



## College Senate Meeting Minutes September 26, 2025

Link to meeting recording: [CT State Senate Videos](#)

The CT State Senate meeting was held on September 26, 2025, face-to-face at the Asnuntuck Campus along with Webex. The President being in the Chair and the executive committee being present.

The agenda was reviewed and approved by unanimous consent. The minutes for the May and August meeting were approved as corrected.

A motion was made by Senator Garcia that when the meeting adjourns, it adjourns to October 3<sup>rd</sup> at 9:30 and make the issue of CDG / CDC policy recommendation be made the Special Order of the day. The motion passed by unanimous consent.

| Senator   | Present | Senator            | Present | Senator       | Present | Senator        | Present |
|-----------|---------|--------------------|---------|---------------|---------|----------------|---------|
| Aster     | YES     | DiPietro           | YES     | LaRose        | YES     | Ricardo        | YES     |
| Bage      | YES     | Diaz               | YES     | Logan         | YES     | Selvaggio      | YES     |
| Ballinger | YES     | Fox                | -       | Marcoux-Bowen | YES     | Shabana        | YES     |
| Bennett   | YES     | Garcia             | YES     | McCann        | YES     | Solivan        | YES     |
| Bettigole | -       | Goulet             | YES     | Milewski      | YES     | Trzepacz       | YES     |
| Bryant    | YES     | Guirand-Fleurimond | YES     | Natoli        | YES     | Van Dermark    | YES     |
| Byrd      | YES     | Kier               | YES     | Pagano        | YES     | Vitale         | YES     |
| Carroll   | YES     | Keiser             | -       | Panicello     | YES     | Withnell       | YES     |
| Cullen    | -       | Jones              | -       | Pitman        | YES     | Vacant Student |         |
| Dawson    | YES     | Kirby              | YES     | Prior         | YES     | Vacant Student |         |

Senators Absent: 4

Vacant: 3

Ex Officio:

Interim President, Dr. Christina Royal – absent

For Standing Committee Reports, the only report submitted was from the Council of Professional Staff, which was included in the documentation. Senator Withnell, Chair of the Bylaws Committee, reported that two informational sessions will take place in the coming weeks. These will take place online, with one session on the bylaws in general

to allow members to ask questions and understand the structure of the bylaws scheduled for October 7, with an invitation to be distributed early next week. A second session will be held on October 16, about rules of parliamentary procedure, focusing on how to make good motions, and how to introduce amendments to perfect them. President Van Dermark also noted the need for a deeper dive into Robert's Rules, recognizing that for some members, limited comfort with parliamentary procedure may present a barrier to participation, and expressed the intention to help address and reduce this concern.

Campus Reports (See attached Campus Reports)

Asnuntuck:

### Academic and Student Support Inconsistencies

- Lack of Consistency Across Campuses: There are significant differences in instructional standards and course content (e.g., dissections in labs, use of online labs for 200-level courses) despite the "One College" model.
- Workload Inequity: Faculty teaching the same course receive the same compensation regardless of vastly different section sizes (ranging from 11 to 48 students), leading to unfair workload distribution.
- Insufficient Course Offerings: High-demand courses (Math, English, etc.) fill too quickly, leaving late registrants and developmental students with limited or no options, forcing them to defer or enroll in undesirable online sections.
- Bookstore Concerns: The practice of ordering fewer textbooks than registered students and restrictive return policies create accessibility challenges.
- Academic Integrity Bypass: Current withdrawal processes allow students to avoid penalties for academic misconduct by withdrawing from a course before sanctions are applied.

### Operations, Budget, and Technology

- Unfulfilled PTK Funding: A commitment to provide \$15,000–\$20,000 in recurring funding per campus for the Phi Theta Kappa (PTK) honor society has not been honored since consolidation, straining chapters' resources.
- Workforce Development Challenges: Non-Credit/Continuing Education (NC/CE) and Manufacturing programs are hampered by limited marketing, unclear approval processes, difficulty recruiting instructors (due to low pay), and a system

where NC/CE revenue does not return directly to the campus, reducing local incentive for growth.

- Computer and Wi-Fi Access: New IT security standards prohibit anonymous public computer access, conflicting with current practices like the One Stop. Additionally, the process for obtaining guest Wi-Fi is overly complicated, and Wi-Fi coverage gaps exist across all campuses.
- Hiring Process: Onboarding for part-time lecturers is slow and bureaucratic, with campuses requesting greater local control to expedite hiring.

