

Shared Governance Assessment Task Force Summary

Timeline:

1. At Senate meeting January 24, a methodology for endorsement will be approved ^
2. Virtual Town Halls will be held in February to explain this document
3. Senators will bring this document to their campuses for presentation and discussion
4. Endorsement votes will be held at those meetings, at the February Senate meeting, or via individual votes held in February, depending on the outcome of Step 1.
5. Any Option with a majority of endorsement votes will be forwarded to President Maduko and his cabinet at the end of February

Summary of Document:

Page 2-3: Current Structure, Summary of Feedback, Feedback requiring structural change

Page 4: Policy / Non-curriculum Governance

College Senate (no proposals)

Local Shared Governance

Option A: No change

Option B: Campuses have overarching Senate, College Senators are members

Page 5-8: Curriculum Governance

Curriculum Congress

Option A: No change but reduced by school restructure (3 members/school)

Option B: 4 members/school with 1 member per each of 4 general discipline areas in each school. Reps may have additional roles early in the process.

SACC

Option A: Maintain SACC

Option B: Replace with Campus Curriculum Committees using 30-day feedback period

Option C: Replace with additional Development meeting of Congress to workshop proposals

SDC

Option A: Maintain SDC

Option B: Restructure with a much greater number of College Discipline Councils (CDCs – still with 12 members but DCs/PCs wherever possible, and broken down more by discipline) as well as supplementing their work with College Discipline Groups (CDGs – all FT faculty in discipline)

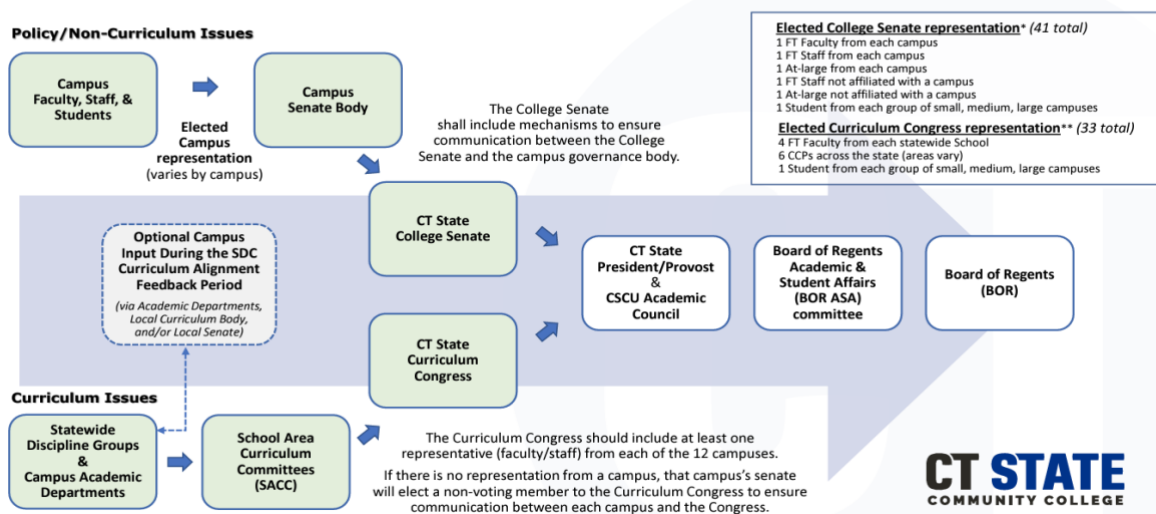
Option B1: CDCs are the voting body, CDG is for info and discussion

Option B2: CDCs are for development, CDG is the voting body

^Options for endorsement methodology are included on the last page of this document.

Current System adopted upon consolidation to CT State:

CT State Governance Process



Collegewide Shared Governance is currently led by two bodies: College Senate and Curriculum Congress. On the “Policy/Non-Curriculum Issues” side, College Senate’s charge focuses primarily on policy, standards, college-wide initiatives, and other issues concerning students, faculty or staff. On the “Curriculum Issues” side, Curriculum Congress, 6 School Area Curriculum Committees (SACCs), and 27 Statewide Discipline Councils (SDCs) are charged with interdisciplinary review and approval of curriculum proposals.

