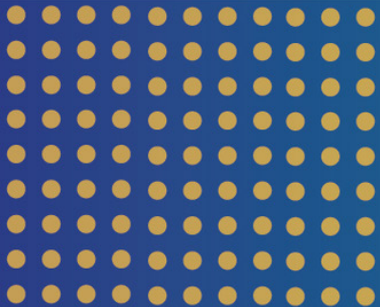


SHARED GOVERNANCE



CT STATE
COMMUNITY COLLEGE

October 8, 2025

From CDGs to CDCs: Clarifying Curriculum Bodies

As part of the College Senate's ongoing efforts to advance the recommendations from the Spring 2025 Shared Governance Assessment, the following recommendations were formally endorsed during the October 3 contingent meeting of the College Senate. These recommendations, directed to the college administration, reflect the senate's continued commitment to building a fair, transparent and effective governance structure across CT State.

Curriculum Discipline Groups (CDGs) replace the previous Statewide Discipline Council (SDC) structure. All faculty members are assigned to one or more CDGs (based on the disciplines in which they teach) and are expected to participate in those CDGs on curriculum-related work. School deans and the Academic Affairs office work together to ensure the appropriate staff and faculty are invited to participate in the relevant CDGs.

The membership of a Curriculum Discipline Group (CDG) comprises of those teaching faculty who are subject-matter experts/have expertise in their field and includes:

All full-time faculty who teach in the discipline.

All full-time staff who have teaching or program coordinator responsibilities in the discipline as part of their duties in their job description. When there are no full-time faculty who teach in the discipline, adjunct faculty who are subject matter experts, who have expertise in their field and/or are participating in program coordination, will be members of the CDG.

The school dean is an ex officio, non-voting member.

As soon as practical, CDGs meet virtually or determine the following via discussion threads:

Chair: Each CDG will elect a FT faculty member (except in exceptional cases where none exist) as chair of the CDG.

CDCs: Each CDG will vote whether to implement a CDC. Those disciplines that want a CDC will set about finding one representative per campus (with voting held locally as needed) where the course or program is offered.

Appeal Process: An appeal process will be established for CDG members to ask for structural changes – this could include disciplines moving between existing CDGs or creating new ones, as fits the needs of the faculty in those areas.

Training: Training will be held, and documentation provided, to make sure CDGs/CDCs are aware of the expectations, including voting thresholds, meeting guidelines, and deadlines, and what to do with proposals both when they arrive and after they're approved for advancement.

All Curriculum Discipline Groups (CDGs) are eligible for a Curriculum Discipline Council (CDC) with one representative from each campus that offers the course or program in question.

CDCs, when implemented, are responsible for workshopping all proposals with proposers and curriculum fellows, organizing, presenting to the CDG, incorporating and responding to feedback from the discipline members and the Campus Interdisciplinary Feedback and Administrative Review (CIFAR) process, and voting for advancement to the CIFAR step and the Curriculum Congress step. Additionally, the CDC is tasked with reporting the status of proposal advancements to the entire CDG throughout the proposal process. Each CDC report must include a summary of concerns raised within the CDG, so Curriculum Congress is informed of both majority and dissenting views.

Curriculum fellows and school deans are involved with proposal drafts, with fellows ushering each proposal through the workflow from the initial faculty inquiry to passage through Curriculum Congress.

The School Area Curriculum Committee (SACC) level of review will be eliminated, and that work will be accomplished during the CIFAR period.

Addition of a two-week CIFAR period, during which campus deans lead academic meetings with department chairs, program coordinators, and other campus stakeholders and communicate feedback to the CDG or CDC where the proposal originated.

CDCs must either incorporate all substantive feedback from CIFAR review into the final proposal draft or provide a written response explaining why specific feedback was not incorporated. The response must be attached to the proposal documentation as it advances to Curriculum Congress.

Curriculum Congress members are required to participate in their CIFAR meetings in addition to other previously established duties.

These recommendations align with the results of the poll administered at the start of the academic year, which produced a near statistical tie but ultimately preserved the voting authority with the CDGs. The compromise brokered by the Senate permits any CDG — regardless of membership size — to establish a CDC or not, reducing tensions between disciplines with differing membership while also providing an appeal process. This approach preserves faculty choice while ensuring curriculum-related work proceeds equitably and efficiently.

Best,

Elle Van Dermark
College Senate President