



June 13, 2025

To:

Professor Elle Van Dermark
President, CT State College Senate
Connecticut State Community College

From:

Dr. John Maduko, President
Connecticut State Community College
Subject: CT State Response to Senate Recommendations and Outstanding Items

Dear Professor Van Dermark and Senators,

Thank you for your comprehensive correspondence outlining the recommendations and follow-up items from the May 23 and April 25, 2025, College Senate meetings. I continue to value the College Senate as a vital partner in shared governance and appreciate your ongoing leadership in advancing collaborative solutions across our statewide institution.

In the spirit of transparency and continued dialogue, the following is an itemized response format, organized by each Senate recommendation and request. This framework will serve as a working document for further discussion, formal responses, and the assignment of responsible leads.

Fillable Template Order Form for Textbooks

- Senate Recommendation:

Create a fillable template order form for ordering textbooks. This should be a standardized, user-friendly document that ensures consistency across all campuses while allowing for campus-specific details. It should include required fields for course information, instructor details, material type (new, used, rental, digital), and adoption deadlines. To streamline the process, the form should be digitally accessible, fillable, and compatible with e-signatures, with clear instructions and submission links.

- **CT State Response:**

CT State will work with our vendor to implement these changes in accordance with our contract.

Central Website for Ordering Textbooks

- Senate Recommendation:

The CT State Bookstore website should feature a unified, mobile-friendly design that aligns with the college's "One College" branding, offering a centralized hub with clear links to each campus. It should integrate seamlessly with course schedules to auto-populate required materials, support multiple payment and delivery options, and ensure ADA accessibility and multilingual support. Key features include real-time inventory, live chat, textbook rentals, and

integration with student systems like the LMS and portal, all aimed at improving student access, affordability, and user experience.

- **CT State Response:**

CT State will work with our vendor to implement these changes in a manner that is consistent with our contract.

Revenue Generation Focus

- Senate Recommendation:

Recommend CT State College leadership shift the focus in the upcoming year from cost-cutting to revenue generation to grow the overall financial resources rather than simply reduce expenses such as exploring grants, pursuing naming rights, and considering the creation of a Chief Development Officer role to lead fundraising efforts.

- **CT State Response:**

The College Administration appreciates and affirms the CT State College Senate's thoughtful recommendation to shift institutional focus toward innovative and sustainable revenue generation strategies. We strongly support the proposal to expand our efforts beyond cost containment by identifying new opportunities to grow overall financial resources in support of our mission.

The suggestion to explore grant acquisition, naming rights, and establishing a Chief Development Officer (CDO) position aligns with ongoing internal conversations at the executive level. Given Connecticut State Community College's size, scope, and statewide impact, the need for a strategic role focused on fundraising, economic development, and institutional advancement has become increasingly evident. The FY26 budget contains funding for a position such as a Chief Development Officer to help lead these efforts. Additionally, PA 25-71 allows the CT State to establish a 13th umbrella 501 (c) (3) foundation to receive philanthropic gifts that benefit the entire college. CT State will work to develop this new foundation, and the existing campus foundations will continue to perform the critical work locally that they have always done.

To that end, the Office of the President, in collaboration with the Offices of the Vice Presidents for Finance and Administration and Human Resources, will begin evaluating the scope, responsibilities, and organizational positioning of a Chief Development Officer role. This review will examine the unique needs and opportunities across our college network and explore how this position can enhance philanthropic partnerships, industry collaboration, and long-term fiscal sustainability.

We thank the College Senate for elevating this timely and strategic recommendation and look forward to continued engagement as we collectively strengthen the financial foundation of Connecticut State Community College.

Campus Budget Streamlining

- Senate Recommendation:

Use of the new templates for submission to CT State proved cumbersome in the first year. Recommend soliciting streamlining opportunities from those who engage in the budget process.

- **CT State Response:**

CT State welcomes additional feedback on the evolving budget development process. To that end, CT State will be issuing a comprehensive survey to campus finance staff and, importantly, every “budget owner” to elicit feedback on where we can improve our tools and processes. Additionally, we are implementing strategies to ensure that budget owners have greater transparency into their budgets and receive more routine support from the campus finance teams, making budget development an easier and more productive exercise. This ensures that resources are better aligned to support our students.

