

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

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:

Andersen, Jonathan, Fac, alternate, QVCC
Blaszczynski, Andre, Fac, alternate, TXCC
Cunningham, Brendan, Fac, ECSU
Fisher, Mikey, alternate, SCSU
Gustafson, Robin, Fac, Alternate, WCSU

Perfetto, Linda, Admin Fac, alternate, COSC
Wilder, Linda, Admin Fac, COSC

Guests: Carl Antonucci, CCSU; Patrick Carr, CSU; 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 CSU 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

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- 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 –
 - Have unofficial agreement for funding from SO
 - 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 –
 - 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
 - Instead, state-wide discipline committees, state-wide “schools” (read disciplines), state-wide curriculum congress with 30+ people, state-wide faculty senate with 40+ people.
 - Leaves colleges hollowed out with inability to be part of any conversation on any academic issues
 - It became very clear that the meeting was to get everyone on board with what had already been sent out by provost
 - 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
 - Regardless of what is being touted this is going to hamstring any ability to add to, revise, modify, address changes, in established curriculum
 - 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
 - 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

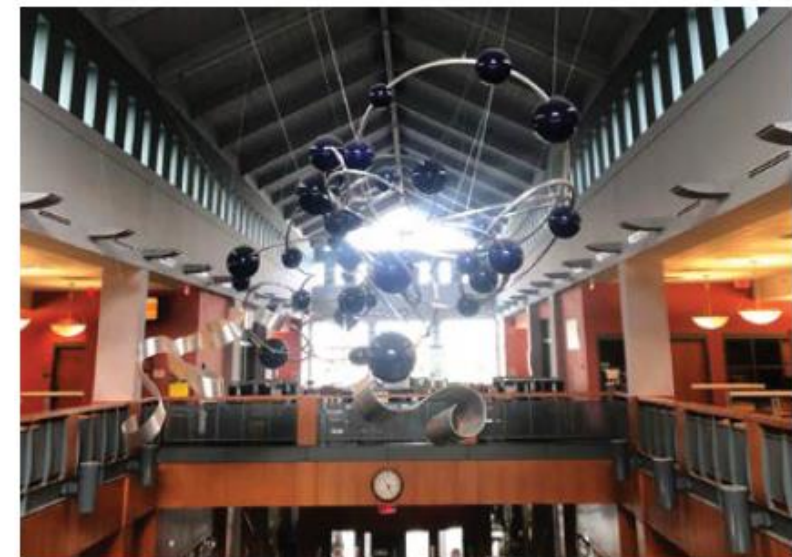
Next Meeting: January 27, 2023

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.

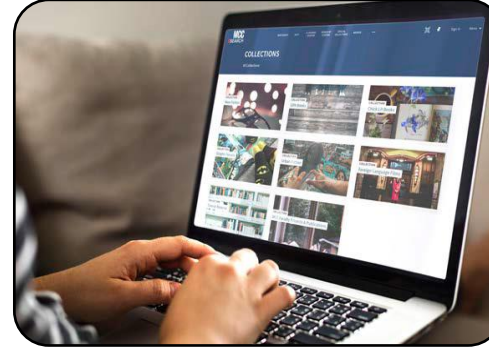
Strategic directions



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




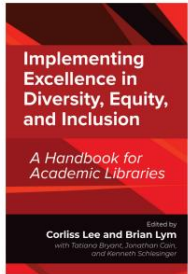
CILC 2022

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

Submit your proposals by March 12, 2022.

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

Recommended Readings



Shared Infrastructure



Primo

RAPIDILL



Resource Sharing Partnerships



Resource Sharing Partnerships



Resource Sharing Partnerships



Scopus

THE CHRONICLE
of Higher Education

Shared E-Resource
Collections

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 nationwide 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/1i0ZQkKVq0BUx6tZQPtdOsDRYBtF8PyN/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