## Identity, Data, and Governance

- Inaccurate Faculty/Staff Profiles: The centralized CT State website lacks accurate, visible profiles and directories for faculty and staff, limiting public access to credentials and reinforcing outdated information. This diminishes institutional pride and the validation of educator expertise.
- Faculty Control: Faculty report diminished control over class scheduling and cancellation processes, seeking greater autonomy and better data tools to meet local student demand, including prioritizing home-campus registration during initial enrollment.
- Sensitive Data Access: Faculty report seeing DACA/citizenship information in student profiles in my.ctstate, raising concerns about the alignment of practice with the official policy of not collecting this data.
- Commencement Integrity: Concerns were raised regarding the appropriate use of academic regalia at Commencement, as the CSCU requirement to wear regalia raises questions about the consistency of representing academic distinctions.
- Governance Confusion: The division of responsibilities between campus and statewide shared governance is unclear, and the complex structure discourages broader faculty/staff participation.

## Capital

### Core Issues and Challenges

The report identifies several systemic problems that are negatively impacting staff morale, operational efficiency, and student success at QV:

### Communication and Trust

- System-level leadership communication is described as lacking clarity, consistency, and timeliness.

- Decisions (e.g., policy shifts, office moves) are often made without staff input, leading to erosion of trust.
- Constant leadership turnover results in repeated conversations with no tangible outcomes, and staff feel their feedback is being ignored.
- There is no clear strategic plan or long-term vision, contributing to confusion.

### Staffing, Resources, and Morale

- Most departments are significantly understaffed and underfunded, leading to burnout and low morale as employees take on extra duties outside their job descriptions.
- Critical student-facing roles remain unfilled while other positions are prioritized without clear reasoning.
- Shared services (HR, IT, etc.) often delay tasks, and marketing support for QV is inadequate, limiting recruitment and community visibility.
- Overall morale is mixed, trending negative. Staff are tired, jaded, and skeptical about the impact of their feedback.

### Organizational and Identity Loss

- There is a significant loss of campus autonomy, as centralized decision-making makes it difficult to address local community and student needs.
- The system-wide focus is perceived as removing the "community" from the community college model, diluting QV's local identity and weakening ties with the Quiet Corner.
- The "CT State at QV" rebranding model is confusing to the public and is not supported by localized marketing approaches.

### Student Access and Technology

- Students face major barriers around transportation and accessibility, especially for centralized events and services.
- The prioritization of online courses has reduced in-person options, which many students need to succeed, and course cancellations force students to travel to distant campuses, negatively affecting retention.
- New students lack foundational academic skills and struggle with new technology platforms.
- The CT State website is not intuitive, making it difficult for students and staff to navigate and find necessary information or contacts.

## What Is Working

Despite the challenges, the report highlights key internal strengths:

- **Dedicated and Resilient Staff:** QV's staff are highly committed, student-centered, and often go above and beyond to ensure student success and operational continuity.
- **Internal Collaboration:** Staff teams collaborate effectively to bridge communication gaps and maintain operations.
- **Professional Development:** Cross-campus professional development opportunities are available and well-received by faculty and staff eager to improve their skills.
- **Online Offerings:** Widespread online courses provide flexibility for many students.

The report concludes that the current "doing more with less" culture is no longer sustainable, and there is fear of an impending wave of resignations. Confidence in leadership at all levels is low, and the staff's hard work and commitment are being stretched thin while their voices are ignored.

## College Office

### Summary of Concerns

- **Impact of Construction:** Staff are significantly affected by the noise from construction on the two CT State floors. They report a lack of attention from management regarding work accommodations to minimize the impact and a failure to ensure that work areas are consistently clean of construction dust and odors. Despite reassurances that health tests are within safe limits, staff remain concerned about possible health effects.
- **Organizational Clarity:** There is an outstanding and unmet request for an updated directory/organization chart, which staff find unsatisfactory.
- **Hiring Priorities:** Staff are concerned that the system is prioritizing the creation and filling of upper management positions (some of which have been short-lived) over the timely creation or filling of much-needed staff and faculty positions.

## Gateway

### Key Challenges Summarized

#### Enrollment, Registration, and Student Experience

- **Student Drops for System Errors:** Students with pre-requisite waivers are still being dropped from classes, negatively affecting both the student and overall course enrollment numbers.
- **Drops for Non-Payment (DNP):** The DNP process is described as being "too often and too late." Students waiting for financial aid are often dropped, and they are advised to pay a \$25 fee to set up and then cancel a payment plan to hold their seat. This semester, drops occurred on September 3rd, after one week of classes, resulting in students losing seats that were immediately filled. Additionally, students cannot pay by credit card in person at the Bursar.
- **Course Scheduling Inconsistencies:** The scheduling framework is not being followed equally across campuses. Some campuses are reportedly offering more ONLN (online) sections than enrollment justifies, which "poaches" students from other campuses. This is particularly concerning for courses that should be home-campus-based, such as developmental education.
- **Marketing Misalignment:** The statewide marketing campaign "It's not too late to register" created unreasonable expectations because not all campuses had available courses for new students, leading to frustration for enrollment staff.
- **Clarity in Scheduling:** It was suggested that "LS" be added after the name of late start courses to help students identify them, especially when viewing schedules on mobile devices.
- **Campus staff also feel that College Office advising directives are a barrier to serving Gateway's students effectively.**