Feedback from Representatives, Summit, and Survey:

Critiques of the current shared governance bodies were gathered from elected representatives, from attendees of the inaugural Shared Governance Summit, and from responses to the college-wide survey. In response, both the Curriculum Congress and College Senate began implementing internal reforms during the Fall 2024 semester.

The feedback was remarkably consistent across sources, highlighting dissatisfaction in the following areas:

1. Curriculum Governance Structure
2. Release and Resources
3. Communication and Transparency
4. Streamlining Curriculum-Related Processes

Full-time faculty are significantly more engaged in governance, and larger campuses report higher dissatisfaction with the administrative support they receive for participation. Compared to full-time faculty, both full-time staff and part-time faculty feel even less supported by the administration in their governance roles.

A strong consensus emerged that CT State curriculum shared governance has too many layers with little support for the current curriculum governance structure, underscoring the need for new bodies that streamline processes while enhancing transparency and consistency. Across the college, there is broad support for Collegewide Discipline Groups, Campus Curriculum Committees, and campus-based governance bodies, and a frequent call for greater uniformity in campus governance structures and bylaws.

While some variation exists across different areas of analysis, overall findings indicate significant disagreement with statements describing CT State curriculum governance bodies as responsive, attuned to the needs of staff and part-time faculty, or effective in communication.

Among CT State's shared governance bodies, the College Senate enjoys relatively high support. However, part-time faculty expressed concerns that College Senate does not adequately understand or address their needs and does not communicate with them effectively.

Structural Changes that Require Faculty/Staff Endorsement

While some of the feedback received is being acted upon by existing governance bodies, other feedback would require structural changes to address:

- Revise curriculum review timeline, which is currently too fast for Curriculum Congress but too slow in general
- Formalize campus shared governance roles including reporting to and working with both College Senate and Curriculum Congress
- Remove SACC
- Implement more discipline-specific collegewide curriculum groups than the current SDCs
- Ensure local governance is functional and follows some general guidelines for purposes of enhancing communication to and from Senate
- Ensure all faculty in a discipline are consulted in a timely manner on relevant curriculum proposals

To address these concerns, the task force has prepared some options for your consideration. Throughout this document, wherever changes are proposed, Option A continues the current model, while subsequent options would be revisions to Option A.

Proposed Changes which would require a vote are in **red**.

Policy / Non-curriculum Issues Side

College Senate: The composition of Senate includes 1 full-time faculty, 1 full-time staff, 1 at-large member from each of the 12 campuses, 2 from College Office, and 3 Students (41 Senators).

No membership changes are recommended at this time. The primary reported problems regarding Senate rest in official lines of communication to and from campus shared governance. This was addressed by reinforcing with Senators their role as a conduit to the campus. Formalizing relationships with campus shared governance is addressed with Option B below.

Campus Governance: Currently every campus has their own local shared governance bodies, consisting of between 1 and 7 different groups with sometimes-difficult-to-identify points of contact and few formal processes for communication and collaboration.

Option A (Default): No collegewide recommendations. Campuses may or may not have effective local governance bodies, and when campus-specific information or action from faculty or staff is needed for any reason, reliance upon campus Deans and/or CEOs to provide a useful contact is required.

Option B (Proposed): Recommend that all campuses have an umbrella Campus Senate with majority membership consisting of faculty and staff, with faculty or staff leadership. Members of the College Senate should be ex officio or formal members of this body and report at regular meetings. It would be further recommended that IF a campus-based curriculum review group is adopted (see further proposals below) and/or if a campus-based DEI group exists, they should report to the Campus Senate for informational purposes only.

A CT State Charge to all Campus-based Senates would help provide baseline expectations for participation, transparency, and accountability as well as purview.

Draft Bylaws provided for consideration.

Campus Shared Governance would meet two weeks prior to College Senate monthly meetings to hear reports from College Senators, take actions as requested, and formalize concerns to Senators.

