licensing process for our students. The employers who hire our students are more than satisfied with the knowledge and abilities of our students. The curriculum we had included English and Psychology. These have been removed. Students need to be able to write and to be able to understand who their patients are. These courses supported that. Currently, NCC students move through the program as a cohort and complete the certificate in 10 months. They will no longer be able to do this with the new curriculum.

- How does all this chaos and dysfunction, including curriculum changes that will affect NCC accreditation and our students' ability to function as valued employees, benefit NCC students, NCC programs, the employers NCC works with, and the community as a whole? Why are these decisions being made by individuals who know nothing about our students, our college, and our community? There is no understanding nor interest in understanding the local context of what is done at NCC and why it works here. Facts matter.

Nuclear Engineering Technology and Environmental Engineering Technology at Three Rivers CC

- Both of these programs are the only ones of their kind in the northeast. The nuclear program enjoys a healthy scholarship and internship tie with Dominion Nuclear Connecticut. The environmental program enjoys healthy internship ties with many businesses and industry as well as state and federal agencies in Connecticut. Graduates of both programs are in demand not only in Connecticut, but in the entire northeast. The programs are based on demanding, strong, hands-on laboratories. Those laboratories are unique to the college and CANNOT be offered virtually. In fact, the courses and laboratories should never be offered other than face-to-face to maintain the quality of the program. We do not want these, or any other programs, to become nothing more than a cog in a diploma mill wheel. Additionally, all the quality jobs in the nuclear engineering field require a security clearance. The security clearance requires that the faculty member MUST have personally known the student for from 6 to 9 months. This cannot happen if the program is offered virtually.
- The mandatory 3-credit CCS101 course spends much of its time exploring career and college success options and its justification references teaching about "white middle-class norms." The technical Associate Degree programs do not have room to add such a 3-credit course. It would have to supplant one of the courses necessary to the program. Both programs (and others) had been previously granted waivers from earlier versions of First Year Experience courses for the obvious reason that the students enrolled in this program 1) know what they want to do, and 2) most students in the program either already have a degree or have transferred in credits from other colleges. For example, the 2022 graduating class had 23 students, 7 of whom already held a BS degree in another field and all but 2 of the remaining grads transferred in academic credit from other areas – such as colleges/universities, AP, CLEP, military, etc. No waiver has been granted in the case of this FYE CCS101 course. Therefore, our students would be forced to pay for a course that would not benefit them in any way and that would displace a course that should be part of the program.
- The newly proposed scheduling of classes and lab times adds to our concerns and again shows a lack of knowledge of the student population and their personal schedules. The proposal creates a new 1.75-hour common hour each day of the week from 2 to 3:45 pm. This would cause a disruption to the existing class and lab schedules, for what gain? A glance at the six community colleges in the eastern part of the state shows that over 500 classes and labs would have to be somehow re-scheduled to make that common hour viable. Is there space to accommodate the increased class schedules that will be required at other times? What about students who work, students who attend full-time who will need to spend long hours on campus? Another dictate from CSCC that would be imposed with no consideration to local context.
- All these new policies appear to be generated without any consideration for impacts on our students, both personally and academically. And they negatively impact our ability to offer our students an educational opportunity that will help them reach their goals and that will make them informed and responsible employees and citizens. These continuing policy changes are anything but "Students First" which has become nothing more than an oxymoron in this process.

On ACME Concerns – Chaos and Dysfunction

Since this was written it has been announced that parts of ACME, those specifically related to the elimination of developmental education, have been put on hold. With so many balls in the air at one time it was decided that this one (among others) could fall to the ground for the moment but would be revisited on an ongoing basis.

- Approved course templates for ENG 101W indicate those sections will be taught in computer classrooms; the course is structured to be time-on-task with instructor assistance as students are working on in-progress writing

assignments. However, currently, we are unsure if all campuses have enough computer lab classrooms to offer these sections. No commitment, yet, from CT State leadership that funds can be/will be used for this need.

o Guided Self-Placement process concerns: as it is unfolding, the combined process for English and Math might overwhelm some students, leading them to completely bypass the process (and therefore be ineffective at correctly placing students). In other words, rather than reducing barriers for students, it might create an additional barrier for their success.

o The Guided Self-Placement process assumes all students are adequately prepared for ENG 101 or ENG 101 with ENG101W. Currently, unsure there is an option for students to indicate they don't feel ready for these stand-alone or corequisite courses. BUT, even if they could indicate they don't feel ready, we do not have any course offering in place to support those students. They are, essentially, being forced into a one-size-fits-all curriculum, which changes the mission of the community college.

o While transitional supports are in development, they currently rely on students' voluntary use of them. As we know, on top of their courseloads our students have full personal lives, so their use of voluntary supports (for example, expanded tutoring) is unlikely.

o No commitment (yet) to have lower course caps in the ENG 101/ENG101W paired courses, even though these are our most vulnerable students, who need the most one-on-one attention. These courses will likely be taught by many adjuncts, who do not have the luxury of extra time or office space to meet with the students who will need attention outside of class.

o Department Chairs: Will be retained as of right now but unsure how that will look. Certainly, for such a drastic change to our curriculum, we need a discipline-specific Chair to oversee these changes on each college/campus.

o Funding: Unsure about Math, but English has not heard anything about funding for ACME-related changes or supports for students. For instance, will there be money for embedded tutors for all sections needing that? Will faculty, including adjuncts, be compensated for taking professional learning related to this new corequisite structure? Currently, faculty must volunteer to take professional learning.

o Data provided by Dana Center on corequisites is based on colleges/systems that use a corequisite education model, but ACTUALLY those systems do still have a level of developmental available to students. In other words, the data we are using to make decisions for CT does not even reflect a structure that we will have (that is, no level of developmental as an option for students)

On College and Career Success FYE Course (CCS101) Justification and Placement

As noted in the July 19, 2021 Public Comment submitted by Lois Aimé (with attachments), the CCS101 course justification submitted for approval to the Board of Regents Academic and Student Affairs Ctte. on 6/05/20 and to the Board of Regents (BOR) on 6/18/20 included the following paragraph:

o ***Second, success in college requires students to model new behaviors that are specific to the culture of higher education. These behaviors include speaking and writing in academic language, actively participating in class, interacting with professors, adapting to different instructors' teaching styles and classroom expectations, and navigating bureaucratic systems like financial aid and transfer (Karp & Bork, 2012). It is important to note that collegiate expectations of "proper" behavior are rooted in White, middle-class norms (Rendon et al., 2000; Hurtado & Carter, 1997; Tierney, 1999); thus, they can be especially difficult to perform for students who did not grow up in that culture or have family members who attended college (Collier & Morgan, 2008; Falcon, 2015; Karp & Bork, 2012, O'Gara et al., 2009).***

o When we read this we were appalled and outraged. This is an example of systemic racism that is part of our mission to challenge, not to support. A friend of Laura Rendón's said that Rendón would NEVER have written anything like what was attributed to her. Her research is on Validation Theory, the exact opposite of the above quote. So, we reached out to Ms. Rendón and sent her the document with the above statement. She responded with a letter, written with a fellow researcher on this project, that refutes all the above. That letter was later included in an op-ed that was published in the CT Mirror. We did not then, and still do not, understand how those who wrote and endorsed this statement would not realize how this fundamentally undermines our

mission, our values, and our commitment to equity. Two years later, it appears that it did not. Last week we discovered that the justification used to approve this course is still on the ct.edu website as the "policy" for this course. And the above paragraph is still there.

CCS101 is required in all CSCC programs. This is just another example of a mandate for all students with no input from the faculty and staff at the local level to determine whether this would be beneficial for all our students, or perhaps more clearly defined groups of students.

On the College Catalog – Chaos and Dysfunction

o There are concerns about the many numbers of errors in all areas of the catalog with course titles and descriptions and everything that goes along with that, such as pre-requisite/co-requisite requirement errors.

o There is lack of clarity on who is to be reviewing content, providing feedback, and the format in which to do all of this. It appears many numbers of individuals have been told to review these things with no coordination behind how the cleanup would be handled and by whom. Would there by a central repository for corrections and how would that be handled, and, again, by whom?

o The catalog is scheduled to be available sometime in the spring of 2023. The very short turnaround time for the review of content, comment on content, and correction of content, along with the above, are all indications that fertile ground has been created to spawn a major disaster.

On Academic Scheduling – Chaos and Dysfunction

o Pages 17-18 and Appendix P, presents an academic schedule that will be for all "campuses." Apparently, no thought has been given to the size of the campuses, the classrooms, and labs (art, science, and technology) that may or may not be available at each campus within specific time frames or the specific needs of the students in the different parts of the state. We are not even sure what we are looking at as it does not appear that room has been made for 4-credit lab classes and other classes that may vary from the 3-credit norm. As noted above, in addition, there is a "common period" from 2:00 pm to 3:45 pm Monday through Friday. Again, no thought for our students lives and local concerns.

o Each college/campus has scheduling concerns that are unique to them that have not been considered. What is the public transportation like to the school? Would the class times sync with a public transportation schedule? What about work schedules? Urban campuses will have different work patterns then suburban and rural campuses. How many classrooms are available at each campus? How many labs are available? What are the sizes of these classrooms and labs? While some research on classrooms was done it was not done collaboratively with the campuses. **(See Appendix I)** Facts matter.

On Advising – Chaos and Dysfunction

o Within the framework of Guided Pathways it has been determined that our students should attend full time as this will supposedly increase retention and graduation. While retention and graduation should be an important part of the framework for community colleges, it should not take the center stage away from the education of our students. For CSCC however, the primary focus appears to be to move our students through as quickly as possible. Education is now a secondary or tertiary component of having attended, and graduated from, a community college. We all know a degree without an education will poorly serve our students. Should they not have the same opportunity for a quality education as their more privileged counterparts?

o Guided Pathways as it is being interpreted in the CSCC system is creating silos between Guided Pathways advisors, Program Coordinators/Dept. Chairs, and faculty in general. These advisors are not encouraged to reach out to faculty with program and course specific questions. In fact, they are actively being discouraged from doing that. The role of faculty advisors has yet to be defined beyond vague references to support and serving as a resource.

o The system has purchased from Ellucian two different software solutions for recruitment and for advising. One is CRM Recruit and the other is CRM Advise. CRM Recruit houses information on applications, academic history,

communications, test scores, financial data and any other data that might be gathered through the recruitment and application process. CRM Advise would obviously be used to advise students after they have been accepted. The data in CRM Recruit should be important to the advising process. However, these two systems do not communicate with each other. Therefore, the data from one does not sync to the other. To state the obvious, this will have a seriously negative impact in our ability to work with our students. Within the ongoing common thread of neither asking nor accepting input on the local level, the colleges played a limited, if any, role in selecting these software tools.

The TRIO Federal Grant for SSS (Student Support Services) at Norwalk CC – Advising Chaos

o Background – Norwalk CC has had a federal TRIO Grant for 30+ years. Currently it serves 247 students at a time. This number is calculated based on service area. NCC accepts 80-90 new students per semester. Students must apply to access this grant and must meet specific requirements to apply: 1) they must meet federal income requirements and neither parent can have a 4-year degree or, 2) they can apply if they have a documented disability.

o One of the requirements of the grant is that advisors must be hired with TRIO grant funds, trained by TRIO leadership, and they must be the primary advisors for these students.

o TRIO has a consistent spring-to-fall retention rate of over 80%.

o Last June, at a meeting discussing the Guided Pathways (GP) initiative the TRIO program was not mentioned as an exception to the GP advising process. At a later meeting with the Regional Director of Guided Pathways she noted that GP advisors would turn to TRIO personnel as a resource when they advised those students. This person was told this could not happen since the grant required TRO personnel to be the primary advisors for these students. There was an email exchange that extended over a month regarding how TRIO students would be informed about the advising process. The Regional Director and staff wanted a statement noting that TRIO students could use TRIO advisors for secondary support. The response from the Academic Dean and the TRIO staff was that this could not happen as it would violate the requirements of the grant.

o Finally, the TRIO staff were advised to contact TRIO's legal counsel in Washington, D.C. to ask them to confirm to CSCC individuals that TRIO staff must be the primary advisors to students in the TRIO program. This was done and currently it appears there is a resolution. However, it took over a month of battling for this to happen. There is absolutely no justification for this to have happened at all. To have wasted the time and energy of everyone involved in getting those insistent that GP advisors act as primary advisors, to understand the basic requirements of the TRIO grant for our students is incomprehensible. This attempted mandate would have rendered Norwalk CC unable to retain a grant that has supported countless students in the 30+ years Norwalk CC has had it. Facts matter.

o To our knowledge this has not occurred anywhere else.

On Continuing Issues with Call Centers

Below is a summary written by the mother of a student who wanted to take one course this fall, while in Europe for the semester. He is a student at Rhode Island School of Design and wants to transfer this course back to his college so that he can graduate next spring. Keep in mind that the mother is talking to a Call Center and is not aware of that fact. The number for the Call Center is on the Admissions page on the Norwalk CC website but is not identified as such. It looks like a Norwalk CC phone number. This is only one example of the ongoing problems we have been hearing about from our students and from faculty and staff as Lois Aimé chronicled in a Public Comment last year about her experience dealing with the IT Call Center. And one has to wonder, as does this mother, how many students we have lost as they

give up in frustration when they are required to wait for 30 minutes or more and are then given conflicting information and/or misinformation and/or both. Facts matter.