#### Employee Support and HR Issues

- **Shared Services Failures:** Employees continue to experience problems with various areas of **Shared Services**, including **IT and HR**. There is a need for more physical **HR staff** and greater accessibility for support regarding payroll, labor relations, and retirement.
- **Affirmative Action and Search Committees:** Concerns exist that Affirmative Action rules are interfering with searches by **limiting the number of employees** on search committees to simplify scheduling.

- **Hiring and Compensation:** The practice of hiring **interim employees** into permanent roles and then forcing them to take a **salary cut** (starting at a lower step) is criticized for **demoralizing employees** and discouraging growth within the organization.
- **Executive Insight Needed:** The Gateway campus strongly suggested that upper management at CT State work on the campuses for one full day during peak enrollment to gain firsthand experience of how processes work given the scale and different student cultures, especially for manual processes.

## Housatonic

### Operational and Systemic Issues

- **Enrollment and Drop/Reinstatement Process:** The Fall enrollment cycle was severely challenging, with over 300 students on the Housatonic campus alone dropped on the last day to add a course (9/3) due to nonpayment (ND). A separate issue involves students being dropped and then reinstated for academic engagement (NP). Students are often not notified of being dropped, lose their work in Blackboard, and face delays in reinstatement. Input is requested from campuses on setting future enrollment dates and deadlines.
- **Technology Failures:** The Microsoft Bookings software used by Advising is described as inconsistent and constantly causing double-bookings. Advising reports limited IT support to fix these issues.
- **Staffing and Workflow:** There are challenges with hiring and adjunct contracts, specifically concerning delays and unclear policies. The system office is urged to develop contingency plans for staff, faculty, and administrative absences to improve communication and workflow speed.
- **Policy Gaps:** There is a request for an explicit AI policy across the system.
- **Directory:** The need for a functional system Directory is noted.

### Academic and Scheduling Concerns

- **Online Course Overscheduling:** CT State is reportedly overscheduling online classes beyond demand, which negatively impacts all campuses. This is particularly problematic for international students (F-1 visas), who are required to take on-ground courses at their home campus.
- **Guaranteed Offerings:** The campus requests that students be guaranteed on-campus course offerings in their major within a two-year academic cycle at their home campus, regardless of enrollment numbers.
- **Equity in Degree Offerings:** The need to ensure parity of regional options for degree offerings across all CT State campuses is highlighted.

- Student Feedback: A request is made to provide students with additional opportunities for mid-semester feedback on their classes.

### Classroom Policy Example

The report includes a detailed example of a proposed Classroom Cell Phone Policy for a syllabus, which mandates silencing devices, prohibits calls and texts during class, strictly bans phone use during assessments, and states that misuse can result in the student being asked to leave the classroom.

### Manchester

This report from the Manchester Campus outlines both areas of improvement and a wide range of persistent, system-wide issues impacting scheduling, staffing, student support, and policy clarity at CT State.

### What Went Well (Improvements)

The campus noted positive developments in:

- Scheduling and Staffing (general improvements).
- Student Services and Mental Health & Wellness Resources.
- Communication between governance bodies and a more Transparent Streamline Budget Process.
- Technology: The replacement of VDI with new PCs.
- Academic: Statewide rollout of STEP training (easier transfer path) and improvements in large-scale proctored ALEKS PPL testing.

### Persistent and Systemic Issues

The report identifies three top-ranking, long-standing issues, followed by numerous other concerns:

### Top-Ranked Issues (Survey)

1. Scheduling Issues: Concerns remain about campus proximity, the availability of day & night sections for required Gen Eds, and modality options.
2. Staffing Issues: Administrative positions (especially in Academic Deans' offices) are woefully low, and critical staff like GPAs and ODAS need immediate hiring. Staffing shortages lead to low morale and reduced student services.
3. Classroom Technology.

## Financial and Advising Processes

- Drop for Non-Payment (DNP): This remains a major issue, as confused students are dropped, sometimes erroneously. Reinstatement policies need to be clear and consistent across all campuses.
- SAP Appeal/C1 Hold: Staff question whether the C1 (Advising Hold) following an Academic Success Plan should be managed by Financial Aid or Advising, and note that the process seems to not align with published BOR policy.
- Veteran Bills: Campus Bursars Offices have lost the ability to directly process veteran memos, payments, and refunds, forcing students to wait for replies from the system office and delaying resolution.
- Professional Development: Long reimbursement times for PD funds discourage participation.