Equitable Faculty Workload Policy

- Senate Recommendation:

WHEREAS, the quality of education and student outcomes are directly tied to the well-being, effectiveness, and professional growth of faculty members; WHEREAS, faculty members contribute not only through teaching, but also through research, scholarship, creative activity, curricular innovation, service to the institution, and engagement with the broader academic and professional communities; WHEREAS, professional development and institutional service are essential to maintaining academic excellence, innovation, and shared governance; THEREFORE, BE IT RESOLVED, that the Connecticut State Community College Senate supports changing the full-time faculty workload to 12 credits coursework plus 3 credits Additional Responsibilities (AR) for all full-time faculty, explicitly restoring this right to full-time faculty hired after 2017; BE IT FINALLY RESOLVED, that this resolution be communicated to the Offices of the CT State Provost and CT State President, and that implementation of this policy be prioritized in institutional planning and resource allocation.

- **CT State Response:**

The Offices of the President and Provost respect your thoughtful and principled recommendation regarding equitable faculty workload, as adopted in your recent resolution. We wish to acknowledge and commend the Senate’s continued advocacy for faculty well-being, professional development, and the advancement of academic excellence across Connecticut State Community College.

The Senate’s articulation of the integral roles faculty play in instruction, scholarship, service, and student engagement reflects a deep commitment to our institutional mission and the broader values of shared governance.

However, we must also respectfully recognize the procedural parameters that guide changes to faculty workload. The college must await any formal proposals related to workload, compensation, and terms of employment that the respective collective bargaining units may submit during the contract reopener and established labor negotiations. These processes are governed by

agreements that ensure confidentiality, promote good faith dialogue, and provide for appropriate representation by both labor and management.

That said, the recommendation has been formally acknowledged by the Offices of the President and Provost and will be shared with the relevant administrative and labor relations personnel. We remain committed to fostering an environment that supports equity, transparency, and excellence within our academic community.

Shared Governance Counterproposal

- Senate Recommendation:

Written response requested. College Senate did not endorse and does not support implementation based upon the presentation provided at College Senate and presentations to Department Chairs and Program Coordinators at the campuses.

- **CT State Response:**

Purpose and Continuing Commitment to Shared Governance

Based on the verbal dialogue at the Senate meeting on May 23, 2025, the college administration provides the following written response to the counterproposal from the Senate, dated May 20, 2025, regarding revisions to our shared governance model. This is intended to be in alignment with the communication provided at the 5/23/2025 Senate Meeting.

The college administration and shared governance leaders mutually agree that, as a new statewide institution, much has been learned since our formation, and significant structural and organizational changes have occurred or will be occurring in the fall of 2025 that necessitate updating and revising our shared governance model for Campus Senate and the college curricular bodies. The college administration affirms our support for both college and campus shared governance structures and recognizes the importance and value of participatory and engaged decision-making forums in helping the college evolve and provide opportunities for continuous improvement in its operations and service to students.

Campus Senate

The college administration affirms the importance of developing a Campus Senate model with defined release time amounts and/or compensation for leaders, a membership structure, a cadence of meetings, established communication channels to and from the College Senate, standard bylaws for consistency, and a possible need for some campus-based nuances and configurations based on campus size. Noting the implementation of the seven campus president model begins in the fall, the college administration is supportive of phasing implementation of the campus senate model to the spring of 2026, allowing for a Joint Implementation Taskforce focused on Campus Senate to include campus senate leads, college senate leaders, campus presidents, and college administrators to work together on this model over the fall, with hopes of a proposal to be endorsed by December of 2025 by College Senate. This work can begin during the August 25th and 26th Professional Development Days. Ideally, the joint task force should be co-chaired by a campus president and a campus senate leader.

Additionally, before August 25th and August 26th, President Maduko will draft a new charge on the role of the campus senate, which will encompass two primary focus areas: campus-based advisory to the campus president, opportunities for input on decision-making, and a venue for added communication about and about the college senate's work, including but not limited to policy matters.