The mother's account of events:

Registering for an online course at NCC has been a very confusing and difficult process. Ben is extremely capable and computer savvy and has expressed to me that this has been one of the most difficult processes. Ben graduated from Staples High School here in Westport CT with a 4.02 GPA, got accepted into some of the top universities and is attending Rhode Island School of Design Architecture which is one of the toughest majors across the board. He is a senior this year and has made honors every semester with a 3.9 average. I share this with you because he is competent and extremely smart.

He called on me for support because he is currently in Copenhagen studying at The Royal Danish Academy Architecture and with the time change and cost of phone calls, he needed help from home. After hours circling around NCC's website and not seeing or understanding what I was looking at I called the main line, the admissions office, and the continuing ed office where everyone I spoke to gave me different info on what needed to be done to enroll in one online, for credit, course. I waited on hold each time I called for about 20-30 minutes and when I was finally able to speak to someone, they did their best to answer me but had no idea what to do and referred me to another office. The admissions office seemed to be the most helpful however the people in that office gave me misinformation and sent me back to the beginning of this process.

The last woman I spoke to in the admissions office told me that Ben had to have filled out an application and be accepted into NCC by August 15, 2022 and that was why he could not enroll in a class now even if it started in October. When I shared with her that I was told differently by another person in the admissions office she was clear that she had been working at NCC for years and what she was sharing with me was policy and there were no exceptions. I explained to her that I was actually looking at the registration info online while we were speaking, and she declared that I was wrong, and she didn't know what I was talking about. I asked her to please look at the NCC website so she too could see what I was looking at. She would not do that. I could hear in her voice her frustration with me, and then she transferred me to you and this is how we ended up talking.

Being able to take an online course at our local community college should not be such a confusing and difficult process. I can't help but think what students are doing who don't have the resources and support that my son has. I would have given up after an hour of trying. Aren't our community colleges supposed to be user friendly and helpful so students can enroll to better themselves? Maybe if registering for classes wasn't so difficult more people would be taking part-time online courses and making our communities a better place. Isn't knowledge power? I want to thank you again for taking your time to help Ben. It shouldn't be this hard.

On Fiscal Issues

Since the consolidation was first proposed, the administration has continually presented the merger as a necessary step to address "longstanding budget deficits" (SCR, p. 1). Across all the CSCU updates and submissions to both you and to the state legislature, CSCU has never been honest about the cost of the merger. It has never acknowledged the many tens of millions that have gone into building the central administration while the 12 colleges have struggled to maintain functioning.

Being transparent about the cost of the merger matters as other systems across New England and the country consider higher education mergers as a means to meet fiscal challenges. It matters because substantial resources have gone toward building the new administration rather than being "devoted to the support of [the colleges] education, research, and service programs" (Standard 7.9). It matters because the Board of Regents is obligated to act as the fiduciary for the state of Connecticut and the citizens, taxpayers, and legislators in the state who have an interest in knowing the cost of

the consolidation. It matters because CSCU continues to tout the potential savings of the merger without considering that "savings" in relation to the cost.

We cannot tell you definitively what that cost has been, but we believe it has been many tens of millions.

The graph below and the data table **(Appendix J)** were built on the June Finance Committee reports from 2014 to 2022. The data table includes the projected total expenditures for the CSUs and the CCs as the fiscal year is nearing a close. These reports also include figures for the total number of full-time, part-time, and FTE students. The graph below uses 2014 as the base year. The two lines outline the percent increase in total expenditures per FTE student for the CSUs and the CCs.

As you can see, from 2014 – 2016, the increases are roughly equivalent for the CSUs and the CCs but begin to diverge in 2017. In 2022, total expenditures at the CSUs were 54% larger per FTE than in 2014. For the CCs, the figure was over 100% -- a staggering difference.

Percentage Change in Total Expenditures for Community Colleges and For State Universities Per FTE since 2014
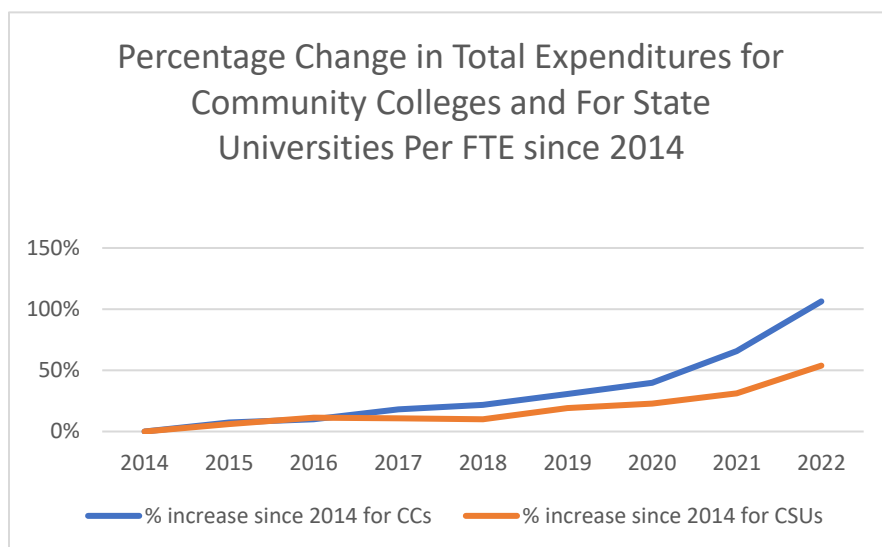
The rows below the data table report what the total expenditures at the CCs would have been if total expenditures had increased at the same rate as CSUs. The line below it calculates the difference between these figures and what was actually spent. The summation of this row results in a disturbing total of more than $422 million.

We are not claiming that $422 million is the total cost of the consolidation to this point, but believe the cost of the consolidation is a sizeable fraction of it.

There are a few adjustments we might consider. The enrollment decline through the pandemic was much steeper at the CCs than at the CSUs, and institutions cannot immediately adjust to short term enrollment changes. The increases in total expenditures for both the CSUs and the CCs over the last two years are partially explained by the additional pandemic relief funds provided by the federal government, although it is not clear why the CCs may have received a larger share of this money than the CSUs.

Whatever the dollar figure, it does not describe the less tangible costs associated with lost opportunities, the erosion of collective trust in the institutions that the faculty and staff serve, and what will prove to be the immense turmoil, confusion, and dysfunction that will follow if indeed the one college is operational in 2023.

On 9/14/22 the CT Examiner published an article about the $220M fiscal cliff the CSCU system is teetering on in the next two years. **(Appendix K)** In that article the CFO of the CSCU system, Ben Barnes, is quoted, "We are facing very difficult

financial circumstances next year as a result of the large amount of one-time revenue we received in the current year and last year." Barnes said. So, our difficulties started with the fact that we received lots of extra money these last two years? And then we misappropriated it? Prior to this quote he notes that the funding gap is caused by the discontinuation of the $157M in COVID relief funds along with state employee raises. In other words, the blame is placed on something they knew was going to happen and they should have been planning for.

 Throughout the Funding issues cannot possibly exist because the CSCU system has been spending money on things like hiring consultants to write and design reports, hiring more and more administrators for CSCC, renovating a building in New Britain for these administrators to sit, and hiring misguided Guided Pathways Advisors that are supposed to be increasing enrollment, but are causing enrollment declines. When these advisors are told to press students into enrolling full-time, without regard to the other obligations and needs that are inherent in being a community college student, it is a recipe for failure for those students. And when those students fail, they simply drop out and do not return.

Theme from Public Comment (3). Lack of Collaboration, Participation, etc. Between Leadership and Faculty/Staff Who Question the Viability of the Consolidation on Every Level

We stand by our statements regarding the limited participation of faculty, especially once they realized they were not being listened to when they said things that the CSCU administrators did not want to hear. As noted by us, names of faculty and staff were included in the lists they supplied even if they attended a meeting only once and never returned or if, as in the case of the Shared Governance Workgroup, there was a mass resignation once told that suggestions would not be tolerated that did not fit within the parameters defined by CSCU administrators. So, perhaps their one act of participation was a comprehensive rejection of what was presented.

CT State leadership did nothing to actively bridge the communication gap as far as we know. Attending all-college meetings at two colleges, Asnuntuck and Tunxis, does not "bridge the communication gap" at twelve distinct colleges. Webinar sessions that were no more than lectures with no ability to know who else attended and with limited opportunity to ask questions, through the chat area only, does not constitute a conversation in any way whatsoever. And a "Leadership Council" may help with communication issues between administrators, but it does nothing to help communication issues with the faculty and staff who actually work with students at each of the colleges. In fact, CT State leadership has absolutely no interest in bridging any communications gap.

 The governance structure they are proposing is more window dressing than an actual, functional, governance entity. Asking intentional questions can elicit facts that do not mesh with the narrative that is being sold. Facts do matter.

More On Lack of Transparency, Communication, & Mandates, With No Apparent Meaning, With No Understanding of Local Context

o   There is no consultation or collaboration between CT State staff and local administration on the process or progress of specialized accreditation. Administrators at Norwalk CC only learn what is happening from program coordinators, typically when something they opposed or did not know about, has been imposed on them.
o   In 2021-22 CT State leadership shifted responsibility for considering student refund appeals from campus Deans to a CT State committee; this has slowed response times and limits evidence to the student's written appeal with none of the context that campus staff might provide.
   o   In early summer, 2022 CT State suspended the review of student refund appeals to revise the appeal form
   o   The revised form was not completed until early August, and Deans of Students were not informed the appeal process had been reinstated until they asked.
o   As of 7/01/22 CT State implemented, without explanation, a plan to transfer all authority from campus leadership to CT State leadership; campus leadership "discovered" this as they prepared for the academic year.

- As Guided Pathways was implemented, CT State insisted that GPAs must be the primary advisor for new students, in keeping with the GP model; this is a misrepresentation of the GP model.
  - As noted earlier, TRIO was wrongly targeted in this process. It only got straightened out, after a long battle, when campus leadership sought guidance from TRIO's legal counsel.
  - Faculty have been relegated to a secondary role in advising, contrary to the GP advising model, undermining the GP initiative's aim to expand and strengthen student advising.
  - While promoting GP advising as "holistic advising," in the second week of September CT State forwarded a GP survey regarding food and housing insecurity to the Deans of Students, asserting that the GPA role was limited to "academic advising." The survey had been conducted at the beginning of August. No GPAs had followed up with students on this critical issue.
- Despite the "all programs must be the same" mandate that shaped the SCR, and is still insisted upon at the AVP level, at the insistence of disciplinary accreditors campus-specific options had to be created. Despite these exceptions, there is a statement from CSCU legal counsel that "all programs must be the same," which is not true. CT State therefore continues to insist that all programs must be the same—except when they do not.
- CEOs, Academic Deans, and Dept. Chairs are not included in, nor briefed on, discussions regarding programs that hold specialized accreditation. And frankly, program coordinators are, many times, being bullied into doing whatever CT State leadership has determined is best for CT State.
  - Program coordinators who oversee programs where one or more programs hold outside accreditation in the CC system are variously told that they must also become accredited or that they must give up their accreditation, without regard to how this will affect the program and its students at the local level and without the input of the program coordinators, the Academic Deans or the CEOs. In fact, the Academic Deans are informed of these decisions after they have been made and the CEOs only hear from their deans what is occurring, or not. CEOs and their deans have been forced to argue for reversals with evidence to show why and can still be overruled. Campus leadership has not been invited to the table for these discussions, continuing the ongoing disinterest in understanding how these decisions will play out on each of the campuses.

Backtracking Since the 9/01 PR – or, Oops…

- The elimination of the Regional Presidents has resulted in no personnel reductions since the positions were repurposed as Executive VP positions. However, all other regional positions have been retained. There is no new regional structure in place that we can ascertain. Whether this was solely motivated by the lawsuit settlement, or the settlement was used as a reason to remove positions that were superfluous, shouldn't this have been part of a comprehensive plan that included a thoughtfully developed structure that might have benefited the system?
- The summer and fall 2023 schedules must open by April for registration. The software design for a central schedule will not be in place by that time. Therefore, these schedules will be constructed locally. Central scheduling people are, however, still pressing for faculty to submit "math pathways" for programs in order to determine how many sections of each math course will be needed.
- The SCR did not include Dept. Chairs. However, it now appears they are committed to retaining them, but the structure has been, and is being, revised on an ongoing basis. It began with six local chairs to correspond with the six CT State area deans. Now, it appears there will be an undetermined number of "co-deans" representing an undetermined number of current departments under the umbrella of the six CT State area deans. Although still in flux the "drift" is toward keeping all or nearly all dept. chairs and relating them somehow to "meta-majors/deans."
- Currently, only four area deans are in place. An AVP is acting dean of Science and Math and the area dean for Arts and Humanities is serving as acting dean of Social and Behavioral Sciences. We do not believe these deans have met with faculty beyond the original "get acquainted" virtual meetings in August. We have no idea what these deans are doing.
- The Interim Provost has begun saying, thankfully, that CT State needs to move away from "cookie cutter" approaches but, it appears she has not considered the implications of this new rhetoric in relation to a host of very poor past decisions, many of which we have highlighted in our previous Public Comments.

Final Thought

At this time in our history it is so important for us to be able to teach our students to think critically and understand the world around them. So much of what is being constructed within the consolidated CSCC is focused on retention and graduation, not on education. As noted earlier, retention and graduation are important to understanding how we are performing as a college, however, community colleges, by their nature, serve a diverse student body who come to us with diverse goals and needs, so focusing solely on these metrics does not respond to the needs of all our students. In short, these individuals do not understand who our students are. CSCC appears to be being built to accommodate the needs of more traditional college students, not those served by community colleges. As stated by Robin Isserles in *The Costs of Completion: Student Success in Community College,* "Let's stop putting our community college students, especially our most precarious, at the intersection of bad and horrible, pushing them through and denying them more meaningful ways to flourish." (Isserles, 295)

As noted above, before you decide whether to issue an approval of the substantive change request for CSCC, we encourage you to send a site team to investigate the claims made by the CSCC administration and this public comment.