## Academic Policy and Consistency

- Testing/Placement: Math and English placement tests are not available year-round. A lack of uniformity and consistency in Testing policies across all CT State campuses has been repeatedly ignored by the Provost's office.
- Course Management: Calls to enforce standardized course caps are needed, as over-enrollment policies are inconsistent and unclear.
- Online Integrity: Concerns were raised regarding the integrity of online courses.
- Petition for Credit: A statewide policy is needed to allow students to petition for credit for non-credit Workforce Development courses.

## Communication and Student Information

- Advising Efficiency: To improve registration efficiency, new students should have their official HS GPA, FAFSA, and placement testing results complete before meeting with a Guided Pathway advisor.
- Catalog/Website Clarity: Prerequisites and semester offerings should be added to Degree Works (to eliminate flipping between Degree Works and the catalog). Program maps and selective admissions requirements (including contact info) need to be posted on the CT State website.
- Communication Methods: Staff recommend adding text messaging as a communication option, as students are historically unresponsive to email/voicemail.
- Policy Implementation: Timely and clear communication is needed for the implementation of both existing and new policies.

## Suggested Solutions

Key suggested solutions include: Lowering caseloads for GPAs, evidence-based scheduling, releasing bond funds, and standardizing sabbatical criteria across campuses. The report also includes several suggestions for future speaker series topics, including AI, social justice, HR issues, and a focus on job outlooks.

## Middlesex

### Summary of Key Issues

#### Facilities and Infrastructure

- **Urgent Need for Upgrades:** Two of the three main academic buildings (Snow and Wheaton) have not had comprehensive upgrades in 52 years.
- **Space Deficit:** Middlesex has the lowest assignable square feet (ASF) per student FTE across CT State at 61%, highlighting a desperate need for more academic space, particularly science and computer labs and private faculty offices.

#### Staffing, Bandwidth, and Morale

- **Insufficient Staffing:** Student Services offices and full-time faculty remain severely stretched thin. The problematic ratio of part-time to full-time faculty persists, and local administrators also lack sufficient support.
- **Committee Overload:** Staff worry they lack the bandwidth to maintain adequate representation on the numerous college committees and taskforces determining new policies and procedures, fearing their voices will be drowned out by larger campuses.

#### Administrative and Structural Concerns

- **Loss of Institutional Knowledge:** The campus is deeply affected by the loss of long-serving individuals, specifically mentioning the departure of former CEO Kim Hogan, who provided stability, high morale, and shielded the campus from many consolidation pains over 27 years. This is viewed as sending a negative message about how valuable employees are treated.
- **Administrative Instability:** The campus is concerned about the decision to discard positive leaders and hopes their new President, Dr. Moon-Johnson, will not face

a similar fate, urging the Board of Regents (BOR) to prioritize keeping impactful individuals.

- Curriculum Confusion: Uncertainty persists regarding the new curriculum structure, the roles of various new committees (Curriculum Fellows, CDG/CDC), and how to process curriculum documents that were in progress prior to the changes.
- Unclear Roles: Questions remain about the specific responsibilities and authority of School Deans and Campus Presidents under the current CT State model.
- Representation: As a smaller campus, Middlesex is concerned about adequate representation in system-wide decision-making structures.
- Scheduling: Concerns were also raised about the organization of course schedules and program offerings, particularly when linked to the home campus designation.

## Naugatuck

### What's Working Well or Improving

The campus environment shows several areas of success and positive momentum:

- Enrollment is Up (mentioned four times), indicating successful recruitment efforts.
- In-person learning has seen improved student attendance and engagement.
- A positive sense of community and department collaboration is strong, supported by outstanding Library services and successful Wellness programming and counseling.
- Previously closed resources, such as the Jacob café and Fitness Center, have been reopened.
- The campus benefits from high institutional knowledge that aids in policy implementation.
- The Danbury campus exhibits positive support and energy.
- Parking garage repairs have been completed.

### Challenges and Concerns

#### Staffing, Workload, and Facilities

- Staffing and Workload remain a critical challenge, especially for understaffed student-facing roles that often operate as a "department of one" (mentioned four times).
- Facility concerns are urgent, with multiple buildings reporting mold issues impacting cleanliness and health.

- The lack of supplies (like paper) is a basic operational issue.
- There is a lack of clear path for staff advancement to full-time employment.

### Policy Inconsistencies and System Confusion

- The system lacks clear, consistent policies across campuses regarding compensation (e.g., for Blackboard Ultra training or club advising) and faculty workload (some campuses have fully online faculty while others mandate a 50/50 split).
- There are continual changes in leadership at both the CT State and campus levels.
- The split of responsibilities between CT State, Shared Services, and Campus functions is a "myriad of confusion," slowing down work due to unnecessary steps and reduced face-to-face interaction.
- There are concerns about the budget for administration in New Britain, questioning why it receives large campus funding without corresponding student enrollment or classes.