Curriculum Issues Side

Curriculum Congress (CC): Current representation is School-area based, with insurance that each campus is represented – 3 reps/school + min 1/campus + misc (23+ reps – 26 currently). 1x/month

Note: This will need to be adjusted given the restructuring in Academic Affairs

The primary feedback received regarding Congress involved the cumbersome meetings and paperwork, which each now have an active workgroup addressing those concerns. Also reported was a general lack of access to information and lack of communication, which will partially be addressed by this spring's phased implementation of Curriculog software. It would be further improved by formalizing Congress members' earlier participation in the review process (seen in both SACC replacement proposals on the following pages). Finally, the issue of fair representation has been raised, as Congress membership may omit major discipline areas in its current construction:

Option A (Default): 3** reps/school (shrinking from 6 to 4 schools) + min 1/campus + misc (17+ reps). It should be noted that there is no mechanism to prevent imbalanced membership: for instance, from the STEM school, 3 Math members and no Science or Engineering faculty, or vice versa. Continues to meet 1-2 times per month.

Option B (Proposed): 4 reps/school (at 4 schools) with 1 from each of 4 to-be-designated General Discipline Areas within each school to ensure distribution of discipline areas + min 1/campus + misc (21+ reps). Meets 1-2 times per month, plus members assigned additional responsibility to facilitate and shepherd proposals from their General Discipline Area.

**The change from 4 reps/school in the original documentation to 3 reps/school was approved in Spring 2024 for the current AY2024-25.

School Area Curriculum Committees (SACCs): Current representation is campus-based for each of the 6 SACCs – 1 rep/campus (6x12= **72 reps**). Meet 1x/month

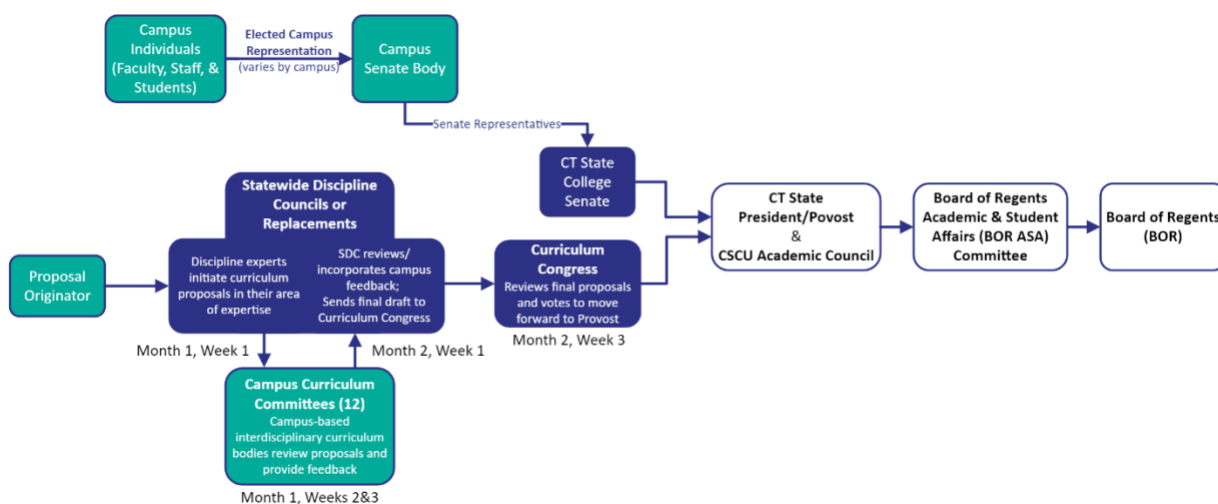
Note: This will need to be adjusted given the restructuring in Academic Affairs

Most feedback about SACC from summit and survey was that it should be eliminated.

Option A (Default): Keep School Area Curriculum Committee Review (SACC). 4 SACC Groups – 1 rep/campus (4x12= **48 reps**). 1x/month. Keep SACCs in place, reduce from 6 to 4 committees to match the new school structure. The rationale for maintaining this structure is that with the proposed fragmentation of SDC's* into a much greater number, this step of examining the impact on other related areas remains necessary.