Works Cited

Isserles, Robin G. *The Costs of Completion: Student Success in Community College.* Johns Hopkins University Press, 2021.

Sincerely,

Dr. Stephen Adair, Professor of Sociology, Central Connecticut State University
Lois Aime, Director of Educational Technology/Adjunct, Norwalk Community College
Dr. Francis Coan, Professor of History, Tunxis Community College
Dr. Lauren Doninger, Professor of Psychology, Gateway Community College

APPENDIX A

Connecticut State Colleges and Universities (CSCU) - Census Date Comparison
Fall 2022 Preliminary Census September 19, 2022
Compared to Census Fall 2021

		Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern CT	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Total	Charter Oak State College	Central	Eastern	Southern	Western	Total	Grand Total
Start Date ->		8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22	8/29/22		8/22/22	8/29/22	8/29/22	8/29/22	8/29/22		
Census Date ->		9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22	9/19/22		10/30/22	9/19/22	9/19/22	9/19/22	9/19/22		
September 19, 2022																					
Headcount	FT	454	605	1,672	1,147	1,455	730	1,627	445	1,339	418	1,058	1,321	12,271		6,550	3,366	6,189	3,234	19,339	31,610
	PT	960	1,790	3,907	2,217	2,709	1,150	3,076	704	2,731	771	1,894	1,946	23,855		2,918	718	2,700	1,183	7,519	31,374
	Total	1,414	2,395	5,579	3,364	4,164	1,880	4,703	1,149	4,070	1,189	2,952	3,267	36,126		9,468	4,084	8,889	4,417	26,858	62,984
Credit Hours	FT	6,297	7,959	21,790	14,974	19,541	9,760	21,758	6,103	17,793	5,638	14,244	17,343	163,199		92,955	49,713	86,136	46,827	275,630	438,829
	PT	5,424	12,226	25,876	13,486	17,371	7,429	20,466	4,382	18,092	4,713	12,236	12,038	153,738		17,331	3,778	14,272	7,247	42,627	196,365
	Total	11,721	20,185	47,666	28,460	36,911	17,189	42,224	10,485	35,885	10,351	26,480	29,381	316,937		110,285	53,491	100,407	54,074	318,257	635,194
FTE	FT	420	531	1,453	998	1,303	651	1,451	407	1,186	376	950	1,156	10,880		6,280	3,328	5,899	3,136	18,643	29,523
	PT	362	815	1,725	899	1,158	495	1,364	292	1,206	314	816	803	10,249		1,261	258	1,043	535	3,097	13,346
	Total	781	1,346	3,178	1,897	2,461	1,146	2,815	699	2,392	690	1,765	1,959	21,129		7,541	3,586	6,941	3,671	21,740	42,869
Census Fall 2021																					
Headcount	FT	437	525	1,774	1,154	1,460	770	1,698	439	1,238	405	1,060	1,322	12,282	383	6,555	3,550	6,453	3,521	20,079	32,744
	PT	889	1,949	3,929	2,450	3,034	1,218	3,106	689	2,868	726	1,978	1,998	24,834	1,235	3,098	771	2,335	1,281	7,485	33,554
	Total	1,326	2,474	5,703	3,604	4,494	1,988	4,804	1,128	4,106	1,131	3,038	3,320	37,116	1,618	9,653	4,321	8,788	4,802	27,564	66,298
Credit Hours	FT	6,092	6,940	23,377	15,199	19,648	10,413	22,570	5,924	16,461	5,445	14,256	17,213	163,538	4,852	92,476	52,374	90,357	51,284	286,491	454,881
	PT	4,782	12,825	25,289	14,436	18,741	7,618	20,164	4,417	18,638	4,253	12,576	12,401	156,140	7,236	18,626	4,081	13,362	7,932	44,001	207,377
	Total	10,874	19,765	48,666	29,635	38,389	18,031	42,734	10,341	35,099	9,698	26,832	29,614	319,678	12,088	111,102	56,455	103,719	59,216	330,492	662,258
FTE	FT	406	463	1,558	1,013	1,310	694	1,505	395	1,097	363	950	1,148	10,903	324	6,251	3,505	6,172	3,435	19,363	30,590
	PT	319	855	1,686	962	1,249	508	1,344	294	1,243	284	838	827	10,409	490	1,355	281	987	580	3,203	14,103
	Total	725	1,318	3,244	1,976	2,559	1,202	2,849	689	2,340	647	1,789	1,974	21,312	815	7,606	3,785	7,159	4,015	22,566	44,692
Difference																					
Headcount	FT	3.9%	15.2%	-5.7%	-0.6%	-0.3%	-5.2%	-4.2%	1.4%	8.2%	3.2%	-0.2%	-0.1%	-0.1%	-100.0%	-0.1%	-5.2%	-4.1%	-8.2%	-3.7%	-3.5%
	PT	8.0%	-8.2%	-0.6%	-9.5%	-10.7%	-5.6%	-1.0%	2.2%	-4.8%	6.2%	-4.2%	-2.6%	-3.9%	-100.0%	-5.8%	-6.9%	15.6%	-7.7%	0.5%	-6.5%
	Total	6.6%	-3.2%	-2.2%	-6.7%	-7.3%	-5.4%	-2.1%	1.9%	-0.9%	5.1%	-2.8%	-1.6%	-2.7%	-100.0%	-1.9%	-5.5%	1.1%	-8.0%	-2.6%	-5.0%
Credit Hours	FT	3.4%	14.7%	-6.8%	-1.5%	-0.5%	-6.3%	-3.6%	3.0%	8.1%	3.5%	-0.1%	0.8%	-0.2%	-100.0%	0.5%	-5.1%	-4.7%	-8.7%	-3.8%	-3.5%
	PT	13.4%	-4.7%	2.3%	-6.6%	-7.3%	-2.5%	1.5%	-0.8%	-2.9%	10.8%	-2.7%	-2.9%	-1.5%	-100.0%	-7.0%	-7.4%	6.8%	-8.6%	-3.1%	-5.3%
	Total	7.8%	2.1%	-2.1%	-4.0%	-3.9%	-4.7%	-1.2%	1.4%	2.2%	6.7%	-1.3%	-0.8%	-0.9%	-100.0%	-0.7%	-5.3%	-3.2%	-8.7%	-3.7%	-4.1%
FTE	FT	3.4%	14.7%	-6.8%	-1.5%	-0.5%	-6.3%	-3.6%	3.0%	8.1%	3.5%	-0.1%	0.8%	-0.2%	-100.0%	0.5%	-5.0%	-4.4%	-8.7%	-3.7%	-3.5%
	PT	13.4%	-4.7%	2.3%	-6.6%	-7.3%	-2.5%	1.5%	-0.8%	-2.9%	10.8%	-2.7%	-2.9%	-1.5%	-100.0%	-6.9%	-8.1%	5.6%	-7.8%	-3.3%	-5.4%
	Total	7.8%	2.1%	-2.1%	-4.0%	-3.9%	-4.7%	-1.2%	1.4%	2.2%	6.7%	-1.3%	-0.8%	-0.9%	-100.0%	-0.8%	-5.3%	-3.0%	-8.6%	-3.7%	-4.1%

Notes

Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE, 12 graduate credit hours = 1 FTE. This figure will be lower than official FTE reports based on credit hours, which include a full 12 months of instructional activity as well as official FTE reports based on the NCES fall headcount conversion formula.

Data Sources: CSU/COSC IR Offices, CC System Banner SWRXF03 Report (Reg-FTE Enrollment)
Prepared by the Connecticut State Colleges and Universities, Office of Decision Support & Institutional Research, September 19, 2022

Fall 2022 Enrollment Goals are shown below.

FALL 2022 ENROLLMENT GOALS	BASELINE HC	PACT HC	RETENTION INCREASE HC	TOTAL HC	FTE
Asnuntuck CC	1204	54	49	1307	813
Capital CC	2614	38	139	2791	1583
Gateway CC	5980	148	298	6426	3766
Housatonic CC	3881	106	191	4178	2515
Manchester CC	4446	326	217	4989	3006
Middlesex CC	2032	111	93	2236	1398
Naugatuck Valley CC	5077	248	262	5587	3473
Northwestern CC	1146	109	53	1308	829
Norwalk CC	4426	97	238	4761	2871
Quinebaug Valley CC	1120	86	51	1257	789
Three Rivers CC	3058	156	162	3376	2053
Tunxis CC	3219	186	164	3569	2242
Total	**38,203**	**1,665**	**1,917**	**41,785**	**25,338**

FTE = Full-time equivalent; HC = Headcount; PACT = Pledge to Advance Connecticut

APPENDIX B

Fall-to-Spring Retention Rate

New Student Cohort : Fall 20 and Fall 21

Shoreline West Region

Fall 20 New Student Cohort

SLW College	New Student Fall 20 Cohort			Returned Spring 21 (N)			Returned Spring 21 (%)				
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total		
Gateway	767	423	1,190	535	212	747	70%	50%	63%		
Housatonic	511	243	754	349	109	458	68%	45%	61%		
Norwalk	512	282	794	367	140	507	72%	50%	64%		
Grand Total	1,790	948	2,738	1,251	461	1,712	70%	49%	63%		

Fall 21 New Student Cohort

SLW College	New Student Fall 21 Cohort			Returned Spring 22 (N)			Returned Spring 22 (%)				
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total		
Gateway	651	416	1,067	505	260	765	78%	63%	72%	up 9%	NO Guided Pathways
Housatonic	435	228	663	327	128	455	75%	56%	69%	up 8%	Guided Pathways
Norwalk	432	269	701	353	164	517	82%	61%	74%	up 10%	NO Guided Pathways
Grand Total	1,518	913	2,431	1,185	552	1,737	78%	60%	71%		

APPENDIX C

Executive Strategic Planning Council (ESPC) Membership

Name	College(s)		Name	College(s)	
Alfredo DiMauro Jr	ACC	Admin	Susan Houlihan	NVCC	Staff
Claudia Cupe	ACC	Student	Caitlin Boger-Hawkins	NWCC	Staff
Mary Bidwell	ACC	Admin	Debra Zavatkay	NWCC	Staff
Michelle Coach	ACC	Admin	Kimberly Dragan	NWCC	Staff
Teresa Foley	ACC	Admin	Richard Coutant	NWCC	Staff
Timothy St. James	ACC	Admin	Michael Rooke	NWCC/CT State	Admin
Travis Brown	ACC	Staff	Karen Hynick	QVCC	Admin
Victoria Orifice	ACC	Student	Brian Kennedy	TRCC	Faculty
Amanda MacTaggart	CSCU	Admin			
Angelo Simoni Jr	CSCU	Admin			
Joseph Danajovits	CSCU	Admin			
JD Mathewson	CSCU/CT State	Admin			
Carrie McGee-Yurof	CT State	Admin			
David Levinson	CT State	Admin			
Kimberly James	CT State	Staff			
Robert Steinmetz III	CT State	Admin			
Tanya Millner	CT State	Admin			
Thomas Coley	CT State	Admin			
Qing Mack	CT State/TXCC/ACC	Staff			
Alese Mulvihill	GCC	Admin			
Lawrence Salay	GCC	Staff			
W Terry Brown	GCC	Admin			
Vincent Tong	GCC/CT State	Admin			
Antonia Oglesby	HCC	Student			
Dwayne Smith	HCC	Admin			
Jaylen Daniels	HCC	Student			
Kim McGinnis	HCC	Admin			
Mario Pierce	HCC	Admin			
Robin Avant	HCC	Admin			
David Nielsen	MCC	Staff			
Tracy Ariel	MCC	Staff			
Coleen Joi Gaydowen	MXCC	Student			
Jill Flanigan	MXCC	Faculty			
Lacey Hall	MXCC	Student			
Sara Hanson	MXCC	Admin			
Carrie Bernier	NCC	Foundation			
Kellie Byrd-Danso	NCC	Admin			
Kristina Testa-Buzzee	NCC/CT State	Admin			
Kaylee Naumowicz	NVCC	Student			
Lisa Calabrese	NVCC	Staff			
Lisa Dresdner	NVCC	Admin			
Sarah Gager	NVCC	Admin			

DRAFT Strategic Plan through Academic Years 2023-2025

Introduction

The leadership of Connecticut State Community College (CT State) is pleased to share this first complete draft of its inaugural Strategic Plan with the Board of Regents, the institutions of the Connecticut State Community Colleges and University community, our students and communities, and our partners and other stakeholders.

The process of developing the Strategic Plan began in earnest in Spring 2021 with the formation of the CT State Executive Strategic Planning Council. The Council used the strategic plans of the twelve Connecticut Community colleges and CSCU as the basis of developing the Strategic Plan, but geared its deliberations, discussions—and even debates—to answering the question of what were the critical goals, activities, and outcomes necessary to begin the operations of new institution.

The Strategic Plan for CT State is not designed to be the operational plan for the college. Every unit, every department, every office, and every individual will still need to organize themselves and their work in CT State to fulfill our mission. We are also aware that there were numerous plans already developed and work that is underway. Ultimately, we will need to develop a comprehensive set of planning, operational, and assessment processes that will be aligned with the Strategic Plan.