### Academic and Enrollment Issues

- The schedule remains a concern due to insufficient offerings of required core classes (English, Math, CCS).
- The push to offer more online classes is driven by fear of other campuses "cannibalizing" enrollment, despite a belief that labs should be conducted in person.
- The bookstore consistently fails to order enough textbooks (science and business).
- The admissions marketing push successfully attracted students, but many found no classes available or financial aid (FA) not in place, leading to unexpected payment demands.
- Placement data is often missing or inaccurate, causing delays in student onboarding.
- Faculty expressed a lack of actual control over curriculum (e.g., the BOR mandating CCS meet the diversity requirement).

### Technology and Compliance

- Campus Wi-Fi issues across campus make it difficult for students to access essential services like myCTState and FAFSA.
- The employee directory is not accessible on the website.

- Issues persist with the vetting of the Drop for Non-Payment (DNP) list.
- There is difficulty adhering to the requirement to use the Ally tool in Blackboard for content delivery, especially since many technical problems require lengthy demonstrations that exceed the suggested 10-minute video limit.
- The lack of IT services and infrastructure is highlighted by an inability to get basic hardware in classrooms.

## Other Concerns

- The lack of funding for PTK and other honor societies (despite inclusion in the NECHE report) remains a broken promise.
- Faculty are required to complete annual training without considering past experience.
- The Danbury campus needs control over its schedule.
- There are too many virtual meetings.

## Northwestern

### Summary of Concerns

- Website and Directory Failure: A serious lack of a useful directory for the college has been a complaint from students, faculty, and staff for over a year, with no visible progress on implementing necessary website updates.
- Policy Clarity and Autonomy: There is confusion regarding the Provost's syllabus template; faculty are being told it's required even though the language suggests it's "optional." Faculty want clarity on whether they can use their own syllabi.
- Enrollment Harm: The current Drop-for-Non-Payment (DNP) policy and its implementation are criticized for adversely affecting both students and overall campus enrollment.
- Shared Governance and Scheduling Access: Delays and limited access to shared governance schedules make it difficult for faculty and staff to plan their semesters.
- Curriculum Voice: Faculty are concerned that the voice of smaller campuses is being "drowned out" by larger campuses during decisions regarding the Curriculum Design Group (CDG) implementation votes.
- Part-Time Priority List: The policy regarding the use, maintenance, and equity of the "Part-Time Priority" list for class scheduling is problematic due to a lack of clarity and training on how appointment decisions are implemented. Greater transparency is requested.

- Professional Development Process: Frustrations exist with the current process for professional development, with a request for a unified, college-level process that includes a trackable status for all PD requests.

## Norwalk

### Summary of Core System Failures

#### Human Resources (HR) Chaos

The central HR function is described as severely dysfunctional, impeding basic operations and hiring:

- Inaccurate Organizational Data: HR is unable to produce accurate organizational charts or directories since 2021. The latest charts contained numerous errors, including misspelled names, inaccurate departments, incorrect reporting structures, and the listing of retired employees. The report questions how HR can function without knowing who works at Norwalk or where they report.
- Glacial and Broken Processes: The process for hiring adjuncts, especially in Allied Health, is slow and complex. There were multiple instances of adjunct and FTL/PTL contracts not being processed on time for the Fall 2025 semester, with no timely communication about the delays.
- Hiring Risks Grants: The lengthy approval process for creating, posting, and hiring positions puts grant funds at risk of not being spent during the awarded period.
- Operational Mishaps: Examples include a new employee being allowed to start work without a background check/onboarding, delays in processing student and temporary employee contracts, and new employees being paid late due to a two-week delay in receiving Core-CT credentials.

#### Loss of Website and Campus Identity

The loss of the local Norwalk website in favor of the centralized CT State site is a critical concern, leading to loss of identity and student confusion:

- Loss of Identity and Voice: Norwalk's voice and campus identity are lost, as the generic pages treat individuality as a "negative."
- Non-User-Friendly Design: The CT State website is deemed non-intuitive, making it impossible to find information for students, potential students, and community members. Searches return irrelevant results, and excessive clicking/scrolling is required.

- Lack of Local Control: Norwalk faculty cannot correct errors on the website (including a major grammatical error on the "Welcome" page) and must rely on the slow, barrier-ridden CT State web team.
- Harm to Programs: Programs, particularly Art and Design (which require visual representation) and Vet Tech (which has specific prerequisites), cannot advertise effectively or provide critical program information and links.
- Community Disconnect: Community members are unable to easily find information on local offerings, such as Continuing Education courses or the Lifetime Learners Institute (LLI), which previously had a strong presence on the Norwalk site.