Once the model is determined, the college administration will work with our collective bargaining units to assess compensation for Campus Senate leaders.

Curriculum Discipline Councils or Groups (CDC and CDG) and Curriculum Congress

College administration affirms the importance of our curriculum bodies and the need to ensure a smooth and streamlined process to continue to modify, innovate, and discontinue curriculum courses and programs on route to the Connecticut State Colleges and Universities (CSCU) Board of Regents (BOR) approval process must be in place for September of 2025. Our curriculum offerings, both course and program-based, are approved to be offered as a single accredited college, consistent across our locations, and designed to be implemented at the campus level.

As such, the administration is recommending moving forward with the implementation of CDCs and CDGs, use of existing campus operations meetings with deans, program coordinators, department chairs to elevate campus engagement and interdisciplinary feedback on proposals on route to Curriculum Congress, strengthening access and training of all faculty and staff on open feedback opportunities on curriculum proposals, implementation of new additional resources of curriculum school fellows and a curriculum administrative support person, revisions as needed to the Curriculum Congress bylaws and forms to streamline opportunities for expedited review and matters that are informational, and the reconfiguration of the endorsed Curriculum Congress membership.

The college administration is supportive of creating a Joint Implementation Taskforce focused on our Curriculum Governance Structure, which will oversee the implementation of the design moving into the fall, inclusive of leaders from the Curriculum Congress, College Senate, and college administration. The goal would be to have the model reviewed and endorsed during the September meeting of the Senate. The plan would also include timelines and next steps for all the curriculum matters, including those still in the pipeline from academic year 2024-2025 that have not yet completed the BOR process. The college administration is working with the Curriculum Congress Chair and the Senate President to convene this group in support of the August professional development days scheduled for the summer.

The college administration provides this guidance based on the timeline for implementing the newly restructured school dean roles in the Provost's Office and the four-school model, as well as consistent feedback from college constituents. Beginning on October 11, 2024, at the Shared Governance Summit, college administration listened to the input of shared governance members on the areas of governance that were working and those that needed to be addressed and rethought. During that convening, members consistently expressed concerns about our current shared governance process, including, but not limited to, dissatisfaction with the following areas: curriculum governance structure, release and resources, communication, and transparency, and expressed a need for streamlining curriculum-related processes.

Additionally, the administration heard widespread support for moving our curriculum structure to college curriculum discipline councils or groups (CDC and CDG) versus the Statewide Discipline Councils (SDC) and School Area Curriculum Councils (SACC), allowing faculty with more relevant, specific discipline content expertise to drive proposals. Significant concerns were raised, including the inequitable workloads of the SACCs and the SDCs, membership composition, redundancy in the purpose of the groups, limited oversight when unprofessional actions took place during those meetings, and the inefficiencies that have occurred over the last year. In some cases, new and

revised programs have taken over a year and a half, if not more, to complete our current process and reach the Board of Regents for final approval. Simple name changes and other minor modifications also took almost a year to complete our process, hindering our ability to remain nimble and competitive in our sector.

In addition, other members than the faculty need to have eyes on our curriculum changes including school and campus deans, who manage the schedule of course offerings, financial aid members, who assure compliance and eligibility for title IV funding, guided pathway advisors, who work with our students on course selection, and admissions staff, who manage our enrollment and recruitment. Adding these members to our Curriculum Committees and utilizing existing operations meetings ensures a better flow of information and facilitates the interdisciplinary identification of potential issues earlier in the process. This feedback was further reinforced by the findings of the Shared Governance Survey, the initial shared governance proposal from the Senate in February 2025, and the focused visit of the NECHE Evaluation Team report.