The inclusiveness of this process cannot be overstated or underestimated. More than 50 people have served on the Council, and membership consisted of faculty, staff, and administrators, with representatives from all the campuses and CT State. Importantly, students have also served as council members. We are thankful to all the Council members, as well as to all the individuals who provided feedback to council members. We want to also express our deep appreciation to the Faculty Advisory Council to the Board of Regents, who provided honest and earnest feedback during the development of the plan. Each time we engaged the FAC, we got useful feedback from them, and the Council subsequently incorporated their comments into our planning work.

Although there is consensus on numerous critical components, we acknowledge that CT State is still in development. Consequently, the Strategic Plan will need ongoing review and continued development. We decided to make the timeframe for this plan relatively short, through 2025, in recognition of the fact that our context, challenges, and opportunities are changing rapidly. In addition, and perhaps more importantly, we wanted to hold ourselves to revisiting our Strategic Plan sooner rather than later, and to use it as an opportunity to deepen engagement between the constituents and stakeholders of our college, and to harness all our perspectives and experiences to chart the way forward.

We look forward to your perspective and feedback.

Background and Process

The Connecticut Board of Regents for Higher Education (BOR) and the Connecticut State Colleges and Universities (CSCU) administration submitted the first substantive change proposal to our accreditor in April 2018. Through leadership and organizational changes and in the face of a once in-a-lifetime pandemic, the nascent Connecticut State Community College (CT State) worked diligently to stand up a single institution that meets the needs of students, is efficient through leveraging economies of scale, and is on a pathway to fiscal sustainability.

In Spring 2021, the CT State Executive Strategic Planning Council (ESPC) was formed to develop a strategic plan for the single college. Composed of 50 individuals representing constituents (faculty, staff, students, and external stakeholders) from 11 of the 12 colleges, the ESPC developed a plan to implement and assess the plan's goals and objectives and gather feedback from all constituencies. Initially, the 11 priority areas that were identified in Spring 2021 focused on the following: excellence, mobility, accessibility, orientation, support, user-friendliness, common core, transferability, workforce development, efficiency, and savings.

In January 2022, an ESPC sub-committee consolidated the 11 priorities into three meta-priorities: effectiveness, equity, and community. A parallel subcommittee elucidated the values that CT State should embody. In Spring 2022, the sub-committees worked to incorporate the plans, goals, and benchmarks of major college-wide initiatives.

The work below is the product of the labor of the ESPC and its subcommittees. The plan identifies major goals and reflects the meta-priorities identified by the ESPC. Priorities are derived from the ongoing work of CT State's many initiatives. Benchmarks are designed to measure the single college's progress towards reaching our major goals, executing our priorities, and realizing our values.

The whole of this document represents the hard work of the members of the Executive Strategic Planning Council:

Tracy Ariel	Kimberly Dragan	JD Mathewson, Co-Chair
Robin Avant	Lisa Dresdner	Kim McGinnis
Carrie Bernier	Jill Flanigan	Tanya Millner, Past Chair
Mary Bidwell	Teresa Foley	Alese Mulvihill
Caitlin Boger-Hawkins	Sarah Gager	Kaylee Naumowicz
Travis Brown	Coleen Joi Gaydowen	David Nielsen
William (Terry) Brown, Co-Chair	Lacey Hall	Antonia Oglesby
Kellie Byrd-Danso	Sara Hanson	Victoria Orifice
Lisa Calabrese	Susan Houlihan	Mario Pierce
Michelle Coach	Karen Hynick	Michael Rooke
Thomas Coley	Kimberly James	Lawrence Salay
Richard Coutant	Brian Kennedy	Angelo Simoni Jr
Claudia Cupe	David Levinson	Dwayne Smith
Joseph Danajovits	Carrie McGee-Yurof	Timothy St. James
Jaylen Daniels	Amanda MacTaggart	Robert Steinmetz III
Alfredo DiMauro Jr	Qing Mack	Kristina Testa-Buzzee

Vincent Tong   Debra Zavatkay

Mission and Vision

CSCU Vision
The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs.

CSCU Mission
The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

CT State Mission
The Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves

CT State Vision
The Connecticut State Community College will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.

CT State Equity Statement
Equity is the removal and reduction of barriers that negatively impact student success within structures, policies and practices and ensuring that students receive targeted resources and supports to achieve their academic, professional, and personal goals. Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty and staff act as anti- racist institutional change agents.

CT State Community College commits to bold and disruptive change by actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers, establishing equitable and anti-racist policies and practices, and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice.

Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

CT State Institutional Values
The CT State Strategic Plan is informed by the CSCU and CT State missions and visions, CT State's equity pillars and these seven institutional values:

Teaching, Learning, Education and Training

We believe in the power of education and teaching to empower our students, our communities, and our organizations to create, fulfill and transform. We are committed to the enterprise of teaching and the process of learning, and to organizing ourselves and allocating our institutional and professional resources to deploying the most effective and relevant academic program, the most engaging teaching pedagogy, and the most impactful professional and organizational development of which we are capable.

Service and the Holistic Development of our Students and Communities

Our teaching, education, training and supports of our students are acts of service to them, for their personal, family, social and professional/career benefit. Their educational and human needs and the impact of our decisions on them are our first and primary considerations. We remain mindful that our students are whole human beings, and that authentic education requires service and support beyond the classroom. We are committed to organizing ourselves and allocating our institutional and professional resources to serve our students individually and to serve our surrounding communities toward the greater and collective good.

Equity

Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty and staff act as anti-racist institutional change agents. Connecticut State Community College commits to bold and disruptive change by actively: identifying, naming, and dismantling structural racism, systemic poverty, and other barriers; establishing equitable and antiracist policies and practices; and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice.

Integrity

Integrity is central to us fulfilling our mission of education, service, and equity, and we are committed to honesty and authenticity in all our work, to open and transparent communication, to resisting corruption, to the faithful discharge of our respective responsibilities and to adherence to our principles across our campuses and communities.

Mutual Respect

Every member of the Connecticut State Community College community has their own unique history, goals, experiences, and perspectives. We commit to taking the time to consider the things we share and the ways in which we differ from each other, to listening carefully and deeply to our students and colleagues, and to treating each other in ways that affirm and validate the humanity of every member of the college community and cultivates a safe and welcoming environment conducive to transformative teaching, learning and service.

Shared Governance

Shared governance reflects our reality that the collective effort of the college community is required to serve our students, communities, and stakeholders effectively, affirms the mutual respect expected of every member of our college community, and validates the importance, necessity, and inherent value of inclusive decision-making. As an institution, we commit to the spirit, structures, and processes of shared

governance to effectively harness the collective talents and transformative power of our college community.

Stewardship, Effectiveness and Accountability

Connecticut State Community College represents an incalculable investment by our fellow-citizens and communities, businesses and employers, the governments of the State of Connecticut and the United States of America, and by our students themselves. Out of respect for our constituents and stakeholders, we commit to making the wisest and most impactful use of all the resources entrusted to us, whatever form they take. We commit to holding ourselves accountable for the decisions we make and actions we take in service of our mission and goals, and to relentlessly seeking out better and more effective ways to accomplish our work.

Major Goals: Effectiveness, Equity and Community

To actualize the above values, CT State resolves to achieve three major goals, defined by their attendant institutional priorities and measured by objective benchmarks.

Goal I: Providing an effective, exceptional, affordable educational experience

CT State commits to improving user-friendliness and universal access for enrollment, financial aid, and registration processes.

CT State will strive to implement all Guided Pathways initiatives, included but not limited to Alignment and Completion of Math and English (ACME) and Guided Pathways Advising to maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics, and that every student has an advisor who is an advocate and champion to provide support from start to finish.

CT State will aim to align all vital licensures, accreditations, and transfer articulation agreements as part of the transition to a single college or submit a plan for achieving this goal by the end of the strategic planning period. CT State will also explore and improve credit transferability to institutions outside the CSCU system. CT State will continue to engage with relevant advisory boards (in compliance with specialized accreditation). CT State will establish reverse transfer programs to allow students who face barriers in obtaining a baccalaureate degree to earn an associate degree through CT State.

CT State continue the development of the CT State website, catalog, and student handbook. CT State will transition to a single-college educational resource and planning system (Banner), and standardize and integrate software titles for student learning, assessment management, student information systems and related tools.

CT State will continue to align all credit programs across the 12 campuses, pursuing rigorous program assessment, review, and improvement. CT State also commits to build a bridge between credit and non-credit programming, including a non-credit to credit pipeline and improve data collection practices and standards for continuing education. CT State will also continue coordination of representation and relationships with the Governor's Workforce Council, Workforce Development Board, and other key business entities.

The following benchmarks will measure CT State's progress towards providing an exceptional, affordable educational experience by AY2425:

- Achieving a student-to-advisor ratio of 250:1
- Improvement in rates of passage in first-year Math and English (Guided Pathways KPIs 4, 5 and 6) by 25% relative to Fall 2020
- At least one percentage point improvement in student success rate (graduation rates plus four-year transfer-out rates) without a decline in either transfer-out or graduation rate
- Increase the headcount of credit-level adult learners in the CT State student population by three percentage points relative to Fall 2020
- All extant transfer articulation agreements are preserved, consolidated, or expanded
- Successful adoption of accelerated learning schedules for some programs at all 12 campuses
- All twelve campuses remain open and operating with no plans to close locations
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of educational experience, including, but not limited to:
  - Enrollment Management & Student Affairs and Academic Affairs setting goals to improve user-friendliness and universal access for enrollment, financial aid, and registration processes
  - Academic Affairs and Enrollment Management & Student Affairs will set goals for alignment of all transfer articulation agreements and relevant external agreements
  - Academic Affairs and Enrollment Management & Student Affairs will set goals to effectuate a reverse transfer program
  - Workforce Development will set goals for building a bridge from non-credit to credit programs and aligning external agreements in all regions.

Goal II: Achieving Equity in Student Outcomes and Workforce Cultural Representation

The central aim of CT State is to address systemic inequities, both between students, faculty, and staff of different socioeconomic backgrounds and between institutions.

CT State will broaden and deepen commitment to civic education, diversity, pluralism, anti-racism, and democratic citizenship education in all facets of CT State and with specific respect to curriculum, empowering students to engage in, operate within, and effect positive change in our multicultural democratic republic.

CT State is committed to using equity as a lens when examining policies, budget priorities, and academic programming. CT State will continue building a data-informed student success and equity framework.

CT State commits to investing in the expertise of our faculty and staff through ongoing professional development including universal design training, BIPOC training, equity training and implicit bias training, expanding, and deepening professional mentorship and faculty and staff development programs.

The ACME placement policy commits CT State to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to

be anti-racist, eliminate structural inequities, recognize, and address implicit bias, and promote equitable course completion.

CT state will offer wraparound services and provide other resources to address household, transportation, and food insecurity at all main campuses.

CT State will expand outreach, recruitment, and services to non-traditional and/or underserved populations, including but not limited to the incarcerated and post-incarcerated, regarding opportunities in both non-credit and credit bearing certificate and degree programs.

CT State will reduce financial friction throughout the student experience by reducing or eliminating small payments that act as barriers to basic participation in the college experience from application through completion.

The following benchmarks will measure CT State's progress towards equity by AY2425:

- Narrow student success gaps between White students and Black, Hispanic/Latino and non-White student populations for passage of first-year English and Math (Guided Pathways KPIs 4, 5 and 6) by 50% relative to Fall 2020.
- Narrow gaps between White students and Black, Hispanic/Latino and non-White student populations in student success rate (graduation rates plus four-year transfer-out rates) by at least one percentage point relative to Fall 2020 without declines in either transfer-out or graduation rates.
- Improve representation of Black, Hispanic/Latino and non-White populations overall in our faculty and staff populations relative to FY2021 by at least one percentage point.
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of equity, including, but not limited to:
  o Academic Affairs, Enrollment Management & Student Affairs and Finance will set specific equity goals in their respective plans
  o Academic Affairs, Human Resources and Diversity, Equity and Inclusion will develop plans to implement universal design training, BIPOC training, equity training and implicit bias training via faculty and staff development programs and set attendant goals
  o Enrollment Management & Student Affairs will plan to offer wraparound services at all main campuses to address insecurities that hinder student success and set attendant goals
  o Academic Affairs will detail plans to improve learning opportunities for the incarcerated and post-incarcerated
  o Enrollment Management & Student Affairs will identify examples of financial barriers to completion over the course of the entire student career from admission to graduation or transfer-out and detail plans to eliminate said barriers, setting attendant goals
  o Academic Affairs will review the general education curriculum with respect to its capacity to provide civic and multicultural education to prepare students to survive, thrive and active participants in and leaders of a multicultural democratic republic, and make recommendations to improve this practice by the end of the strategic planning period.

Goal III: Stronger Internal Community and External Community Relationships

CT State commits to building and growing a community of mutual respect that meets the needs of its local constituents. CT State will deepen bonds between the single college, students, faculty, foundations, and local external constituencies.

CT State commits to ensuring the continuance of shared governance structures in the transition to a single college.

CT State commits to working with all campus foundations to maintain connections to local constituencies and ensure local communities continue to support students on campus.

CT State will ensure all administrative and student support services under the single college are sensitive to the needs of the local campus community.

CT State will expand personal enrichment and lifelong learning programs, deepen K12 relationships, College Career Pathways, dual enrollment, and early college programs, and identify new funding opportunities related to these programs.

CT State will implement cooperative/work-based learning programs and opportunities as well as expand and deepen relationships between industry, job market, and areas of study.