Option B: Replace SACC with Campus-based Review. 12 Interdisciplinary Campus Curriculum Committees (CCCs) – composition TBD by campus but including all members of Curriculum Congress from that campus – will review the proposals that impact their campuses during the month-long open feedback period, NOT during the second week of every month following SDC* approval. This gives some formal power to the campuses during the crucial review period before final SDC* approval to Endorse, Conditionally Endorse, Do Not Endorse or Did Not Review, along with an opportunity to provide edits, corrections, and feedback. If a campus votes to conditionally endorse or not endorse, written feedback must accompany the campus' decision. CCCs may focus on proposals with the highest local impact, and may not review proposals with no local impact.

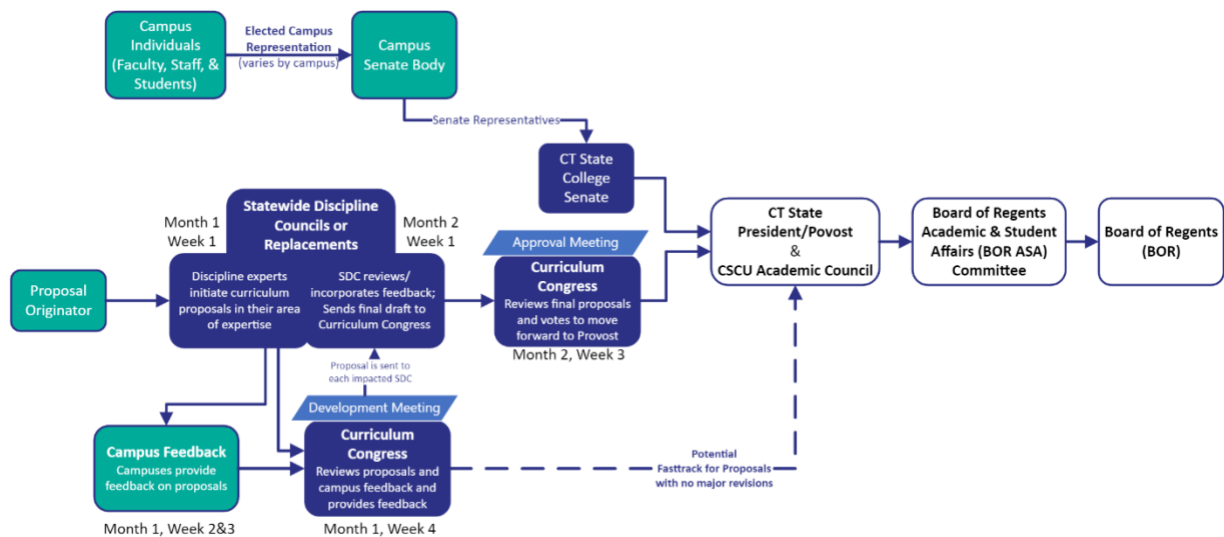
- More than 6 “Do Not Endorse” votes prevent further passage of the proposal from SDC* until changes are made and subsequent endorsement votes are held.
- The Campus Curriculum Committees become another interdisciplinary review authority. This returns a level of review to the campuses in response to feedback. Additionally, it formalizes Curriculum Congress roles at the campuses.



* or replacement, depending on any changes made to SDC detailed below.

Option C: Replace SACC with Development Meeting of Curriculum Congress. Local governance can collect campus feedback as they see fit (e.g. via a campus curriculum committee) during a 2-week campus feedback period, and provide that feedback to a curriculum congress member from that campus, and to the president of curriculum congress.

The proposals and associated campus feedback are considered at a Development Meeting of Curriculum Congress. Proposals with no changes needed may be approved by Curriculum Congress directly at the Development Meeting. If changes are needed, the proposal is sent back to relevant SDCs* for their approval and is then considered again by Curriculum Congress at the following month's Approval Meeting. **This option provides a fast-track option for non-contentious proposals to be approved within a month, while still allowing for full deliberation on trickier revisions.** This would greatly facilitate the passage of proposals and timeline. This would allow 2 weeks post-SDC* to review and prepare for Congress meetings. Members of Congress would need to assume a greater role before Congress meetings to work with proposers in their areas of expertise to ensure quality proposals arrive at Curriculum Congress.