In the administration's counter proposal on the shared governance model delivered to Senate in April 2025 and again in May of 2025, it affirms the need to move to the curriculum CDC and CDG for the fall of 2025 versus rethinking the SDC and SACC for the year and then changing again in a year to the CDC and CDG model. Returning to the SDC and SACC models is not feasible. There is a significant shift in the composition of SDC and SACC with the four-school model compared to the former six-school model. It would require considerable rethinking, and there is not ample time from the end of May, when faculty are off contract, to revise this in time for September, without significantly impacting our ability to modify and innovate our curriculum promptly for Fall 2025. Instead, the administration proposes using the August 25th and 26th Collegewide Professional Development Meetings, which are already scheduled, to focus on curriculum-based shared governance and solidify the CDC and CDG groups with faculty, staff, and administration. The administration will work with the joint task force to provide a draft crosswalk of the proposed CDC/CDG configurations, programs under the CDC/CDG configuration, and a list of full-time faculty members assigned to the CDC/CDG for review and input at the August 25th and 26th meetings. Faculty may be eligible to be on more than one CDC or CDG based on their content expertise. Additionally, this time will be used to collaborate with faculty to review planned curriculum proposals emerging from the curriculum governance process for 2025-2026. As discussed at the Senate meeting, not all CDCs and CDGs will need to meet as they may not have curriculum changes being proposed this year. A faculty member and the school dean will co-chair CDCs and CDGs. Elections will be held in September for these roles. Compensation for CDC and CDG chairs will be negotiated between the college administration and our collective bargaining leaders over the summer.

This fall, the college administration has also earmarked funding and plans to add four curriculum fellows, one per school, who will work with the Curriculum Congress Chair to support the writing and editing of any proposals by school in alignment with the Board of Regents forms, develop professional development trainings related to how to propose curriculum changes, needed documentation and timelines based on types of proposals, and support the building of the Courseleaf CAT technology (curriculum software) for the fall of 2026 timeframe. In addition, the college will be hiring a part-time administrative support person to assist with the curriculum process, as well as the Curriculum Congress chair and the Provost's Office. Additionally, before August 25th and August 26th, Acting Provost Hynick will draft a new charge outlining the role and scope of the curriculum-based governance bodies of CDC, CDG, and

Curriculum Congress. The hope is that the charge documents from President Maduko and Acting Provost Hynick will be in alignment with the Senate's proposed drafting of their Guiding Principles.

Assessment of the Revised Shared Governance Model

Similar to the Senate's counterproposal on Shared Governance, the college administration agrees that we need to give the revised governance model time to stabilize before assessing it for continuous improvement. We agree that a 2028-2029 timeline makes sense for the assessment of this revised model to commence.

Outstanding Items from April Senate Meeting

- Senate Recommendation:

Implementation and evaluation of the impact of Dual/Concurrent Enrollment and Program Alignment on the 5-Year Sustainability Plan.

- ***College Senate is concerned about the use of reserves to pay down debt and the accuracy of financial projections.***
- ***CT State should reconsider tuition increases at CT State.***
- **CT State Response:**

We acknowledge and commend the College Senate's thoughtful recommendation to implement and evaluate dual and concurrent enrollment and program alignment in the context of our 5-Year Sustainability Plan. We greatly appreciate your continued engagement in this vital area of student access and academic innovation.

As you are aware, dual enrollment is a crucial lever for expanding equitable access to postsecondary education, improving college-going rates, and enhancing student success throughout Connecticut. With the recent passage of Governor Lamont's Early College bill, there is now renewed momentum and funding dedicated to expanding high-quality dual enrollment opportunities statewide. This landmark legislation provides new resources to help institutions like CT State broaden access, while also requiring that all dual enrollment programs achieve National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation by July 1, 2028. It also mandates that the State Department of Education develop model partnership agreements to simplify local collaboration.

CT State is already a leading provider of early college opportunities across Connecticut, second only to UConn in terms of enrollment scale. We are proud that several of our campuses have already demonstrated substantial enrollment growth and community engagement through these partnerships. Nationally, community colleges are at the forefront of early college and dual enrollment efforts, and we recognize this as a strategic and sustainable pathway to serve more learners and strengthen institutional resilience.