The following benchmarks will measure CT State's progress towards stronger internal community and external community relationships by AY2425:

- Implementation of the CT State Shared Governance plan
- Full availability of all administrative, career, and student support services at main campus locations.
- Professional development services rolled out for entire CT State faculty and staff population.
- Review of all clinical in-service partnerships and continuation of all partnerships deemed academically necessary.
- All consortium agreements and contractual arrangements will be rewritten to name the new college as CT State prior to July 1, 2023. All agreements will be reviewed to ensure consistency with other similar arrangements in other parts of the state.
- Alignment across the CT State campuses of the personal enrichment and lifelong learning programs.
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of community connections, including, but not limited to:
  - All campuses and relevant departments develop strategic plans with goals and benchmarks for continuing relationships with local foundations
  - Enrollment Management & Student Affairs will set goals and benchmarks for providing the broadest possible range of wraparound services to address student insecurities and outline priorities to ensure services are sensitive to the needs of local communities
  - Workforce Development will plan for continuation and expansion of K12 relationships, College Career Pathways, dual enrollment, early college programs, lifelong learning, and personal enrichment programs and set relevant benchmarks in all regions

- o Academic Affairs, Enrollment Management and Workforce Development will plan and set benchmarks for deepening relationships between industry, job market, and areas of study in all regions

The Near and Long Term

The Strategic Plan, upon adoption, remains in effect through the end of the 2024-2025 Academic Year. At the conclusion of the 2022-2023 and 2023-2024 Academic Years, the Office of Institutional Effectiveness and Planning under Academic Affairs will collect data on progress towards benchmarks and issue a report to the CT State cabinet on said progress.

This is a transitional strategic plan, appropriate for standing up a new institution born from an unprecedented merger. Nearing the conclusion of this plan's interval on June 30, 2025, the Executive Strategic Planning council will reconvene to develop and approve a long-range plan that takes CT State through 2030.

APPENDIX E

From: David Blitz, Chair of the FAC to the BOR
Re: CT State Community College Draft Strategic Plan
Date: July 21, 2022

The FAC at its meeting of July 15th discussed the "CT State Community College Draft Strategic Plan through Academic Years 2023-2025", which I had obtained and previously circulated to members of the FAC. While I realize that the document is marked "Draft (for Review and Feedback)", it contains serious errors reflective of the kind of problems faculty and staff have faced in the "Students First" process. I will focus on just the cover letter as this is indicative of the flawed process that underlies the document as a whole, and renders it of no value. On p.1 the draft states the following about the CT State Executive Strategic Planning Council that prepared the draft:

"The inclusiveness of this process cannot be overstated or underestimated. More than 50 people have served on the, and membership consisted of faculty, staff, and administrators, with representatives from all the campuses and CT State. Importantly, students have also served as council members. We are thankful to all the Council members, as well as to all the individuals who provided feedback to council members

On p. 2 this is followed up with a list of 48 individuals, none of whom are identified as to their status – either in terms of their status as faculty, staff, administrators or students, or in terms of their affiliation to one of 12 "campuses" or "CT State". It is therefore unclear how many or what proportion of the Council are in any of the constitutive groups previously mentioned. The consequence of this is not just lack of clarity. There is an obscuring of relevant information, which clearly was available to the drafters but which they saw fit to exclude. A preliminary search for affiliations of the indicated individuals reveals very few faculty, and none from the FAC.

The paragraph from the draft continues: "We want to also express our deep appreciation to the Faculty Advisory Council to the Board of Regents, who provided honest and earnest feedback during the development of the plan. Each time we engaged the FAC, we got useful feedback from them, and the Council subsequently incorporated their comments into our planning work."

As chair of the FAC, I can state without hesitation that this is simply false. In the first place, the FAC is the Faculty Advisory *Committee* to the BOR, not the Faculty Advisory *Council*. This might be considered as a mere slip (which is repeated twice) or simple ignorance, but the authors of this document compound the error with the claim that the FAC (however designated) provided substantial ("honest and earnest") feedback, "comments" which were "subsequently incorporated… into our planning work". This is not the case.

While we did invite at their request and on one occasion each, Tanya Milner (past chair) and Terry Brown (co-chair) to meetings of the FAC, we indicated at both meetings that the content of the their presentations were inadequate to anything we could consider to be a framework for a strategic plan. In particular, we noted the lack of any reference to the determining role of faculty in developing curriculum and pedagogy, the lack of guarantee for the continuation of the existing colleges, vague terminology without content about shared governance, and more. Not only is the document fundamentally flawed as to content or lack thereof, the FAC never had any follow-up, or saw, never mind commented, on the draft plan.

Therefore, to claim that faculty in any significant way participated in the draft is unsubstantiated, and the further claim that the FAC contributed in any meaningful way to the draft is incorrect. If this were just a one-off the matter it might be less significant than it is. To the contrary, the problems illustrate a strategy that has been persistently used by the System Office – claiming faculty participation in committees from which faculty have withdrawn or merely attended on one or a few occasions, and then claiming – as has been done above --, that dozens or more faculty have participated in preparing a document which most have never have seen or approved.

As a result, please withdraw any statement or implication that the FAC has participated in the drafting of the "Draft Strategic Plan", and in particular that we provided "feedback … subsequently incorporated… into our planning work". I remain available to discuss this matter in greater detail and to consider constructive proposals that could redress the situation. But as it stands, the "Draft Strategic Plan" is unacceptable for the reasons stated above. Best wishes: /d

David Blitz, PhD,
Chair, Faculty Advisory Committee to the BOR/CSCU
Professor of Philosophy, CCSU

President, Bertrand Russell Society
Member, Editorial Board, Journal of Bertrand Russell Studies
Member, Community Editorial Board, Connecticut Mirror

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NCC Resolution on Shared Governance Workgroup Proposal – CT State Community College 04-20-21

As noted in our previous resolution, the Shared Governance Workgroup ended up having extremely limited representation from the community colleges. From the lists we have reviewed there were perhaps five members from the colleges, representing four colleges. A further review of the minutes posted suggests that the committee was in disarray on many levels. Many of the posted minutes are confusing and convoluted. In addition, the minutes posted for 2/14/20 and 2/14/19 are the same minutes, labeled 2/14/19. A read of the minutes suggests that they are probably the minutes for the 2/14/20 meeting although they are labeled 2/14/19, an indication of that disarray and confusion. A review of the final product produced by this group and approved by other SF committees makes clear that there was little research done and little thought about how this structure might (or might not) work in a real-world scenario.

Norwalk CC continues to have serious concerns about the proposed Shared Governance model:
1. On page 4, please define, with specificity, "equity-focused culture." "Equity" has taken on the ability to shape-shift and mean anything that will promote the ideas presented by any group or individual.
2. On page 4, the last paragraph is about the ideals of "shared governance" and how those might be defined. None of this is reality in the CSCU system right now. Why should we believe that would change?
3. On page 5, there is reference to "Group Meetings." What is stated there seems to suggest that this group met from December 2018 through the present, when we all know (or should know) that at the end of 2019 much of the committee resigned as suggested by the then Provost. In addition, the reference to the "meeting notes" and "membership" falls short of being accurate because of the limited number of minutes available, the accuracy of those minutes, and how the membership is noted. (see above)
4. The structure of the senate membership is not representative. A total of 27 members for a system of that size is ludicrous. Norwalk CC has 33 members on its senate and the representation is based on census data that includes the number of faculty and staff in each department. The proposed structure resembles that of the US Senate when it should resemble the US House of Representatives.
5. On page 7, what does the paragraph under "Appeal contingency" mean? It makes no sense.
6. On page 7, define the term "policy proposals." Where is the ask for agenda items?
7. On page 7, there is mention that the senate will create its own by-laws. It would seem from this document that most of that is already completed.
8. On page 8, why is a Provost, an AVP, a VP, or any administrator, on the "Curriculum Congress?" How does that support NECHE 3.15?
9. On page 8, why are Deans responsible for submitting curriculum proposals? NECHE 3.15.
10. Why isn't the "Curriculum Congress" reporting to the senate? Where is the governance line?

As all proposals that come out of System Office, this one is convoluted and opaque, and does not represent what Shared Governance should look like in our view. We continue to argue that what is best for a small rural college's faculty, staff, students, and community partners might be the exact opposite of what is best for a large urban college's faculty, staff, students, and community partners or a mid-sized suburban college, etc. We need the ability to respond to the specific needs of our constituents. In short, the final product continues to misrepresent Shared Governance. One cannot make sense out of nonsense.

The AAUP Red Book on *Policy Documents and Reports* (tenth edition) states, on page 153, "Protections of faculty rights and prerogatives in a merger situation requires early and full faculty involvement in any discussions leading to a merger." (including "non-teaching faculty"). This clearly did not, and continues not to, happen.

NCC Resolution on Shared Governance Workgroup Proposal – CT State Community College 04-20-21

Whereas the Shared Governance Workgroup Proposal was created in a top-down forum with input from only about one-third of the twelve community colleges, is vague, is poorly researched with no supporting documentation, and leaves many questions unanswered; and

Whereas the Shared Governance Workgroup Proposal is once again, a one-size-fits-all response to the varied needs of the individual colleges/campuses, which does not take into account the ethnic and socio-economic diversity of each college/campus, the rural, suburban, urban locations within the state of CT of each college/campus, the size of the student population of each college/campus, the specific needs of the communities served by each college/campus and the multiple ways that all of these could be addressed by each college/campus individually; now, therefore, be it

Resolved, that the Norwalk Community College Senate, as the shared governance body of Norwalk Community College, does not endorse the Shared Governance Workgroup Proposal dated April 20, 2021 for the reasons noted above.

Approved by the Norwalk Community College Senate at the May 18, 2021 Meeting by a vote of 18-0

Student and Employer Comments on Maintaining Accreditation for the Medical Asst. Program

From: Isidori, Kari Lynn S <kisid0002@mail.ct.edu>
Sent: Thursday, June 16, 2022 6:15 AM
To: Goetz, Gary A <GGoetz@ncc.commnet.edu>
Subject: Re: Norwalk Community College Medical Assisting Program Accreditation Status Feedback

Good morning Mr. Goetz,

My decision to pursue the Medical Assistant Program offered at NCC was 100% due to the fact it is an accredited program. Had it not been, I never would have attended. Especially as a student returning to school 20+ years after receiving my Associates Degree at NCC.

Thank you for helping me in all the ways you did.

Gratefully,
Kari Lynn S. Isidori, LMT

FYI. Morgan DeMattia.

From: DeMattia, Morgan T <mdema0029@mail.ct.edu>
Sent: Wednesday, June 15, 2022 1:45 PM
To: Goetz, Gary A <GGoetz@ncc.commnet.edu>
Subject: Re: Norwalk Community College Medical Assisting Program Accreditation Status Feedback

Hello Mr. Goetz,

The college being accredited was actually a very important part of my decision choosing it for my MA education.

Thank you,

Morgan DeMattia

Dear Mr Goetz:

This decision is rather discouraging and unsettling. The reason I chose ==NCC in place of other fine schools -because it is accredited and affiliated with the governing body.==

Should you need a letter forwarded to the powers that be, I would be pleased to submit one regarding this rather poor decision.

Please feel free to reach out to me regarding the above if you feel further input would benefit the deciding decision

As I am ,

Sincerely,

Laura Buffone

Dear Maohlicia Carolus,

Thank you for the work you and your team have done in the community to produce such amazing health clinicians. Every one of your students that has worked for Family Centers Health Care has been a productive and contributing staff member to the agency.

==As I understand this, accreditation ensures that an institution maintains a high caliber curriculum that prepares students and future clinicians to adapt easily in this fast pace and continuously changing environment. We have noticed that many students that have come from NCC were well prepared and successfully working to their full scope within a week of being in their role. The great training provided at your institution minimized the trainings (and their attendant costs) we had to provide to these individuals.==

==Overall your accredited curriculum has produced some top staff, limited the training we would usually need to provide, reflected marked decrease in incidences of error, and enabled our health center to continue to provide great quality of care to the community.==

==Clearly it is important for Norwalk Community College to maintain its accreditation, and in this spirit I vote to keep the accreditation.==

Best Regards,

John W. Midy, MBA

Director, FQHC Medical/Dental
Family Centers Health Care
111 Wilbur Peck Court, Greenwich, CT 06830
O: 203-717-1760 |F: 203-622-2951 | D: 203-717-1758
Email: jmidy@familycenters.org Website: www.familycenters.org

From:	Carolus, Maohlicia E
To:	Aime, Lois D
Subject:	RE: The Case for Maintaining Medical Assisting Program CAAHEP (002).docx
Date:	Thursday, June 16, 2022 9:45:10 AM

Hi Lois,

I responded to your questions in red & blue. Also, see information below from an email I copied and paste from Kimberly Sorrentino.

From: Sorrentino, Kimberly <KSorrentino@commnet.edu>
Sent: Tuesday, May 24, 2022 8:59 AM
To: Carolus, Maohlicia E <MCarolus@ncc.commnet.edu>
Cc: Feest, Amy C <AFeest@commnet.edu>
Subject: RE: Accreditation

Good morning, Maohlicia,
Thank you for your message. All 12 community colleges currently hold regional institutional accreditation through NECHE. Only two colleges (Capital and Norwalk) currently have programmatic Medical Assisting accreditation through CAAHEP MAERB. Norwalk has the CAAHEP MAERB accreditation for the Medical Assisting certificate program; Capital has the accreditation for the Medical Assisting degree program.
Sincerely,
Kim

From: Carolus, Maohlicia E <MCarolus@ncc.commnet.edu>
Sent: Tuesday, May 24, 2022 8:36 AM
To: Sorrentino, Kimberly <KSorrentino@commnet.edu>
Subject: Accreditation

Good Morning Kimberly,

Hope this email finds you well.