* or replacement, depending on any changes made to SDC detailed below.

Statewide Discipline Councils (SDCs): Current representation is campus-based for each of the 27 SDC Groups – 1 rep/campus (27x12= max **324 reps**). 1x/month

Note: This will need to be adjusted given the restructuring in Academic Affairs

The major feedback here is that not all faculty voices in a discipline are being consulted, both at SDCs and in general.

Option A: Keep current structure of 27 SDCs.

Option B: Restructure the current 27 SDCs into 50-100 **College Discipline Councils (CDCs)** – change in name due to the fact that we are one college, and these groups do not include representatives from other CT institutions of higher education. These 50-100 councils should be made up of local DCs, PCs, chairs, or sole faculty reps wherever possible – this would be included as part of chair/PC/DC responsibilities, so this proposal saves significant amounts of money for the college and puts the people with the most knowledge in the room. Meets 1x/month unless there is no business to conduct.

This proposal also includes the creation of 50-100 **College Discipline Groups (CDGs)** – made up of ALL FT faculty teaching courses with that discipline prefix(es). This Group may be the same as Council for smaller disciplines or may be much larger for larger disciplines. Meets as proposals or issues dictate, likely 0-3 times per semester.

It should be noted that this proposal does NOT include eliminating the essential local department structure. On the contrary, scheduling and other local issues must remain within campus jurisdiction. CDG's would be implemented to discuss curriculum and academic issues relevant to multiple campuses ONLY.

Option B1: College Discipline Groups (CDGs) exists solely for communication, presentation, and discussion as recommended by the CDC members, but not votes, which rest in the hands of the 12 representatives on the CDC (Council).

Option B2: College Discipline Groups (CDGs) would be the voting body for changes or new courses in a discipline, with the one-rep-per-campus CDC existing for communication and workshopping, not voting. In this model, all New Course Proposals must originate from a full-time faculty member. New Course Proposals must receive an endorsement vote from 2/3 of the CDG attendees and modifications or discontinuations would require an endorsement vote from > 50% of the CDG attendees. Endorsements can occur in a Teams meeting or via email, and someone other than the Proposer would tally and track the endorsements. This provision would help address the concerns about poorly written or prepared proposals AND ensure that faculty in the discipline are aware of the proposals.