Since fall 2023, significant progress has been made at CT State, including the adoption of college-wide Dual and Concurrent Enrollment Policies and Procedures, based on recommendations from the Dual and Concurrent Enrollment Taskforce and endorsed by the Senate in spring 2024. We also hired two directors in the Provost's Office to oversee these efforts, which were funded by a \$1

million grant from the Connecticut State Department of Education. These policies establish consistent teacher credentialing standards, admissions criteria, pricing structures, and alignment toward NACEP accreditation in 2028.

Looking ahead, the CSCU Board of Regents is set to review a system-wide Dual and Concurrent Enrollment Policy on June 26, 2025, further aligning CT State's practices with system and statewide priorities. In fall 2024, CT State hosted five regional Dual Enrollment Summits to engage with local districts, and we have initiated the process of updating all legacy agreements to reflect the new standards. On June 18, 2025, we will also launch our first Concurrent Enrollment Professional Development Day at CT State Gateway to support credentialed high school instructors.

Importantly, Connecticut's HB6445—which supports this expanded work—has advanced through the legislature and is now on the Governor's desk. The bill includes a proposed ****\$7.5 million earmark**** in the Governor's FY27 budget to support the continued growth of dual and concurrent enrollment across the state, which will be vital in ensuring long-term sustainability and institutional capacity.

Provost Karen Hynick has been instrumental in shaping this legislation and continues to collaborate with the Connecticut State Department of Education, the Governor's Office, and the CSCU Board of Regents ASA Committee to ensure our college remains aligned with the broader goals of access, equity, and excellence.

The Office of the Provost, in coordination with our system and state partners, remains committed to evaluating the sustainability and impact of dual and concurrent enrollment, and we welcome continued input from the Senate as we work to expand these transformational opportunities.

Framework for Release and Compensation (Stephen Kittredge and Others)

- Senate Recommendation:

We request formal assurance, resolution, and retroactive compensation for Stephen Kittredge as well as a formal evaluation of the Framework for Release and Compensation: the document's title changed to include "Recommended" after it was posted online Governance Model – CT State which is fodder for concern given the disparate implementation at some campuses. Note in response to President Maduko's request: Bonnie Goulet, Vince McGann (NV), China Bird (Housatonic), and Marsha Bryant (Capital) reported they received neither release nor compensation for their work on College Senate.

- **CT State Response:**

The concerns related to Mr. Kittredge are private labor and human resources matters. CT State acknowledges the advocacy by the College Senate and is confident that this matter is near resolution.

Professional Staff Council Summer Engagement

- Senate Recommendation:

Although President Maduko expressed verbal support for Professional Staff Council to meet in June and July, a written response is requested to support release for their work.

- **CT State Response:**

The College Administration supports the College Senate Professional Staff Council to meet in June and July of 2025. The Administration requests the list of Professional Staff Council members, meeting dates, and the number of hours per meeting, to ensure coordination with the supervisors of council members.

Required Student Orientation Program

- Senate Recommendation:

CT State College Senate recommends implementing a Required Student Orientation to improve student readiness, retention, and equitable access to essential academic and support services. Informed by broad faculty and staff input, the proposed program would replace the current optional model—which varies by campus and funding—with a statewide initiative supported centrally by CT State. Orientation would cover academic expectations, college policies, and student support resources, and include flexible delivery formats (in-person, online, LRON) to be completed in the first semester. The program would launch in 2027–2028 and be developed collaboratively by the College Senate, Deans Councils, and Academic and Student Affairs, combining collegewide core content with campus-specific customizations.

- **CT State Response:**

We appreciate the College Senate's thoughtful recommendation to implement a required student orientation. While we fully support the goal of improving student success and equitable access to resources, it's important to note that the proposed model, if not carefully considered, could present challenges that may hinder its effectiveness.

Acknowledging the potential challenges, we can overcome them through collaboration. Concern exists that a standalone, mandatory orientation risks becoming a barrier to enrollment for students with complex life responsibilities or limited access to technology and transportation. Orientation, in its current online form, already offers over 20 student success workshops, many of which align with the Senate's proposal. These could be better leveraged by integrating them into the existing College & Career Success (CCS) course, which would ensure consistent delivery of critical information while maintaining flexibility and minimizing redundancy. This approach would also reduce implementation strain on already limited Orientation and Onboarding staff.