### Enrollment Management and Drops

- NP Process Forces Unethical Behavior: The academic engagement (NP) reinstatement policy forces faculty to lie or be unethical by stating they made a mistake in the NP process to allow a student back into a class, stripping the faculty member of final authority over their own course.
- Confusing Payment Plans: Students offered payment plans believe they can pay late with an added fee but are actually dropped if payment is not made by the deadline, leading to confusion and loss of seats.
- Late Drops: Drops for non-payment occur late in the morning (10 AM–12 PM), often while students are in class, complicating re-registration efforts.

### Shared Governance and Curriculum

- Lack of Transparency: There is a significant failure in shared governance transparency: the official website is missing agendas, minutes, and meeting dates for key system bodies like the CT State Senate, Curriculum Congress, and SDC/SACC.
- Secrecy: CT State Senate representatives are often told not to share information with those they represent, which is antithetical to shared governance.
- Harm to Allied Health: Allied Health programs have been restructured to their detriment:
  - Forced change from selective to open admissions has led to problems with students failing upper-level courses.
  - Program Coordinators cannot interview potential students.
  - Lab course credit and contact hours have been reduced without explanation, forcing students and faculty to work unpaid/uncredited time to complete necessary work.

## Quinebaug Valley

### Core Issues and Challenges

The report identifies several systemic problems that are negatively impacting staff morale, operational efficiency, and student success at QV:

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## Three Rivers

### Staff and Operational Challenges

The primary concerns revolve around inefficient student services and communication:

- **System and Service Access:** There is a need for improved access to shared campus services and enhanced intercampus transportation. The Banner system requires enhancements.

- Recruitment and Enrollment: Processes are inefficient due to confusing email communication and a lack of a system to inactivate students who leave or graduate. Enrollment events (like Super Saturdays) are poorly structured.
- Advising Overload: Advisors face inequitable workloads, handling tasks outside their scope, such as FAFSA assistance and processing EMS (placement score) overrides.
- Transfer/Credit Delays: There are significant delays in transfer and AP credit evaluations.
- Testing and Onboarding: Issues include inadequate proctoring for math placement and a lack of clarity around onboarding staff roles.
- Communication: There is a high volume of excessive, poorly labeled emails, leading to a call for centralized, streamlined communication from the Provost's office.

## Faculty and Academic Challenges

Faculty concerns focus on policies that impact morale, academic integrity, and student retention:

- Workload and Compensation: Faculty face unreasonable course load caps and advocate for consistent policies regarding developmental education.
- HR and Morale: There are persistent HR and payroll errors and a general lack of transparency. Communication with administration is difficult, leading to low faculty morale.
- Inflexible Reinstatement Policy: The current reinstatement policy for NP (Not Participating) designations is rigid. It forces faculty to admit fault even when the designation was correct, creating ethical dilemmas and potentially harming student retention.
- Policy Revision: Faculty urge for a shift to trauma-informed, flexible, student-centered policy revisions and a better feedback loop to align state-level decisions with the practical realities of the campus.

## Tunxis

### Key Focus Areas for the College Senate

#### Governance Reform and Campus Autonomy

- The most prominent theme is the need to restructure and clarify the shared governance process to restore local control and ensure equitable representation.

- Streamline Governance: The process is seen as "unwieldy" and "impossible to innovate." The Senate should focus on streamlining the governance process to allow campuses more autonomy to try new things.
- Maintain Campus Voice: Ensure campus voice is maintained across shared governance, addressing concerns about "informal" merging under single presidents.
- Structure and Policy: Develop a 3-year plan with a review cycle for governance structures and address the inability to modify courses/curriculum at a campus level, noting that currently policy can ONLY be changed at the BOR level.
- Clarify Roles: Address the separation of Senate and Curriculum bodies.

### Consistency and Equity Across the System

- The transition to CT State has created widespread calls for standardization in operations, pay, and experience.
- Student and Service Consistency: Ensure a consistent student experience across all campuses in academics and services, including the transferability of programs.
- Faculty & Staff Equity: Advocate for equitable professional development for staff and standardized pay for all governance structures.
- Faculty Workload: Develop guidelines to advocate for additional full-time faculty in disciplines heavily reliant on adjuncts.
- Communication: Maintain consistent communication from Senate so all campuses receive the same messages equitably.

### Digital Infrastructure and Tools

- Improving the campus's basic digital and physical resources remains a major priority.
- Web Resources: Immediately implement a faculty & staff directory and campus map on the website.
- Technology Access: Conduct a thorough Wifi analysis for the entire campus (6) and ensure better wifi on campus.

### Human Resources and Training

- The Senate needs to address critical issues concerning personnel processes.
- HR Processes: Focus on contract streamline for major union contracts (AFT & 4Cs).
- Management Training: Ensure new campus management receive initial training.