Respectfully submitted for your consideration,

Members of the Shared Government Assessment Task Force

Allan Ballinger, Gateway, *College Senate*

Marsha Bryant, Capital, *College Senate*

Rebecca Busch Adams, Housatonic, *Curriculum Congress Secretary*

Joe Cullen, College Office, *College Senate*

Brian Keiser, Three Rivers, *College Senate*

Topher Logan, Northwestern, *Curriculum Congress*

Mark Lynch, Gateway, *Curriculum Congress Vice Chair*

Hannelore Moeckel-Rieke, Norwalk, *Curriculum Congress*

Jennifer Natoli, Manchester, *College Senate*

Sarah Selke, Three Rivers, *Curriculum Congress*

Jakob Spjut, Quinebaug Valley, *Curriculum Congress*

Jason Seabury, Naugatuck Valley, *Curriculum Congress Chair*

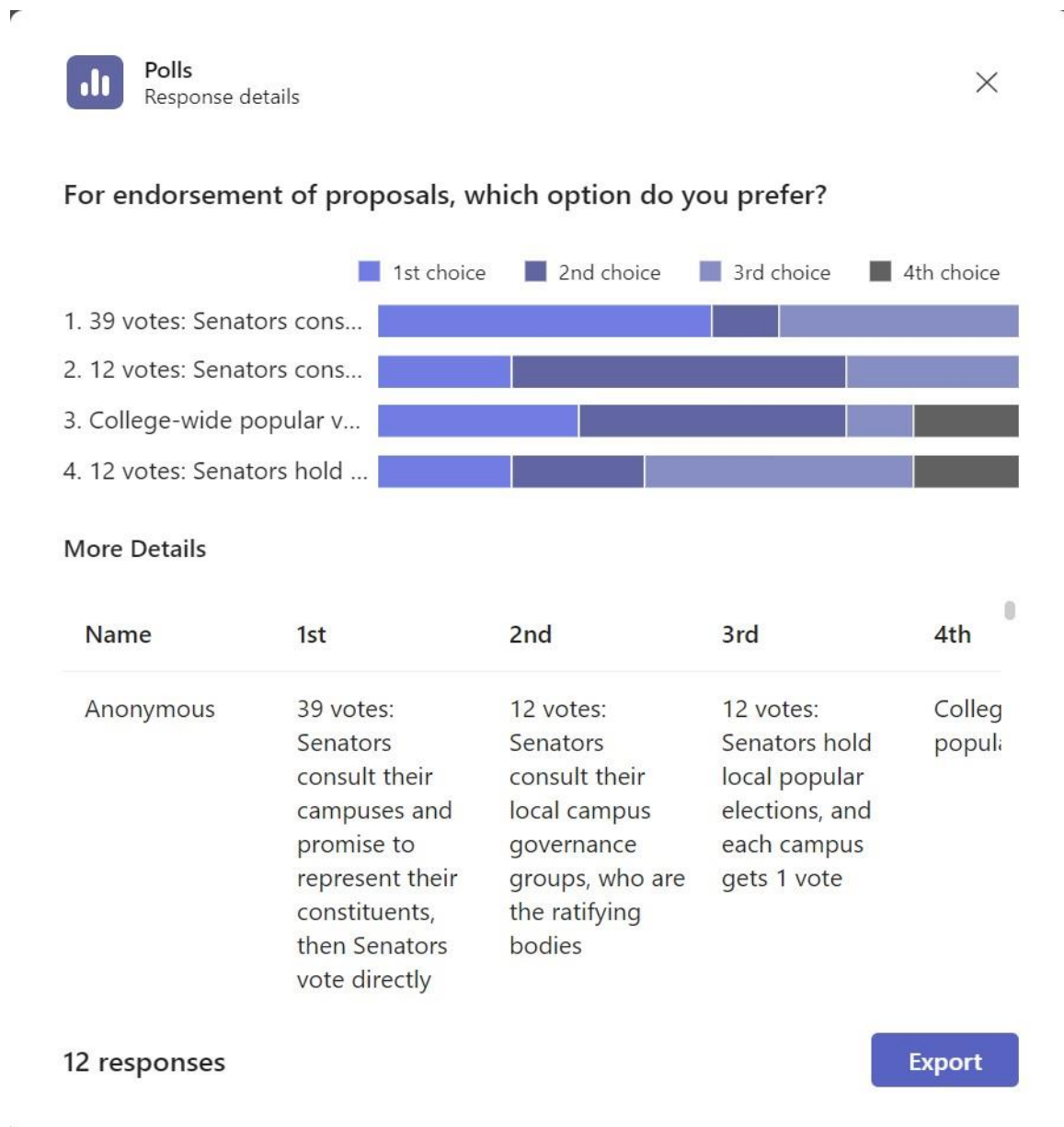
Elle Van Dermark, Asnuntuck, *College Senate President*

^For College Senate:

Options for endorsement methodology include the following:

- A. 39 voters: **Senators** consult with their campuses and promise to represent their constituents' wishes, then vote on each item directly in a session of Senate.
- B. 12 voters: Senators consult with their **campus governance groups**, who are the direct ratifying bodies.
- C. 12 voters: Senators hold **local popular elections** for each item, and each campus would get 1 vote on each item based on the results of those elections.
- D. A **college-wide popular vote** would be held for each item.

The Shared Governance Assessment task force recommends option A, though opinions were split between options A, B, and D (ranked choice results from the task force follow below).



Note: 4th Column text cut off in snippet: College wide popular vote