Faculty Advisory Committee  
Agenda and Recommendations for The Board of Regents for Higher Education  
November 15, 2012

1. Brief review of TAP framework, core competencies, and learning outcomes – the work of the TAP Steering Committee and Subcommittees. Plan is endorsed by the FAC.

2. Recommendation to the BOR regarding the campus role in ratifying the TAP framework.

   The Faculty Advisory Committee recommends that each ConnSCU institution vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures.

3. Request for resources for curriculum development for TAP GenEd framework.

   At many of the institutions, and especially at the community colleges, meeting the requirements of the General Education TAP framework will require significant curricula changes, the design of new courses, and adapting some current courses to embed competencies within them. Additional resources for summer curriculum grants, faculty development support, and reassigned time would be valuable and perhaps essential to realize the required changes.

4. FAC recommends that the TAP Steering Committee become a standing committee of ConnSCU.

   A detailed proposal regarding the responsibilities, processes, authority, terms of service, and committee structure will be forthcoming. The FAC believes the TAP Steering Committee (whose charge currently ends in May) needs to become a standing committee to continue to review and revise the learning outcomes and core competencies, to review data and monitor processes in the TAP implementation, to review and adjudicate curricula matters relative to TAP implementation, and to insure consistency across the institutions in the interpretation of the General Education framework, the development of the major pathways, and the design of an interactive web resource for transfer students.

5. FAC recommends developing distinct strategic plans for Connecticut’s Community College, for Connecticut State Universities, and for Charter Oak using a process that is described and endorsed in the BOR minutes from December 2011.

   The following recommendation has been sent to the faculty governing bodies of the 17 ConnSCU institutions: “The Faculty Advisory Committee recommends that faculty governing bodies review closely the strategic plan being initiated by the BOR. On 9/25/12, the BOR passed a resolution defining a mission, vision and goals for the system (see starting on page 4 with the corresponding attachment: http://www.ctregents.org/images/uploads/BOR_092512_MINUTES.pdf). In the coming months, the BOR intends to develop measurement metrics and strategic action steps to realize these goals. In general, the Faculty Advisory Committee acknowledges the importance of the five goals described in the BOR’s strategic planning document, but believes this list is insufficient to advance public education in Connecticut. In an effort to create one vision and one set of goals for Connecticut State Universities, Connecticut’s Community Colleges, and Charter Oak State College, we believe all
institutions will be underserved. We encourage the BOR to develop distinct missions (as required by PA 11-48 section 230) and vision statements with corresponding goals, metrics, and strategic actions for each type of public higher education institution. Further, the FAC encourages the BOR to adopt the processes outlined in a BOR powerpoint from December 2011 (see http://www.ctregents.org/images/uploads/BOR_Minutes_122011_w_A ttch_A.pdf) to consult with faculty and other stakeholders in developing separate mission statements and respective strategic plans that are coordinated across the ConnSCU system.”

6. As the representative group for the thousands of faculty across the ConnSCU system, the Faculty Advisory Committee requests that it be able to participate meaningfully in the selection of a new President of the Board of Regents.

Specifically, the FAC requests that a community college member of the FAC (or a FAC designee) and a state university member of the FAC (or a FAC designee) be appointed to the search committee. In addition, the FAC would like the opportunity to review the credentials and interview the finalists, so that the FAC can make a recommendation to its designated members on the search committee.

If this described level of participation is not acceptable or inconsistent with the search process, then we request an opportunity to review the search process and discuss and identify appropriate mechanisms for FAC participation.

This request was previously sent to Chairman Robinson a few weeks ago.

7. Brief review of faculty participation in responding to PA 12-40, which will require significant changes in the offerings that all 17 institutions can provide for students that are not college ready.

8. The FAC recommends that the Board adopt the following three priorities that can be used as guidelines and objectives in crafting strategies to address the requirements of the bill.

- Revision of all developmental programs should aim to increase both the percentage of students and the absolute number of students who successfully complete the entry-level, credit-bearing courses in composition, reading, and mathematics.
- In a state with the largest achievement gap, the public higher education system in Connecticut must strive to maintain opportunities for all students seeking to cross the divide. As such, Connecticut’s Community Colleges must maintain their long-standing commitment to open access.
- Whenever possible, efforts and plans to reform developmental education should be guided by accurate data and sound research.