Can you let me know out of the 12 community colleges, how many of them are accredited and, how many of them have an accredited medical assistant certificate program.

I need to make a decision about accreditation and this information can help me with my decision making.

Looking forward to your response.

Best regards,

Maohlicia E. Carolus, EdS, NCMA, MS Ed.
Program Director, Medical Assistant / Medical Office Management
Norwalk Community College

Nursing & Allied Health
188 Richards Avenue
Norwalk, CT 06854
Tel: 203-857-7213
Email: MCarolus@norwalk.edu

From: Aime, Lois D <LAime@ncc.commnet.edu>
Sent: Wednesday, June 15, 2022 5:08 PM
To: Carolus, Maohlicia E <MCarolus@ncc.commnet.edu>
Subject: RE: The Case for Maintaining Medical Assisting Program CAAHEP (002).docx

Thanks Maohlicia,
Questions:

1. "Allows students to sit for CMA (Certified Medical Assistant) exam, through the AAMA (American Academy of Medical Assistants)"
   a. Can they not take this exam if the program is not accredited? If they can would they be able to pass it easily? That is correct. The program have to be accredited by CAAHEP/MAERB or ABHES to take the CMA exam through the AAMA. The program prepares them to take the exam and pass.
2. What other colleges have this program? For example,
   a. I saw Gateway CC and Manchester CC offer options through an umbrella of Business Office Technology that are probably not accredited?- They regionally accredited. Not program accredted.
   b. Capital CC also has an accredited program. Their accreditation goes until 2024. Are they also being asked to give up accreditation? Or not renew after next year? Capital already decided they will sunset their program. The are an associate program.
   c. Looks like Housatonic CC also has a program but I can't tell if it is accredited. I'm guessing it is not?
   d. Others? - Not accredited – Regionally accredited (NECHE)
3. Why are they telling you to eliminate outside accreditation? They want all the programs to be the same. Students might end up suing the college if they went to NCC and transfer to another college that is not accredited and the student is under the perception that it is because NCC is accredited, the other college will also be accredited.

**We also have to keep in mind that when the program is accredited, we have to maintain evidence on every student that graduate from the program for the annual report and maintain a tracking log

to submit yearly** With CAAHEP/MAERB – you cannot wait until a visit to hand in the tracking tool there is constant updating that have to be done throughout the year.

4. What are the ramifications for our students to eliminating accreditation? - They will not be able to sit for the AAMA certification exam, also, when I worked for a non-accredited program, there were no guidelines to make sure the student obtain a well rounded education in order to succeed in their field. The caliber of learning becomes inferior.

5. What is the rationale for going to the lowest common denominator vs. the highest common denominator? What I am hearing is that it is to expensive, if the college are all on the same page, we will better communication, it will be better for the students because the employers do not know the difference between a student graduating from an accredited institution and or an accredited program, and finally, it will make it easier for the student to transfer from one college to another.

Lois

Lois Aime
Director, Educational Technology
Norwalk Community College
203-857-7288
Room W106

"Those who can make you believe absurdities can make you commit atrocities"
Voltaire

if you are looking for help: please check the
"**FACULTY PROFESSIONAL DEVELOPMENT SITE**" or the "**Course Design and Delivery Competencies**" course on your Blackboard course list *(under Courses where you are a student toward the bottom)*
Tutorials related to Blackboard, WebEx, Kaltura, and Office 365, see the **CSCU System EdTech Training YouTube Channel**

From: Carolus, Maohlicia E <MCarolus@ncc.commnet.edu>
Sent: Wednesday, June 15, 2022 12:53 PM
To: Aime, Lois D <LAime@ncc.commnet.edu>
Subject: The Case for Maintaining Medical Assisting Program CAAHEP (002).docx

Hi Lois,

Attached is the item you requested.

CT State Standardized Meeting Times DRAFT

	DRAFT Standard Meeting Times - Final Exam Included								
	Monday-Friday						Saturday		
	15 Week Semester		7 - 1 - 7	Late Start - 13 Week			15 Week	7 - 1 - 7	Late Start
	M/W, T/Th	M, T, W, Th, F	T/Th, W/F, T-F (HYBR)	M/W, T/Th	M, T, W, Th, F		S	S (HYBR)	S
	75 min	*150 min*	*161 min*	*88 min*	*175 min*		*150*	*161*	*175 min*
	Start End	Start End Start End	Start End Start End	Start End Start End	Start End		Start End	Start End	Start End

3 hour courses	8:00 9:15
	9:30 10:45
	11:00 12:15
	12:30 13:45
		8:00 10:30
		    9:30 12:00
		11:00 13:30
			8:00 10:41
			    9:30 12:11
			11:00 13:41
				8:30 9:58
				  10:30 11:58
				12:30 13:58
					8:30 11:25		8:30 11:00
							
							12:00 14:30
								8:30 11:11
								
								12:00 14:41
									8:30 11:25
									
									12:00 15:55

	14:00 15:45	Common Hour							
	16:00 17:15 17:30 18:45 19:00 20:15 20:30 21:45	16:00 18:30 17:30 20:00 19:00 21:30	17:30 20:11	16:15 17:43 18:00 19:28 19:45 21:13	18:00 20:55				
Final Exam	150 minutes	150 Minutes	Exam on 14th class meeting OR 7th class meeting or online (HYBR)	150 Minutes	150 minutes		150 minutes	Exam can be held in 7th class meeting or online	150 minutes

APPENDIX J

Total Expenditures and FTE Students for Connecticut's Community Colleges (CCs) and State Universities (CSUs) from 2014 to 2022

	2014	2015	2016	2017	2018	2019	2020	2021	2022
CC expenditures	436,087,499	460,471,909	469,353,811	458,872,905	461,226,043	482,276,889	488,292,575	487,115,428	571,570,288
FTE	30,875	30,372	30,195	27,532	26,840	26,138	24,716	20,817	19,612
$/FTE	14,124	15,161	15,544	16,667	17,184	18,451	19,756	23,400	29,144
% s, 2014	0	7.34%	10.05%	18.00%	21.67%	30.64%	39.88%	65.67%	106.34%
CSU expenditures	623,845,025	657,790,902	689,095,884	678,763,732	668,141,871	717,391,086	716,834,050	712,200,263	770,234,314
FTE	26,862	26,719	26,680	26,408	26,137	25,945	25,137	23,359	21,557
$/FTE	23,224	24,619	25,828	25,703	25,563	27,650	28,517	30,489	35,730
% s. 2014	0	6.01%	11.21%	10.67%	10.07%	19.06%	22.79%	31.28%	53.85%
Total CC exp. at CSU rate		454,738,516	474,296,097	430,369,578	417,269,026	439,536,900	428,651,210	385,999,473	426,164,345
Difference in exp from actual		5,733,393	-4,942,286	28,503,327	43,957,017	42,739,989	59,641,365	101,115,955	145,405,943
Total from previous line		422,154,704							

Number of FTE Students at the CSUs in 2017 was not provided in the Finance report. 26,408 represents a simple average between the 2016 and the 2018 figures.

All figures from 2014-2021 are taken from June BOR Finance reports.

APPENDIX K

ctExaminer

CSCU Presidents Warned of Two-year $220 Million Fiscal Cliff, Debate Cuts, Tuition Increases

— Emilia Otte, 9.14.2022

Facing a fiscal cliff estimated at about $220 million dollars over two years, state colleges and universities have been asked to prepare for possible budget cuts.

In a finance and infrastructure committee meeting on Wednesday, Chief Financial Officer Ben Barnes said that the colleges and universities are expecting a shortfall of $106 million in 2024 and $115 million in 2025. Of this deficit, Barnes said, 60 percent was at the universities and 40 percent was at the community colleges.

Barnes said the funding gap was caused by the discontinuation of the $157 million in federal COVID relief funds, along with raises for state employees.

“We are facing very difficult financial circumstances next year as a result of the large amount of one-time revenue we received in the current year and last year,” Barnes said.   *HUH?????*

Chair of the Finance and Infrastructure Committee Richard Balducci said he wanted to see college and university presidents come up with multiple scenarios if they were asked to cut their budgets by 1 percent, 2 percent, 3 percent and 5 percent.

Baldacci said that the biggest problem the colleges and universities were facing was a drop in enrollment and in fees from students that decide to live on campus.

“We need to increase enrollment at the colleges and universities. To add to that, we also have to see if we can increase room and board at the universities. We’re losing tons and tons of dollars … overtime,” he said.

Leigh Appleby, communications director for the colleges and universities, said that the enrollment numbers for the fall were not yet finalized. But enrollment projections for the 2022-23 year estimated an enrollment of 21,000 at the universities — the lowest in five years and a drop of nearly 5,000 students since 2019.

Enrollment at the community colleges was estimated in June at around 20,800 — on-par with 2020-21 enrollment but below the five-year peak of 26,100 in 2018-19.

Regent Ari Santiago said he believed they needed to develop strategies to better engage the community and bring in more students. He said he believed that this would give them a greater chance of being able to get more state funds.

“What can we do to raise enrollment, engage the community, drive our mission further? Because the more enrollment we have, the more impact we make,” he said.

Barnes said that no increase in tuition would be enough to make up for the shortfall. Any increases in tuition, Barnes said, would be based on what they believe students can realistically afford.

Balancing the institutions' overall budgets, he said, would rely mainly on a combination of state aid and changes that the institutions would have to make.

Barnes also said that each college and university would be asked to provide specific ideas for increasing their revenues or decreasing their expenses. The campuses were asked to provide Barnes with these ideas by the end of September.

"I think it's a frustrating challenge for them, because these are all very difficult changes that they might consider," Barnes acknowledged.

Barnes said the colleges and university system should make across-the-board cuts only as a last resort. Instead, he said, institutions should be looking for ways that they can grow revenue and eliminate "underperforming programs" that are not benefiting students.

"The desire to cut our way out of these financial problems is, while understandable, may not be in the long term in the best interest of the institutions," he said.

But he acknowledged that the universities and colleges did have limited funds.

"At the end of the day, if we can't find a way to balance our budget, we have to live within our means," he said.

The university is also asking for $501 million for funds for renovations at the various campuses. Barnes said many of the projects being proposed were requests from prior years that had not been funded.

"The current level of infrastructure investment at [the colleges and universities] is not sustainable over the long period of time," he said.

Barnes said that they are hoping to determine next year's tuition for the universities in October and for the community colleges in December.

Emilia Otte →

Emilia Otte covers health and education for the Connecticut Examiner. In 2022 Otte was awarded "Rookie of the Year," by the New England Newspaper & Press Association.

✉ e.otte@ctexaminer.com

CSCU 2030

A GENERATIONAL INVESTMENT
IN PUBLIC HIGHER EDUCATION

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CSCU 2030

A GENERATIONAL INVESTMENT
IN PUBLIC HIGHER EDUCATION

Serving more than 85,000 students from every one of the state's 169 municipalities, CSCU is Connecticut. With an $11 billion economic impact for the state, our institutions and campuses provide high-quality education that is the most affordable and accessible in Connecticut. We are the largest higher education resource for traditionally underrepresented students in Connecticut. Our programs in in-demand fields make us the primary engine for workforce preparation and social mobility, educating our residents to become the sharpest of critical thinkers, leaders, and contributors to society.

CSCU's students come from Connecticut, are educated and trained in Connecticut, and they stay to live and work in Connecticut. In this way, we serve Connecticut's myriad of industries and employers who are in desperate need of talent. Our students are prepared to meet the needs of the 21st century and help keep Connecticut productive, vibrant, and strong. But if CSCU is to meet the needs of the state, the communities we serve, and our students at the highest level — the level to which we all should aspire — then greater state investment will be required.

Currently, CSCU faces two looming challenges that put the future of the system at a critical juncture. The first is that, while the administration and state legislature have been generous in their support for our system in recent years, our operating support has been relatively flat since 2007 almost exclusively due to the growth in the state's fringe benefit costs. The second is that, with the completion of the CSU 2020 program, CSCU institutions have exhausted their capital project allocations and need to establish a vision and funding for the physical infrastructure of our campuses for the next decade.

To address these challenges, CSCU has developed the following proposal for state financial support, collectively called **CSCU 2030**, to recommit the state's investment in our system, our students, and the communities we serve. Rather than the usual piecemeal annual request for funding, which can be challenging for policy makers to address, CSCU is instead presenting a scaled multi-year proposal for the critical investments needed in student supports including financial aid and new academic programs, and in our physical infrastructure.

Increased Student Supports and Academic Innovation

The Challenge

While CSCU's block grants and additional state support have grown in recent years, the escalation in state employee fringe benefit costs have consumed almost the entirety of those increases. As depicted in the graph below, the level of state operating support for our institutions has remained largely flat even as appropriations have varied dating back to FY 2007.

While our operating support has been stagnant, we have experienced significant inflation – increasing approximately 44 percent since 2007, according to the Bureau of Labor Statistics. Since 2012, SEBAC wages for CSCU faculty and staff have increased 39.5 percent. In short, every dollar we have received since 2007 has been compressed by inflationary pressure. This has severely limited our ability to make needed investments in the services and programs that our students, faculty and staff require to succeed. This has also forced us to increase tuition, even if moderately, which has shifted the burden onto our students who often come from socio-economically challenged situations. Let us be clear, that this ongoing scenario only compounds equity disparity across our state and is a metastasizing concern.