- New Policy: Initiate a statewide discussion on AI in the classroom.

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- Workload and Compensation: Faculty face unreasonable course load caps and advocate for consistent policies regarding developmental education.
- HR and Morale: There are persistent HR and payroll errors and a general lack of transparency. Communication with administration is difficult, leading to low faculty morale.
- Inflexible Reinstatement Policy: The current reinstatement policy for NP (Not Participating) designations is rigid. It forces faculty to admit fault even when the designation was correct, creating ethical dilemmas and potentially harming student retention.
- Policy Revision: Faculty urge for a shift to trauma-informed, flexible, student-centered policy revisions and a better feedback loop to align state-level decisions with the practical realities of the campus.

Marty Guay was in attendance. His comments can be heard at 1:29 in the recording.

- Tom Yelich, Chief of Staff, provided an update on the Strategic Planning process and its plan to expand the Presidential Fellows program by introducing Strategic Planning Fellows. He encouraged people to fill out the marketing survey to help guide how marketing should be presented publicly – the survey is to ensure the college is being marketed from the perspective of the employees, who are the best voices for the college. The Marketing agency has already met with the Senate leadership and the Campus Presidents as well. It was communicated that President Royal's Office Hours and Communications will continue. It was announced that the next anticipated event would tentatively be the first week of October. He reported that College leadership recently attended a NECHE panel to discuss the findings from the April visit. The President of the Commission is expected to contact President Royal soon, followed by a letter within a month detailing the next step in the accreditation process (which could be the full accreditation visit, possibly in Fall 2027, or an interim step). Once the full accreditation visit date is confirmed, the college will begin the 18-month preparation process.

The Campus Directory and Contact Card concerns were sent to the HR/Admin Committee without objection.

The President requested that the HR Administration Committee begin its work, noting that a starting framework had been provided to give the committee a basis to move forward. Members of the HR Administration Committee were asked to remain briefly after the meeting to schedule their first meeting. The President acknowledged that the scope of work for this committee may be significant and could potentially need to be divided but emphasized that the HR Administration Committee should proceed with this charge. No objections were raised by the body. Accordingly, the HR Administration Committee was formally charged with undertaking this work.

The President announced that the first student senator, Sophia Kirby from Housatonic, will join the body at the next meeting. The remaining campuses, Gateway and Quinebaug Valley, indicated that their student senators are expected to be elected by mid-October to have a full complement of student senators for the October meeting. In addition, the President introduced new members: Sen. Kelly Pittman from Tunxis, Sen. Rachael DiPeitro from Norwalk, and Sen. Barrett Jones from Norwalk, who will also join the body at the October meeting. October meeting.

The President adjourned the meeting at 12:03 pm to reconvene on October 3 at 9:30.m. to address the College Discipline Groups (CDG) and College Discipline Councils (CDC).

Respectfully submitted,

*Bonnie L. Solivan*

Bonnie L. Solivan, Secretary

October 3, 2025

## College Senate Meeting Minutes October 3, 2025

Link to meeting recording: [CT State Senate Videos](#)

The adjourned meeting of the CT State College Senate was called to order at 9:30 a.m. Oct. 3<sup>rd</sup>, 2025. This meeting was adjourned to the regular meeting held on September 26th, 2025.

| Senator   | Present | Senator            | Present | Senator       | Present | Senator                  | Present |
|-----------|---------|--------------------|---------|---------------|---------|--------------------------|---------|
| Aster     | YES     | DiPietro           | -       | Logan         | YES     | Selvaggio                | YES     |
| Bage      | YES     | Diaz               | YES     |               |         | Shabana                  | YES     |
| Ballinger | YES     | Fox                | YES     | Marcoux-Bowen | YES     | Solivan                  | YES     |
| Bennett   | YES     | Garcia             | -       | McCann        | YES     | Trzepacz                 | -       |
| Bettigole | YES     | Goulet             | -       | Milewski      | -       | Van Dermark              | YES     |
| Bryant    | YES     | Guirand-Fleurimond | YES     | Natoli        | YES     | Vitale                   | -       |
| Byrd      | YES     | Keiser             | YES     | Pagano        | YES     | Withnell                 | YES     |
| Carroll   | YES     | Kier               | YES     | Panicello     | -       |                          |         |
| Cullen    | -       | Jones              | YES     | Pitman        | YES     |                          |         |
| Daniels   | YES     | Kirby              | -       | Prior         | YES     | Gateway Student Vacant   | -       |
| Dawson    | YES     | LaRose             | -       | Ricardo       | YES     | Quinebaug Student Vacant | -       |

Senators Present: 29

Senators Absent: 10

Vacant: 2

Ex Officio: Interim President, Dr. Christina Royal – present

### **Motion:**

Topher Logan moved the following resolution:

That the Senate recommend to CT State Administration the adoption of the following policy regarding the use of Curriculum Discipline Councils (CDCs):

That Curriculum Discipline Groups (CDGs) with 24 or more members will be eligible for a CDC (with one representative from each campus that offers the course or program in question). These CDCs would be 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 CIFAR process, voting for advancement to the CIFAR step and the Curriculum Congress step, and reporting

the status of proposal advancements to the entire CDG throughout the proposal process.

