

PROPOSED RESOLUTION ON BOR ACME POLICY DRAFT

Whereas, **Central Connecticut State University** exists for the primary purpose of furthering academic excellence;

Whereas, the **CCSU Faculty Senate is the official representative body of the CCSU faculty**;

Whereas, The Board of Regents (BOR) has presented for commentary an Executive Summary of a draft policy (hereafter referred to as ‘Proposal,’ found in Appendix A) regarding Alignment and Timely Completion of Mathematics and English Implementation at Connecticut State Community College in fall 2023 (ACME);

Whereas, by necessity, given the close coordination between the colleges and the universities in the CSCU system, especially given efforts since 2012 to design, approve, and provide seamless transfer opportunities through the Transfer and Articulation Policy (TAP) Pathways, what occurs at the colleges, will subsequently affect what occurs at the universities;

Whereas, The Proposal violates faculty purview over curriculum (Collective Bargaining Agreement, 5.17¹) in removing Algebra as the “required prerequisite for any math pathways” and dictating “transfer of and applicability of mathematics courses,” thus co-opting this responsibility from the departments, and subsequently also violating the Framework portion of the TAP Transfer Pathways;

Whereas, the people who are in the best position to design a policy to promote student success and eliminate disparities among different student groups are the faculty members who dedicate their careers to the institution and the students and work closely with their students;

Whereas, The Proposal was designed by the ACME working group, a group that inappropriately included administrators and outside consultants, and despite the claim that “over 100 faculty and staff were involved in crafting the recommendations”², almost all of the CSCU faculty in the working group left before the end because their voices were not heard and their opinions were dismissed, and none of the faculty in the group were elected by their peers to represent them;

Whereas, The Proposal incorrectly describes the current processes of placing incoming students in the appropriate course as “inaccurate placement processes”³, while the reality is that the current placement process involves multiple measures and a thoughtful, thorough assessment of a student’s current skills and opportunities for students to appeal their initial placement;

¹ “The department shall have responsibility for the content and development of courses, curriculum and Programs of study within its discipline, research and service within its area...”

² ACME draft policy, page 2

³ ACME draft policy, page 1

Whereas, The Proposal mandates utilization of 1) a new corequisite delivery of support (rather than the current prerequisite developmental course sequences), 2) course placement based solely on high school GPA, and 3) utilization of self-reported high school GPA for course placement in lieu of transcripts at the community colleges (Appendix A), but fails to support those proposed changes due to citation inaccuracies and the presentation of incomplete information (Appendix B);

Whereas, despite evidence in the research literature that clearly differentiates between the needs of students with marginal levels of academic preparedness and the needs of students who are more severely underprepared, the Proposal calls for a one-size-fits-all corequisite program for students, which simplified approach could jeopardize the academic success of the most vulnerable students;

Whereas, Although the proposal purports to address Connecticut's racial and socioeconomic achievement gap, in actuality, it would reinforce these disparities by lowering academic standards and expectations for community college and state university graduates; and

Whereas, The BOR Proposal would be damaging to students and would violate the principles of shared governance set forth in the Collective Bargaining Agreement (CBA); now therefore be it

Resolved, That we reject the BOR proposal; and be it further

Resolved, That the BOR and System Office create a new working group consisting entirely of faculty from the 17 institutions of CSCU, including faculty from the disciplines of English and Mathematics as well as other disciplines, and that such faculty should be selected by the campus governance bodies, to create a new proposal that achieves the goals of improving student success and promoting equity, in a way that respects faculty expertise, and without infringing upon faculty rights;

Resolved, That the BOR must respect that changes to curricula are to be decided through the curricular approval processes established by each university and the CBA, and that any changes to the TAP Transfer Agreements are to be made only through mutual agreement between the faculty of the colleges and the universities.