State Assistance
CSCU Total

Legend:
- **Recurring Operating Support**
- **Fringe Benefit Support**
- **One-Time Support**
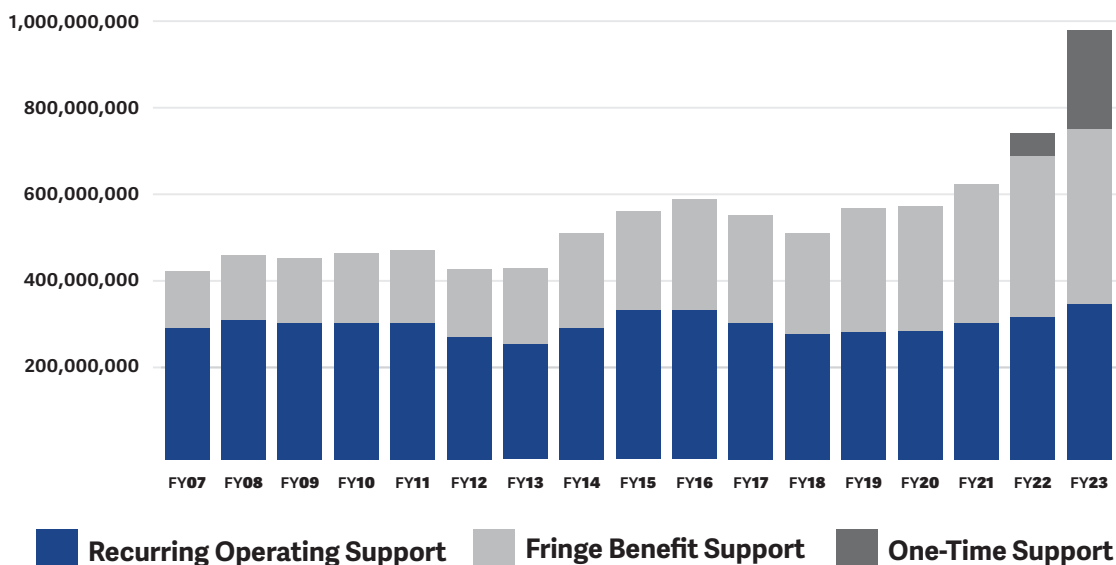
The Challenge (continued)

The lack of funding available has immediate, tangible, real-world consequences, limiting our ability to produce as many in-demand degrees and credentials as our state's employers and community partners need to fill critical roles in health care, education, manufacturing, and other in-demand fields. Connecticut health care institutions need 3,000 new nurses each year. With our programs operating at capacity, CSCU currently graduates about 800 new nurses each year, while all other Connecticut higher education institutions graduate about 1,100 nurses combined, leaving the state with a significant workforce shortage. In addition, there are substantial demands in other allied health fields that are not being filled by enough CSCU graduates today.

> *"Connecticut health care institutions need 3,000 new nurses each year."*

Likewise, school districts in Connecticut have a shortage of trained teachers made even more acute by the pandemic. According to the State of the Connecticut Teacher Workforce report by Rockefeller Institute of Government, there has been a sharp decline in the number of students enrolling in and graduating from teacher education programs. The Connecticut State Universities graduated 297 undergraduates and 715 graduate students in education in 2021-2022 to help fill vacant positions in Connecticut schools.

> *"...school districts in Connecticut have a shortage of trained teachers made even more acute by the pandemic."*

The Challenge (continued)

Finally, the Connecticut Business and Industry Association released a report in 2021 which shows that 88% of Connecticut manufacturers are having trouble finding and retaining skilled workers. About 6,000 people need to enter the manufacturing industry each year to keep up with the forecasted demand for the next 5 to 10 years. CSCU currently graduates less than 1,100 students from its various manufacturing programs.

> *"...88% of Connecticut manufacturers are having trouble finding and retaining skilled workers."*

All of this is occurring within a trend of lower K-12 enrollment across the northeast combined with a post-pandemic drop in college attainment, with the greatest drop occurring within minoritized populations. More can be done to better connect existing K-12 students with the colleges and universities in their area through programs like dual enrollment, automatic admissions, and direct admissions programs. However, we also need to be engaging and enrolling adults with stranded credits, the unemployed and underemployed, and those looking to retool their credentials or start a new career. These targeted outreach efforts take time and resources which are stretched thin by the state's flat operating support.

The Solution

To rein in future tuition increases while making critical investments in student supports and wrap-around services, and innovative and expanded academic programs, CSCU is proposing several increased and recurring investments in our block grants. The table below identifies the state appropriations CSCU received in FY23 and the proposed increases by line item for each year of the new biennium.

We are requesting continued investment at these levels through FY2030. **CSCU 2030** assumes continuation of current practices with respect to fringe benefits but could adjust to align with alternative fringe benefit models and assumes future SEBAC increases though not at current rates.

General Fund	FY23	FY 24	FY 25
Charter Oak State College	$3,291,607	$6,042,213	$8,979,788
Community Tech College System	$149,563,169	$269,170,417	$285,597,127
Connecticut State University	$154,172,093	$257,099,860	$292,044,640
Board of Regents	$408,341	$408,341	$408,341
Developmental Services	$8,912,702	$8,912,702	$8,912,702
Outcomes-Based Funding Incentive	$1,202,027	$1,202,027	$1,202,027
O'Neill Chair	$315,000	$315,000	$315,000
Agency Total - General Fund	**$317,864,939**	**$543,150,560**	**$597,459,625**

Additional Funds Available	FY23	FY 24	FY 25
Carryforward Funding	$58,508,926	—	—
American Rescue Plan Act	$178,600,000	—	—
PACT (funded in FY 23 with FY 21 Carryforward)	$15,000,000	$81,105,899	$100,313,288
Agency Total - General Fund	**$569,973,865**	**$624,256,459**	**$697,772,913**

SEBAC-related costs	$179,875,536	$148,053,670	$180,673,615

Notable CSCU 2030 Investments in Student Supports and Academic Innovation

PACT Expansion

The PACT program has been a great success both in increasing access to a community college education for nearly 12,000 PACT recipients, as well as stabilizing the enrollment at our colleges. Building on the success of this program, CSCU is proposing to expand the PACT program with a seven-year investment of $386 million to support all Connecticut students entering CT State Community College credential and degree programs. The expanded PACT program will also cover costs for transfer and returning students and include summer and online classes. Without a doubt, PACT works and expanding it to deliver on the promise of free college for all will allow us to serve even more students. With an estimated 20,000 Connecticut community college students discontinuing their education during the pandemic, this investment would provide a tremendous incentive for many of those students to return.

In addition, this funding will create **a new PACT+ program** targeted to students attending Connecticut State Universities and Charter Oak State College who are pursuing degrees in state workforce priority fields. PACT+ will allow more than 7,000 students per year to pursue their bachelors' degrees free of tuition and non-housing fee costs in areas of study aligned with the Governor's Workforce Council Strategic Plan such as nursing, allied health and education. CSCU will earmark $262 million of the CSCU 2030 dollars for PACT+. As a component of the PACT expansion, CSCU will improve transfer pathways between community colleges and state universities.

> *"PACT+ will allow more than 7,000 students per year to pursue their bachelors' degrees free of tuition and non-housing fee costs..."*

Student Supports and Wrap-Around Services

CSCU recognizes that our students have a host of work and family obligations in addition to managing their academic programs and often benefit from connections to additional campus and community-based supports such as academic tutoring and professional mentoring, and mental health, transportation, food and housing supports. Working with state agencies, community organizations, and independently where needed, we will provide much-needed services to students across all CSCU locations. CSCU will prioritize hiring and services for areas such as behavioral health, academic support and supplemental instruction and ensure off hours and virtual resources as needed. As a result, we will see improvements in time to degree, retention and graduation rates, and overall student success. **CSCU 2030** includes $273 million for student supports.

> *"...we will see improvements in time to degree, retention and graduation rates, and overall student success."*

Academic Expansion and Innovation

Connecticut is experiencing a persistent shortage of skilled employees in key industry areas. Another significant portion of this reinvestment will allow us to develop new, innovative, and expanded programs that area employers and community partners need. Unlike other higher education institutions, CSCU impacts students and companies in every community across the state and can specifically address workforce pipeline gaps in key areas.

These new investments will allow CSCU, the largest driver of workforce development for the state of Connecticut, to expand existing programs and develop new credentials valuable to industry and society. Industry recognized badges and certificates will allow us to develop infrastructure and deliver training that focuses acutely on current professionals and lifelong learners. New undergraduate and graduate level degrees will also match current and emerging industry demands for key skills and abilities as outlined by the **2020 Governor's Workforce Council report** and Office of Workforce Strategy identified critical shortage areas.

**Notable CSCU 2030 Investments
in Student Supports and Academic Innovation** (continued)

Academic Expansion and Innovation (continued)

As part of the Board of Regents' strategic vision, as approved in December 2022, CSCU will ensure our certificate and degree programs contribute to the creation of knowledge and the economic growth of the state of Connecticut and prepare students for careers today and in the future. We will create and implement a master plan of undergraduate and graduate certificate and degree programs that ensure seamless transition from high school to higher education, attainment of twenty-first century technical, critical thinking, and interpersonal skills, and alignment with the state's economic and workforce development strategies.

CSCU will establish new and innovative undergraduate and graduate academic degree programs, as well as professional certifications, in both the liberal arts and sciences and technical/professional areas such as nursing education, informatics including health informatics, engineering, data science, computer science and information technology, digital media and storytelling, applied psychology, enterprise resource planning, and school psychology. Some programs will be developed as consortial degrees, with faculty from multiple campuses coming together to teach collaboratively in online degrees. These new online consortial degrees will provide increased opportunities for students from all corners of the state.
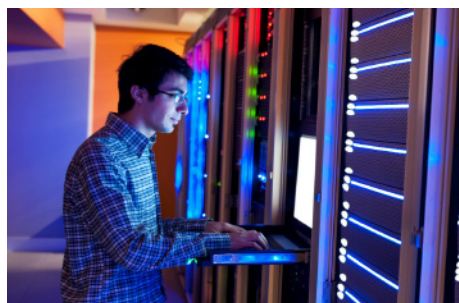
A New Comprehensive Multi-Year Capital Projects Program

The Challenge

The last multi-year capital projects program our institutions received was the roughly $1 billion CSU 2020 program which began in FY09 and provided the last round of funding in FY21. This program originated before the creation of the CSCU system and provided $950 million for the CSUs with one year of projects added for the community colleges in FY15, increasing the total scope to $1.069 billion. However, since the 2011 creation of the CSCU system, there has yet to be a comprehensive, systemwide investment into our physical infrastructure. To put that investment into perspective, over the same time, the University of Connecticut received three multi-year capital projects programs (21st Century UConn, BioScience CT, and NextGenCT) totaling roughly $3.3 billion.

CSCU has facilities across the state, accounting for the most property of all state agencies. While the CSU 2020 program helped build and renovate dozens of academic and student support spaces across the universities, with much needed tranches of funding for deferred maintenance, renovations, code compliance, infrastructure improvements, and equipment purchases, there are dozens of buildings across the CSUs that are showing their age and need renovations or replacement to adequately serve our students.

The need is particularly acute at the community colleges, where there has not been a comprehensive statewide capital program in decades. With the exception of the relatively new Gateway Community College campus, most of our community colleges are located in older, repurposed buildings. These range from almost 80-year-old former elementary and middle schools like Asnuntuck Community College in Enfield, to Capital Community College in Hartford which sits in a 100-year-old former department store last renovated 20 years ago. Likewise, buildings at Middlesex and Naugatuck Valley Community Colleges require significant upgrades.

The Solution

CSCU 2030 funds include multi-year commitments to maintain and reinvest in CSCU college and university campuses. This represents the first major capital investment program in the CSCU system since it was created and represents a rare opportunity to think systemically about how we plan, build, and renovate our physical space. Upgrading our infrastructure is key toward increasing campus training capacity for high-demand fields and increasing student cohorts.

The **CSCU 2030** capital project program includes $2.1 billion in investments over seven years and across all CSCU campuses. These capital project funds will leverage upgrades to technology in our classrooms, collaborative spaces in our libraries, and equipment within laboratories across the system ensuring state-of-the art experiences for our students. Above all, these funds will be used to make our campuses safer, more accessible, and more sustainable.

CSCU 2030: Total 7-year Investments in Physical and Technological Facilities	
	$ million
Technology	273
Infrastructure Projects	365
Advanced Manufacturing	26
Green Energy / Conservation	20
Renovation / Replacement / New Construction	1,454
Seven-Year Total	2,138

The Solution (continued)

A key part of this plan includes critical investments to bring our learning environments up to the standards our students and faculty deserve. Investments will be made in technology that impacts all institutions as well as specific projects that support individual campuses. One such campus project is an updated facility for Capital Community College. The current campus for Capital is a historic building originally built as a department store which does not meet the needs for in-demand programs and does not provide the spaces our students need for learning. This investment will keep Capital in downtown Hartford while making sure key programs like nursing, already one of the largest programs in the state, can continue to grow and serve our students.

Another example of the kind of investments **CSCU 2030** will make in our key growth programs is the expanded Transportation Jobs Center at Gateway Community College. Currently Gateway's classes for programs in this area are split across multiple locations including their aging North Haven automotive center. An updated facility will create a single dedicated space that will train workforce-ready learners with advanced skills in automotive, aviation, and rail systems manufacturing and maintenance.

At the Connecticut State Universities, **CSCU 2030** will allow for much-needed renovations and improvements to academic and student support buildings such as Welte Hall at Central, the health and wellness center at Eastern, Morill Hall at Southern, and the Berkshire Hall Innovation Center at Western.