Additionally, the success of embedding orientation content into the CCS course hinges on strong faculty buy-in from the CCS instructors. Moreover, the recommendation should be better informed by existing orientation models and available student data. A review of both online and in-person

orientation structures, as well as student outcome data, is necessary to inform the development of scalable and practical implementation strategies.

In conclusion, the College and Division of Enrollment Management support the intent of a comprehensive and consistent orientation experience; we recommend the following:

- Embedding orientation content into the CCS course with structured assignments or modules.
- Conducting a thorough review of current orientation practices and student data.
- Collaborating with CCS faculty to ensure alignment and effectiveness.
- Considering a phased implementation with selective populations (e.g., new students in specific programs). This approach will allow us to evaluate the changes' impact and feasibility before a broader rollout and make necessary adjustments based on the feedback received.

Our Division of Enrollment Management and VP Miller believe that if adopted, this blended and integrated model would offer a more realistic, scalable, and student-centered pathway toward achieving the Senate's objectives. It holds the promise of a more effective and efficient orientation process.

Statewide Committee Consolidation Taskforce

- Senate Recommendation:

Establish a Statewide Committee Consolidation Taskforce in Fall 2025 to address inefficiencies resulting from the legacy committee structure post-merger. The taskforce will include representatives from key stakeholder groups and will review the purpose, composition, and meeting schedules of all active statewide committees and councils—including those tied to CSCU—to reduce redundancy, eliminate overlap, and promote collaboration. Statewide bodies must submit updated information by October 15, 2025, and the taskforce will deliver final recommendations to President Maduko by December 19, 2025, for implementation in Spring 2026. We will need to coordinate participation prior to September 1, 2025 when committee assignments for the next academic year are due.

- **CT State Response:**

CT State supports the recommendation to streamline the current and legacy committee structures further. We support the formation of the taskforce, however, the committees and councils at the CSCU level are beyond the purview of CT State. The focus of the recommended taskforce should be on assessing college committees and councils.

Feasibility Study: Part-Time Faculty and Staff Senate Representation

- Senate Recommendation:

Additionally, Senate requests CT State conduct a feasibility study on the inclusion of part-time faculty and staff representation in the Senate. The study should examine how part-time

employees could effectively serve in this capacity and address all related considerations, including release time and compensation—both for their Senate service and their primary roles within the institution.

- **CT State Response:**

The College Administration supports conducting a feasibility study on the inclusion of part-time faculty and staff representation on the College Senate. This analysis will commence at the beginning of the 2025-2026 academic year and include engagement with the College Senate and bargaining units' representation.

Student Advisory Council and Representation

- Senate Recommendation:

Finally, we request regular updates related to the creation of a student-led advisory council. A proposal to increase student representation was postponed indefinitely pending creation of the council. As these initiatives were part of the Senate's efforts to strengthen inclusive representation and collaboration, we ask for a point of contact for each item and regular updates.

- **CT State Response:**

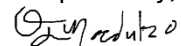
Acting Provost Hynick met with campus Student Government Association leaders in early April to discuss their interest in forming a Student Advisory Council. The group was amenable and noted the importance and value of establishing a student voice in our shared governance process. Students also emphasized the value of establishing a college-wide Student Government Association (SGA). With the hiring of the new Vice Provost of Student Affairs, Dr. Reome, in July, he will pick up conversations with the campus SGA leaders in the fall, and they will work together to form a proposal for the Senate's review by December of 2026. Acting Provost Hynick and Dr. Reome will provide an update to the Senate during the November 2025 Meeting.

Next Steps and Coordination

To ensure timely collaboration and communication, we will assign designated leads from the Office of the President and respective divisions for each item. A follow-up schedule and shared tracker will be coordinated with the College Senate Executive Committee by July 15, 2025.

Please accept my sincere thanks for the Senate's continued efforts to enhance shared governance, transparency, and excellence across Connecticut State Community College. I look forward to continuing this important work with you and your colleagues.

Respectfully,



Dr. John Maduko

President

Connecticut State Community College