Asantwa Dawson moved to divide the motion.

**The motion to divide passed by unanimous consent.**

#### **Divided Motion Part 1:**

After debate and amendment, the first motion was adopted as follows:

That the Senate recommend to CT State Administration the adoption of the following policy regarding the use of Curriculum Discipline Councils (CDCs):

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

**The motion passed by unanimous consent.**

#### **Divided Motion Part 2:**

Topher Logan moved adoption of a resolution which, after debate and amendment, was adopted as follows:

That CDCs will be 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 CIFAR process, voting for advancement to the CIFAR step and the Curriculum Congress step, and 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 that Curriculum Congress is informed of both majority and dissenting views.

**The motion passed by unanimous consent.**

#### **Motion:**

Topher Logan moved adoption of a resolution which, after debate and amendment, was adopted as follows:

That the Senate recommend the following policies:

Curriculum Fellows (1 per school) and School Deans be involved with proposal drafts, with Fellows ushering each proposal through from the initial faculty inquiry to passage through Curriculum Congress.

Replace the old SDC structure with Curriculum Discipline Groups (CDGs). All faculty members would be assigned to one or more CDGs and expected to participate in those CDGs on curriculum related work. School Deans and the Academic Affairs office will work together to make sure that the appropriate staff and faculty are invited to participate in the relevant CDGs. As soon as practical, those CDGs will either meet virtually or determine the following via discussion threads:

- a. Chair – Each CDG will elect a FT Faculty member (except in exceptional cases where none exist) as chair of the CDG.
- b. CDCs--Each CDG will vote whether to implement a CDC. Those disciplines that want a CDC will then set about finding 1 representative per campus (with voting held locally as needed).
- c. 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.
- d. Training – Training will be held to make sure CDGs are aware of the expectations for them, including voting thresholds, meeting guidelines and deadlines, and what to do with proposals both when they arrive and after they're approved for advancement.

**The motion passed by unanimous consent.**

#### **Motion:**

Topher Logan moved adoption of a resolution which, after debate and amendment, was adopted as follows:

*That Membership of CDGs be defined as:*

*Curriculum Discipline Group (CDG) membership is comprised of those teaching faculty who are subject matter experts/have expertise in their field.*

Membership 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.

**The motion passed by unanimous consent.**

**Motion:**

Topher Logan moved adoption of a resolution which, after debate and amendment, was adopted as follows:

That the Senate endorse Provisions 4 (CIFAR Review) of the Executive Summary proposal as outlined in the Executive Summary and sections 2 through 4 of the “Next Steps” section of the “Shared Governance Changes Status Updates Email, pages 9-10” (attached) with the following change: add “to the CDG or CDC where the proposal originated”, so that the Provision reads as follows: Provision 4. CIFAR Review. Open feedback period would be replaced with a 2-week “Campus Interdisciplinary Feedback and Administrative Review,” during which campus deans lead academic meetings with DCs, PCs, and other campus stakeholders and communicate feedback to the CDG or CDC where the proposal originated.

**The motion passed by unanimous consent**

**Motion:**

Roberta Prior moved adoption of a resolution which, after debate and amendment, was adopted as follows:

That the Senate endorse Provision 5 (CDG response) of the Executive Summary proposal as outlined in the Executive Summary (attached) with the following change: add “, and attached to the proposal documentation as it moves forward to Curriculum Congress” so that the Provision reads as follows: Provision 5. CDG Response. Functioning similarly to the former SDCs, there would be an additional requirement that all substantive feedback from CIFAR review not incorporated into a final draft must be responded to, and attached to the proposal documentation as it moves forward to Curriculum Congress.

**The motion passed by unanimous consent.**

**Motion:**

Topher Logan moved adoption of a resolution which, after debate was adopted as follows:

Provision 6. **SACC eliminated.** The SACC level of review would be eliminated, and that work would now be done during the CIFAR review. Additionally, this provides additional time for Congress to review and communicate with proposers.

Provision 7. **Congress.** Congress members would be required to participate in their campus CIFAR meetings in addition to their other previously established duties.

**The motion passed by unanimous consent.**

The meeting was adjourned at 12:08 p.m.

Respectfully submitted,

*Bonnie L Solivan*

Bonnie L. Solivan, Secretary

October 3, 2025

DRAFT