CSCU 2030

A GENERATIONAL INVESTMENT
IN PUBLIC HIGHER EDUCATION

CSCU is at a critical point in its evolution and with the reinvestment called for in this plan, the system will be poised to innovate and grow. This funding supports our diverse and aspiring students, our talented faculty, staff and leadership and our important but aging infrastructure. We are determined to deliver on the state's commitment to a highly educated, talented and diverse workforce that supports thriving communities and productive businesses. An investment in CSCU is an investment in opportunity for all of Connecticut's citizens. An investment in CSCU is an investment in equity and closing achievement gaps. An investment in CSCU is an investment in every region of our great state, and the workforce of today and tomorrow. Only with the state's investment in CSCU will we make this possible.

CAPITAL PROGRAM DETAIL
CT State

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Program	-	**36,286,114**	**36,093,267**	**45,420,599**	**43,993,614**	**49,093,454**	**46,220,791**	**49,876,310**	**306,984,150**
Asnuntuck									
Code Compliance/Infrastructure Improvements		1,566,464	1,605,626	1,645,767	1,686,911	1,729,084	1,772,311	1,816,618	11,822,780
Capital									
Code Compliance/Infrastructure Improvements		1,444,932	1,481,055	1,518,082	1,556,034	1,594,935	1,634,808	1,675,678	10,905,523
Colleges									
Code Compliance/Infrastructure Improvements	-	127,006	130,181	133,436	136,772	140,191	143,696	147,288	958,569
Energy Efficiency Program	-	2,500,000	-	2,500,000	-	2,500,000	-	2,500,000	10,000,000
New & Replacement Equipment Program		10,000,000	10,250,000	10,506,250	10,768,906	11,038,129	11,314,082	11,596,934	75,474,301
Property Acquisition Program	-	-	1,500,000	-	-	1,500,000	-	-	3,000,000
Security Improvements Program	-	1,500,000	1,500,000	-	-	-	-	-	3,000,000
Telecommunications Infrastructure Upgrade				9,000,000	9,225,000	9,455,625	9,692,016	9,934,316	47,306,957
Gateway									
Code Compliance/Infrastructure Improvements		1,625,170	1,665,799	1,707,444	1,750,130	1,793,883	1,838,730	1,884,699	12,265,856
Housatonic									
Code Compliance/Infrastructure Improvements		1,899,408	1,946,893	1,995,565	2,045,454	2,096,591	2,149,006	2,202,731	14,335,648
Manchester									
Code Compliance/Infrastructure Improvements		2,195,455	2,250,341	2,306,600	2,364,265	2,423,371	2,483,955	2,546,054	16,570,040

CT State

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Middlesex									
Code Compliance/Infrastructure Improvements		2,065,361	2,116,995	2,169,920	2,224,168	2,279,772	2,336,767	2,395,186	15,588,169
Naugatuck									
Code Compliance/Infrastructure Improvements		3,433,797	3,519,642	3,607,633	3,697,823	3,790,269	3,885,026	3,982,151	25,916,340
Northwestern									
Code Compliance/Infrastructure Improvements		1,235,512	1,266,400	1,298,060	1,330,511	1,363,774	1,397,868	1,432,815	9,324,940
Norwalk									
Code Compliance/Infrastructure Improvements		2,558,920	2,622,893	2,688,466	2,755,677	2,824,569	2,895,184	2,967,563	19,313,273
Quinebaug									
Code Compliance/Infrastructure Improvements		1,169,052	1,198,278	1,228,235	1,258,941	1,290,415	1,322,675	1,355,742	8,823,340
Three Rivers									
Code Compliance/Infrastructure Improvements		1,424,436	1,460,047	1,496,548	1,533,962	1,572,311	1,611,619	1,651,909	10,750,832
Tunxis									
Code Compliance/Infrastructure Improvements		1,540,602	1,579,117	1,618,594	1,659,059	1,700,536	1,743,049	1,786,625	11,627,582

CAPITAL PROGRAM DETAIL
CT State

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Project	**41,265,358**	**139,382,496**	**118,457,069**	**25,807,193**	**314,667,731**	**10,082,215**	**92,483,360**	**67,150,168**	**809,295,589**
Asnuntuck									
Renovations, Improvement - Phase 1	3,800,000		39,683,062						43,483,062
Renovations, Improvement - Phase 2					6,734,696		52,957,276		59,691,972
Capital									
CCC/COT		50,000,000			300,000,000				350,000,000
Colleges									
Advanced Manufacturing Program		3,444,000	3,530,100	3,618,353	3,708,811	3,801,532	3,896,570	3,993,984	25,993,349
Gateway									
Automotive Program/Technology Expansion (phase II)					3,000,000		19,795,621		22,795,621
New Automotive Training Facility	18,600,000	-							18,600,000
Housatonic									
Lafayette Hall Renovations & Improvements							5,893,048		5,893,048
Middlesex									
Wheaton & Snow Renovations	4,703,453		51,544,441						56,247,894
Founders Hall Renovation & Site Improvements		1,700,580		22,188,840					23,889,420
Naugatuck									
Campus ADA Improvements	5,000,000	5,000,000							10,000,000
Eckstrom Hall Renovations								12,473,007	12,473,007
Kinney Hall Renovations from FY25 to FY24	6,000,000	63,214,331							69,214,331

CAPITAL PROGRAM DETAIL
CT State

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Northwestern									
Campus Window & Roof Replacement		3,500,000							3,500,000
Greenwoods Hall Renovation	2,685,817		23,699,466						26,385,283
Norwalk									
Campus Wide Facility Improvements		8,000,000							8,000,000
Quinebaug									
Auditorium & Interior Improvements							1,068,227		1,068,227
New Maintenance and Office Building	476,088	4,523,585							4,999,673
Three Rivers									
Science & Nursing Renovations					1,224,224		8,872,618		10,096,842
Tunxis									
Renovate 100, 200 & 300 Buildings						6,280,683		50,683,177	56,963,860
Middlesex									
Wheaton & Snow Renovations	4,703,453		51,544,441						56,247,894
Grand Total	**41,265,358**	**175,668,610**	**154,550,336**	**71,227,791**	**358,661,345**	**59,175,669**	**138,704,150**	**117,026,479**	**1,116,279,739**

CAPITAL PROGRAM DETAIL

CSUs

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Program	-	**60,751,422**	**53,308,958**	**44,841,682**	**43,400,224**	**48,485,229**	**45,597,360**	**49,237,294**	**345,622,169**
Central									
Code Compliance/Infrastructure Improvements		8,127,388	8,330,572	8,538,837	8,752,308	8,971,115	9,195,393	9,425,278	61,340,892
Eastern									
Code Compliance/Infrastructure Improvements		3,696,147	3,788,551	3,883,265	3,980,346	4,079,855	4,181,851	4,286,398	27,896,413
Southern									
Code Compliance/Infrastructure Improvements		7,068,558	7,245,271	7,426,403	7,612,063	7,802,365	7,997,424	8,197,360	53,349,444
Universities									
Code Compliance/Infrastructure Improvements	-	127,006	130,181	133,436	136,772	140,191	143,696	147,288	958,569
Energy Efficiency Program	-	2,500,000	-	2,500,000	-	2,500,000	-	2,500,000	10,000,000
New & Replacement Equipment Program		15,153,600	15,532,440	15,920,751	16,318,770	16,726,739	17,144,907	17,573,530	114,370,737
Property Acquisition Program	-	-	1,500,000	-	-	1,500,000	-	-	3,000,000
Security Improvements Program	-	1,500,000	1,500,000	-	-	-	-	-	3,000,000
Telecommunications Infrastructure Upgrade		16,450,000	9,000,000						25,450,000
Western									
Code Compliance/Infrastructure Improvements		6,128,724	6,281,942	6,438,990	6,599,965	6,764,964	6,934,088	7,107,441	46,256,114

CAPITAL PROGRAM DETAIL
CSUs

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Project		**45,458,723**	**54,731,319**	**154,024,926**	**18,913,617**	**175,597,107**	**100,246,849**	**122,155,251**	**671,127,791**
Central									
Kaiser Hall MEP HVAC Improvements			12,000,000						12,000,000
Renovations to Welte Hall			8,000,000						8,000,000
Stem Building - Phase 2					8,313,617		79,361,741		87,675,358
Stem Bulding - Phase 1				8,121,646		72,456,577			80,578,223
Eastern									
Baseball & Softball Field Synthetic Turf						2,800,000			2,800,000
Health & Wellness Center				1,626,848		12,669,160			14,296,008
Physical Plant & Campus-Wide Mechanical Improvements		3,570,000	8,596,301						12,166,301
Sports Center		11,492,783		117,555,929					129,048,712
Webb Hall Renovations						2,600,000			2,600,000
Southern									
East & West Campus HTHW Replacement		1,571,933	4,000,000						5,571,933
Jennings Hall						9,184,026		69,195,326	78,379,352
Lyman Hall, Earl Hall & Moore Field House Improvements -Mechanical/ Electrical & Facade Renovations		3,324,006	3,500,000						6,824,006
Morrill Hall Renovations						4,401,009		32,339,229	36,740,238
School of Education Building -Farnham Ave.							9,885,108		9,885,108
University Police Facility-Wintergreen Avenue			1,377,935	8,133,187					9,511,122

CAPITAL PROGRAM DETAIL

CSUs

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Universities									
Auxiliary Service Projects		10,000,000	10,200,000	10,400,000	10,600,000	10,800,000	11,000,000	11,200,000	74,200,000
Western									
Athletic Turf, Field & Misc. Improvements		15,500,000							15,500,000
Midtown - Berkshire Hall Innovation Center - Phase 2				8,187,316		60,686,335			68,873,651
Midtown Campus Center Repurposing								9,420,696	9,420,696
Westside Classroom Building Demolition			7,057,083						7,057,083
Grand Total	**-**	**106,210,145**	**108,040,277**	**198,866,608**	**62,313,841**	**224,082,336**	**145,844,209**	**171,392,545**	**1,016,749,961**

CAPITAL PROGRAM DETAIL
Charter Oak

| Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
Program		**679,946**	**696,945**	**714,369**	**732,228**	**750,534**	**769,297**	**788,529**	**5,131,847**
Charter Oak									
Code Compliance/Infrastructure Improvements		79,946	81,945	83,994	86,093	88,246	90,452	92,713	603,389
New & Replacement Equipment Program		600,000	615,000	630,375	646,134	662,288	678,845	695,816	4,528,458
Grand Total		**679,946**	**696,945**	**714,369**	**732,228**	**750,534**	**769,297**	**788,529**	**5,131,847**

Summary

Row Labels	Sum of Previously Authorized Funds	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY 2027	Sum of FY 2028	Sum of FY 2029	Sum of FY 2030	Estimated Project Cost through 2030
CT State									
Program	-	36,286,114	36,093,267	45,420,599	43,993,614	49,093,454	46,220,791	49,876,310	306,984,150
Project	41,265,358	139,382,496	118,457,069	25,807,193	314,667,731	10,082,215	92,483,360	67,150,168	809,295,589
CSUs									
Program	-	60,751,422	53,308,958	44,841,682	43,400,224	48,485,229	45,597,360	49,237,294	345,622,169
Project		45,458,723	54,731,319	154,024,926	18,913,617	175,597,107	100,246,849	122,155,251	671,127,791
Charter Oak									
Program		679,946	696,945	714,369	732,228	750,534	769,297	788,529	5,131,847
Grand Total	41,265,358	282,558,702	263,287,558	270,808,768	421,707,414	284,008,539	285,317,656	289,207,553	2,138,161,547
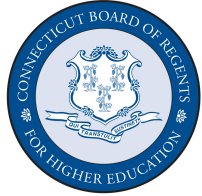
Board of Regents for Higher Education
2023 MEETING SCHEDULE

Student Advisory	Faculty Advisory	Academic & Student Affairs	Audit	HR & Administration	Finance & Infrastructure	Executive	Board of Regents
Feb. 10, 10:00 am	Jan. 27, 1:00 pm	Feb. 3, 9:30 am	May. 9, 10:00 am	Mar. 15, 9:30 am	Feb. 8, 10:30 am	Mar. 10, 10:00 am	Feb. 16, 10:00 am
Mar. 10, 10:00 am	Feb. 10, 1:00 pm	Mar. 10, 9:30 am	Dec. 19, 10:00 am	Sep. 13, 9:30 am	Mar. 15, 10:30 am	Jun. 8, 10:00 am	Mar. 23, 10:00 am
Apr. 21, 10:00 am	Mar. 10, 1:00 pm	Apr. 6, 9:30 am		Oct. 6, 9:30 am	May. 10, 10:30 am	Aug. 24, 10:00 am	May. 18, 10:00 am
Oct. 13, 10:00 am	Apr. 14, 1:00 pm	May. 5, 9:30 am		Dec. 6, 9:30 am	Jun. 21, 10:30 am	Nov. 30, 10:00 am	Jun. 16, 10:00 am
Nov. 30, 10:00 am	May. 12, 1:00 pm	Jun. 2, 9:30 am			Sep. 13, 10:30 am		Jun. 29, 10:00 am
	Jun. 16, 10:00 am	Sep. 8, 9:30 am			Oct. 11, 10:30 am		Sep. 21, 10:00 am
	Jul. 14, 1:00 pm	Oct. 6, 9:30 am			Dec. 6, 10:30 am		Oct. 19, 10:00 am
	Aug. 18, 1:00 pm	Dec. 1, 9:30 am					Dec. 14, 10:00 am
	Sep. 15, 1:00 pm						
	Oct. 13, 1:00 pm						
	Nov. 17, 1:00 pm						
	Dec. 8, 1:00 pm						

Updated January 25, 2023